



KING COUNTY

1200 King County Courthouse
516 Third Avenue
Seattle, WA 98104

Signature Report

Ordinance 19545

Proposed No. 2022-0395.2

Sponsors McDermott

1 AN ORDINANCE relating to school impact fees and
 2 comprehensive planning; adopting the capital facilities
 3 plans of the Tahoma, Federal Way, Riverview, Issaquah,
 4 Snoqualmie Valley, Highline, Lake Washington, Kent,
 5 Northshore, Enumclaw, Fife, Auburn and Renton school
 6 districts as subelements of the King County Comprehensive
 7 Plan capital facilities element to implement the school
 8 impact fee program; establishing school impact fees to be
 9 collected by King County on behalf of the districts; and
 10 amending Ordinance 18619, Section 2, as amended, and
 11 K.C.C. 20.12.473 and Ordinance 10122, Section 2, as
 12 amended, and K.C.C. 27.44.010.

13 **STATEMENT OF FACTS:**

14 1. Chapter 36.70A RCW and chapter 82.02 RCW authorize the collection
 15 of impact fees for new development to provide public school facilities to
 16 serve the new development.

17 2. Chapter 82.02 RCW requires that impact fees may only be collected for
 18 public facilities that are addressed in a capital facilities element of a
 19 comprehensive land use plan.

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20 3. King County adopted Ordinances 9785 and 10162 for the purposes of
21 implementing chapter 82.02 RCW.

22 4. The Tahoma School District, Federal Way School District, Riverview
23 School District, Issaquah School District, Snoqualmie Valley School
24 District, Highline School District, Lake Washington School District, Kent
25 School District, Northshore School District, Enumclaw School District,
26 Fife School District, Auburn School District and Renton School District
27 have previously entered into interlocal agreements with King County for
28 the collection and distribution of school impact fees. Each of these school
29 districts, through this ordinance, seeks to renew its capital facilities plan
30 for adoption as a subelement of the King County Comprehensive Plan
31 capital facilities element.

32 5. Consistent with K.C.C. 21A.28.154, the school technical review
33 committee met on June 8, 2022, to review each school district's capital
34 facilities plan, enrollment projections and standard of service, and the
35 district's overall capacity for the next six years to ensure consistency with
36 the Growth Management Act, with the King County Comprehensive Plan
37 and adopted community and subarea plans and with the district's
38 calculation and rationale for proposed impact fees. The committee
39 concluded that the plans attached to this ordinance accurately reflect the
40 districts' facilities status and concurred with the calculation and rationale
41 for the impact fees.

42 6. Washington State Environmental Policy Act review of the capital

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43 facilities plans was conducted by the districts as lead agency on behalf of
44 King County, which resulted in Determinations of Nonsignificance.

45 BE IT ORDAINED BY THE COUNCIL OF KING COUNTY:

46 SECTION 1. This ordinance is adopted to implement King County
47 Comprehensive Plan policies, the Washington State Growth Management Act and King
48 County Ordinance 10162, with respect to the Tahoma School District, Federal Way
49 School District, Riverview School District, Issaquah School District, Snoqualmie Valley
50 School District, Highline School District, Lake Washington School District, Kent School
51 District, Northshore School District, Enumclaw School District, Fife School District,
52 Auburn School District and Renton School District. This ordinance is necessary to
53 address identified impacts of development on the districts to protect the public health,
54 safety and welfare, and to implement King County's authority to impose school impact
55 fees under RCW 82.02.050 through 82.02.090.

56 SECTION 2. Ordinance 18619, Section 2, as amended, and K.C.C. 20.12.473 are
57 hereby amended to read as follows:

58 The following school district capital facilities plans are adopted as subelements of
59 the King County Comprehensive Plan capital facilities element and are incorporated in
60 this section by reference:

61 A. The Tahoma School District No. 409 Capital Facilities Plan (~~((2021 to 2026))~~)
62 2022-2027, adopted (~~((June 22, 2021))~~) June 28, 2022, which is included in Attachment A
63 to (~~((Ordinance 19371))~~) this ordinance;

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64 B. The Federal Way Public Schools Capital Facilities Plan (~~((2022))~~ 2023,
65 adopted (~~((June 29, 2021))~~ June 14, 2022, which is included in Attachment B to
66 (~~((Ordinance 19371))~~ this ordinance;

67 C. The Riverview School District No. 407 (~~((2021))~~ 2022 Capital Facilities Plan,
68 adopted (~~((June 22, 2021))~~ June 28, 2022, which is included in Attachment C to
69 (~~((Ordinance 19371))~~ this ordinance;

70 D. The Issaquah School District No. 411 (~~((2021))~~ 2022 Capital Facilities Plan,
71 adopted (~~((May 27, 2021))~~ June 8, 2022, which is included in Attachment D to
72 (~~((Ordinance 19371))~~ this ordinance;

73 E. The Snoqualmie Valley School District No. 410 Capital Facilities Plan
74 (~~((2021))~~ 2022, adopted (~~((June 17, 2021))~~ June 2, 2022, which is included in Attachment
75 E to (~~((Ordinance 19371))~~ this ordinance;

76 F. The Highline School District No. 401 Capital Facilities Plan (~~((2021-2026))~~
77 2022-2027, adopted (~~((July 7, 2021))~~ July 6, 2022, which is included in Attachment F to
78 (~~((Ordinance 19371))~~ this ordinance;

79 G. The Lake Washington School District No. 414 Six-Year Capital Facilities
80 Plan (~~((2021-2026))~~ 2022-2027, adopted (~~((June 7, 2021))~~ June 6, 2022, which is included
81 in Attachment G to (~~((Ordinance 19371))~~ this ordinance;

82 H. The Kent School District No. 415 Six-Year Capital Facilities Plan (~~((2020-~~
83 ~~2021 through 2026-2027))~~ 2021-2022 through 2027-2028, adopted (~~((June 23, 2021))~~
84 June 22, 2022, which is included in Attachment H to (~~((Ordinance 19371))~~ this ordinance;

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85 I. The Northshore School District No. 417 Capital Facilities Plan (~~((2021-2027))~~)
 86 2022-28, adopted (~~((June 28, 2021))~~) June 27, 2022, which is included in Attachment I to
 87 (~~((Ordinance 19371))~~) this ordinance;

88 J. The Enumclaw School District No. 216 Capital Facilities Plan (~~((2021-2026))~~)
 89 2022-2027, adopted (~~((June 21, 2021))~~) July 11, 2022, which is included in Attachment J to
 90 (~~((Ordinance 19371))~~) this ordinance;

91 K. The Fife School District No. 417 Capital Facilities Plan (~~((2021-2027))~~) 2022-
 92 2028, adopted (~~((July 26, 2021))~~) July 25, 2022, which is included in Attachment K to
 93 (~~((Ordinance 19371))~~) this ordinance;

94 L. The Auburn School District No. 408 Capital Facilities Plan (~~((2021 through~~
 95 ~~2027))~~) 2022 through 2028, adopted (~~((June 14, 2021))~~) June 27, 2022, which is included in
 96 Attachment L to (~~((Ordinance 19371))~~) this ordinance; and

97 M. The Renton School District No. 403 (~~((2021))~~) 2022 Capital Facilities Plan,
 98 adopted (~~((July 14, 2021))~~) July 13, 2022, which is included in Attachment M to
 99 (~~((Ordinance 19371))~~) this ordinance.

100 SECTION 3. Ordinance 10122, Section 2, as amended, and K.C.C. 27.44.010 are
 101 hereby amended to read as follows:

102 A. The following school impact fees shall be assessed for the indicated types of
 103 development:

SCHOOL DISTRICT	SINGLE FAMILY	MULTIFAMILY
	per dwelling unit	per dwelling unit
Auburn, No. 408	((<u>\$3,653</u>)) <u>\$7,963</u>	((<u>\$8,939</u>)) <u>\$9,913</u>

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Enumclaw, No. 216	((12,727)) <u>13,210</u>	((8,615)) <u>8,326</u>
Federal Way, No. 210	((1,845)) <u>0</u>	((15,073)) <u>0</u>
Fife, No. 417	((4,541)) <u>4,039</u>	((822)) <u>773</u>
Highline, No. 401	0	0
Issaquah, No. 411	((20,291)) <u>11,377</u>	((8,353)) <u>4,718</u>
Kent, No. 415	((5,819)) <u>0</u>	((2,458)) <u>0</u>
Lake Washington, No. 414	((18,997)) <u>18,610</u>	((3,510)) <u>3,586</u>
Northshore, No. 417	((18,891)) <u>17,963</u>	((1,392)) <u>2,625</u>
Renton, No. 403	((2,659)) <u>2,911</u>	((4,737)) <u>3,697</u>
Riverview, No. 407	((9,328)) <u>8,246</u>	((5,968)) <u>5,517</u>
Snoqualmie Valley No. 410	((11,091)) <u>16,203</u>	((4,597)) <u>5,534</u>
Tahoma, No. 409	((3,602)) <u>4,535</u>	((2,923)) <u>1,120</u>

104 B. The school impact fees established in subsection A. of this section take effect

105 January 1, ~~((2022))~~ 2023.

106 SECTION 4. Severability. If any provision of this ordinance or its application to

Ordinance 19545

- 107 any person or circumstance is held invalid, the remainder of the ordinance or the
- 108 application of the provision to other persons or circumstances is not affected.

Ordinance 19545 was introduced on 10/4/2022 and passed by the Metropolitan King County Council on 11/15/2022, by the following vote:

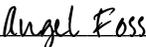
Yes: 9 - Balducci, Dembowski, Dunn, Kohl-Welles, Perry, McDermott, Upthegrove, von Reichbauer and Zahilay

KING COUNTY COUNCIL
KING COUNTY, WASHINGTON

DocuSigned by:

 F8830816F1C4427...
 Claudia Balducci, Chair

ATTEST:

DocuSigned by:

 C267B914088E4A0...
 Melani Pedroza, Clerk of the Council

APPROVED this _____ day of 11/29/2022, _____.

DocuSigned by:

 4FBCAB8196AE4C6...
 Dow Constantine, County Executive

Attachments: A. Tahoma SD 409 June 28, 2022, B. Federal Way Public Schools 2023, C. RIVER VIEW SD 2002, D. Issaquah SD 411 June 8, 2022, E. SNOQUALMIE VALLEY SD 410 2022, F. HIGHLINE SD 401 2022-2027, G. Lake Washington SD 414 2022-2027, H. KENT SD 2021-2022 through 2027-2028, I. Northshore SD May 2022 2022-28, J. ENUMCLAW SD 2022-2027, K. FIFE SD 417 2022-2028, L. Auburn SD 408 2022 through 2028, M. Renton SD 403 2022

TAHOMA SCHOOL DISTRICT NO. 409

Maple Valley, Washington

MEMORANDUM

June 28, 2022

TO: Tahoma School Board

FROM: Lori Cloud
Assistant Superintendent

Subject: Resolution No. 2022-05 Capital Facilities Plan 2022-2023

Request: Approve Resolution 2022-05 Capital Facilities Plan 2022-2027

Background: The Capital Facilities Plan is a report that comes out every year as a six-year report. The purpose of the report is to look at our facilities and enrollment projections for the coming years and make quality decisions based on the needs and current realities of our facilities. This report is required in order to collect impact fees.

ACTION: Please approve the Resolution 2022-05 Capital Facilities Plan 2022-2027, that include the following attachments

- Capital Facilities Plan
- Determination of Non-Significance
- SEPA Checklist

TAHOMA SCHOOL DISTRICT NO. 409
Maple Valley, Washington

Resolution No. 2022-05

WHEREAS, the Tahoma School District No. 409 is required to adopt the Capital Facilities Plan for the 2022-2027 school years; and,

WHEREAS, the Board of Directors is satisfied with the plan;

THEREFORE, BE IT RESOLVED that the Board of Directors of the Tahoma School District No. 409, on this 28th day of June, 2022, approves the Capital Facilities Plan for the 2022 - 2027 school years.

ADOPTED THIS 28th day of June, 2022.

President

Director

Director

Director

Director

Attest:

Secretary

CAPITAL FACILITIES PLAN

2022 to 2027

**Tahoma School District
No. 409**

Adopted: June 28th, 2022

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**TAHOMA SCHOOL DISTRICT NO. 409
2022
CAPITAL FACILITIES PLAN - UPDATE**

Summary:

In accordance with King County Code 21A.43, this update has been prepared to reflect current conditions in facility usage and needs. District Board Policy 6900 requires that "changing demographic factors shall be monitored in order that students' needs are met when the future becomes the present." A Facilities Planning Committee reviews facility availability and demographics to place students in an environment that meets the educational needs of the students and that is consistent with the educational philosophy and the instructional goals of the District.

The District continues to house a large number of families with children within its boundary area. There are about 55 public school students for every 100 homes in the District, (based on 2020 Census data). This estimate is probably a little low because it is based on the 2020 enrollment which was artificially low due to the pandemic. If we use the 2019 enrollment there are about 58 students for every 100 homes.

One reason this number is so high is that new home construction within the district attracts a lot of families with children. A recent analysis showed that the District sees 88 students for every 100 new construction homes that are sold.

The District will also continue to see added new housing. Between 2015 and 2019 there were over 500 new housing units completed and sold. And, the City of Maple Valley expects to add an additional 1,720 new housing units to its housing stock between 2019 and 2044 (King County buildable lands report). There is also continued development in the unincorporated areas that will add to the District's housing stock. The housing forecast predicts that the District will add approximately 1,400 units between the 2020 Census and 2030.

Following a period of modest growth, the District continues to receive healthy enrollment gains in each of the last six years. In 2014, the total student headcount was 7,805 and in October 2021 the count is 8,621, an increase of 9.5% percent. This increase, while significant, is likely understated given the effect of the global pandemic on student enrollment in the fall of 2021. The District expects enrollment to stabilize and grow with the return to in-person learning and post-pandemic environment. Current enrollment, along with projections presented herein, indicates that the enrollment growth will continue over the next six years at all three school levels, reaching a headcount total of 9,351 by the 2027-28 school year.

The District's voters approved a construction bond in 2013. The bond measure has paid for the following projects and enabled the District to implement the following programmatic changes:

- Built a new Tahoma High School for grades 9-12, the alignment used by most area high schools.
- Created a regional learning center at the new Tahoma High School that is offering more education choices to high school students during the day and evening classes to

the community through partnerships with Green River Community College and Renton Technical College.

- Built a new Lake Wilderness Elementary School with enrollment of 715 students.
- Realigned grade levels at four of the district's eight schools to create two middle schools for grades 6-8 and six elementary schools, K-5, resulting in net new capacity.
- Reduced the use of portable (temporary) classrooms at all sites.
- Provided for maintenance and improvements at various schools.
- Safety and security improvements continue to be made at all schools.

The 2013 bond projects are now complete and the District is assessing new capacity needed to meet projected growth and planning for interim projects as a part of this Capital Facilities Plan update. The District created a Housing Committee in 2020, comprised of staff and community members, to review and propose solutions for long term capacity needs. The Committee's work was expected to conclude in 2020 but was delayed due to the pandemic. The District is currently engaged with an architect to determine options to present to the Housing Committee by the end of 2022. Future updates to this Capital Facilities Plan will include information regarding the Committee's recommendations.

SIX-YEAR ENROLLMENT PROJECTIONS

The District consulted with William L. (“Les”) Kendrick Ph.D., the district demographer, to gain a better understanding of the current reality for Tahoma. The demographer has developed its own methodology for forecasting future enrollments. This methodology, a modified cohort survival method, considers a variety of factors to evaluate the potential student population growth for the years 2021 through 2030. These factors include: projected births, projected growth in the K-12 population, and a model which considers growth in population and housing within the District’s boundaries.

Enrollment in the Puget Sound has declined by almost 23,000 students over the past two years as the effects of the pandemic have persisted. Although enrollment is up in some school districts, enrollment in all the Puget Sound counties is below where it was in October 2019.

Despite these trends there are signs that things are starting to change. First, many Districts in the Puget Sound are reporting better than expected enrollment gains in the past few months as some children have returned to in-person schooling. Second, it appears that the worst effects of the pandemic have passed, with cases, hospitalizations, and deaths all declining. It is possible that a new strain of the virus, or rules and concerns regarding the vaccination of students, could lead to further disruptions next year. But at this point, things appear to be returning to normal with most Districts supporting in-person schooling.

Although our long-range forecasts for the District are influenced by regional growth and birth trends, there are reasons to think that Tahoma will see enrollment grow over time. The District continues to house a large number of families with children within its boundary area. There are about 55 public school students for every 100 homes in the District, (based on 2020 Census data). This estimate is probably a little low because it is based on the 2020 enrollment which was artificially low due to the pandemic. If we use the 2019 enrollment there are about 58 students for every 100 homes.

One reason this number is so high is that new home construction attracts a lot of families with children. A recent analysis showed that the District sees 88 students for every 100 new construction homes that are sold. The District anticipates that it will continue to see new housing. Between 2015 and 2019 there were over 500 new housing units completed and sold. And the City of Maple Valley expects to add an additional 1,720 new housing units to its housing stock between 2019 and 2044 (King County buildable lands report). There is also continued development in the unincorporated areas. Our preferred housing forecast predicts that the District will add approximately 1,400 units between the 2020 Census and 2030.

Calculations based on the 2021 enrollment data indicate that growth will consistently increase over the next six years. Current enrollment of 8,621 (October 2021) is projected to increase to 9,351 (HC) in the 2027-28 school year – an increase of 8.47 percent. All grade levels will experience enrollment growth.

The District will continue to monitor new residential development given the direct relationship to enrollment increases. Appendix A-1 includes the District’s enrollment history and six-year enrollment projections.

STANDARD OF SERVICE AND AVAILABILITY OF SPACE

The Standard of Service identified by the Tahoma School District in keeping with Board Policy 6900 is to "...accommodate the educational needs of students and be consistent with the educational philosophy and instructional goals of the District." State legislation and contract agreement with the Tahoma Education Association identify the Certificated staff mandate for maximum classroom size.

The District's standard of service is based on funded implementation of K-3 class size reduction. The District has fully implemented All Day Kindergarten.

Standards of Service for Elementary School Students:

1. Class size for grades K-3 average 17 and class size for grades 4 – 5 average 26.
2. Special Education is delivered through both pull-out services and self-contained classrooms at all elementary sites.
3. All students are provided Art and STEM/STEAM, music and physical education in self-contained classrooms.
5. Gifted education is offered as either pullout or self-contained classes (average class size is 20).
6. Remedial services are offered as pull-out models and utilize space available in each school.
7. The District has/will relocate students of one grade level to facilities of another grade level to take advantage of available excess capacity. The District will continue such actions as necessary.

Standards of Service for Senior and Middle School Students:

1. Class sizes for grades 6-8 average 30 and class sizes for grades 9-12 average 30.
2. Self-contained special education classes are offered in all buildings.
3. Computer labs are offered in all buildings.
4. Advanced vocational classes have less than average number of enrollees.
5. Classes are utilized during the day for planning and student consultation.
6. Certain specialty classes, such as visual and performing arts, health and fitness, drama, band, and all vocational courses are not always conducive for scheduling general classes. The district utilizes these specialty areas to the greatest extent possible.
7. The District has/will relocate students of one grade level to facilities of another grade level to take advantage of available excess capacity. The District will continue such actions as necessary.

The District recently reviewed the utilization of its elementary school facilities and has adjusted the total capacity numbers for each school to reflect actual building use.

At this time, enrollment figures show the District has facility capacity for the following schools:

Cedar River Elem	K-5	Is under capacity by 194 students in permanent facilities and is 286 students under capacity when considering relocatable facilities.
Glacier Park Elem	K-5	Is over capacity by 159 students in permanent facilities and 71 students under capacity when considering relocatable facilities.
Lake Wilderness Elem	K-5	Is under capacity by 44 students in permanent facilities and 136 students under capacity when considering relocatable facilities.
Rock Creek Elem	K-5	Is over capacity by 113 students in permanent facilities and 117 under capacity when considering relocatable facilities.
Shadow Lake Elem	K-5	Is under capacity by 71 students in permanent facilities and 163 students under capacity when considering relocatable facilities.
Tahoma Elem	K-5	Is over capacity by 48 students in permanent facilities and 90 students under capacity when considering relocatable facilities.
Maple View Middle	6-8	Is under capacity by 277 students in permanent facilities.
Summit Trail Middle	6-8	Is over capacity by 13 students in permanent facilities and under capacity by 161 students when considering relocatable facilities.
Tahoma High	9-12	Is under capacity by 55 students in permanent facilities and under capacity by 193 students when considering relocatable facilities.

INVENTORY OF PERMANENT FACILITIES**Instructional Facilities**

			Permanent Capacity	Temporary Capacity	October 21 Head Enrollment
Cedar River Elementary	K-5	22516 Sweeney Road SE Maple Valley, 98038	782	92	588
Glacier Park Elementary	K-5	23700 SE 280 th Maple Valley, 98038	598	230	757
Lake Wilderness Elementary	K-5	24216 Witte Road SE Maple Valley, 98038	759	92	715
Rock Creek Elementary	K-5	25700 Maple Vly-Black Dmd Rd SE Maple Valley, 98038	598	230	711
Shadow Lake Elementary	K-5	22620 Sweeney Road SE Maple Valley, 98038	529	92	458
Tahoma Elementary	K-5	24425 S.E. 216 th Maple Valley, 98038	621	138	669
Maple View Middle School	6-8	18200 SE 240 th Kent, 98042	1,247	0	970
Summit Trail Middle School	6-8	25600 SE Summit-Landsburg Rd. Ravensdale, 98051	1,102	174	1,115
Tahoma High School	9-12	23499 SE Tahoma Way Maple Valley, 98038	2,693	138	2,638

Support Facilities

Central Services Center	25720 Maple Valley Black Diamond Rd SE Maple Valley, 98038
Transportation	22050 SE Petrovitsky Road Maple Valley, 98038
Central Kitchen	25638 SR 169 Maple Valley, 98038
Technology and Maintenance	18200 SE 240 th Kent, 98042

PROJECTED ENROLLMENT AND CAPACITY

In 2005, the District completed its construction and remodeling program that began with passage of the 1997 construction bond measure. The \$45.5 million bond measure, combined with state matching funds and local construction impact fees, paid for: Tahoma Senior High School remodeling and expansion; Tahoma Junior High construction; Shadow Lake Elementary School remodeling and expansion; Cedar River Middle School expansion; and Tahoma Middle School renovation.

The District began a transition during the 2001-2002 school year to a District-wide grade reconfiguration of K-5, 6-7, 8-9 and 10-12. When the completion of the modernization of the old Tahoma Junior High School in 2004, that school re-opened as a middle school and all of the District's elementary schools now serve grades K-5. This configuration helped to create additional capacity at the elementary (K-5) level.

On November 5, 2013, the District passed a \$195 million bond measure to fund new capacity and noncapacity projects, including the rebuild and expansion of Lake Wilderness Elementary and a new comprehensive high school.

In September 2017, the District opened with two new schools – Tahoma Senior High School and the new Lake Wilderness Elementary School, along with substantial completion of construction and remodeling to the other existing schools to accommodate the new grade level configurations and needed net capacity. For at least the coming year, Tahoma Senior High School has remaining available capacity to serve new students from growth.

To address K-5 capacity needs, new permanent modular classrooms were being added at Cedar River Elementary School in the spring of 2022, increasing permanent capacity at that school by just over 200 students.

Tahoma Senior High School was designed to accommodate the then-existing 6-period model. Subsequently, the high school program has shifted to a 8-period model. The combination of future projected enrollment growth with increased space needs for the 8-period model makes it likely that the District will add high school capacity within the six-year planning period.

The District continues to review enrollment increases and related housing needs, as well as planned capacity improvements. Future updates to this CFP will include any adopted adjustments as well as information from the Housing Committee's recommendations. The District will continue to use relocatable facilities to address growth needs. In particular, the District plans to closely monitor capacity needs and add relocatable capacity as necessary depending on actual enrollment growth. Note that the District uses relocatable capacity as a temporary remedy only.

PROJECTED ENROLLMENT AND CAPACITY (2021-2026)

Elementary (K-5)	2022	2023	2024	2025	2026	2027
Permanent Program Capacity**	3,887	3,887	3,887	3,887	3,887	3,887
Total Relocatable Capacity	874	874	874	874	874	874
Total Capacity	4,761	4,761	4,761	4,761	4,761	4,761
Projected Enrollment	3,960	4,061	4,135	4,121	4,110	4,275
Available Capacity (Temp. & Perm. Facilities)	801	700	626	640	651	486

**Includes new permanent modular classrooms added at Cedar River Elementary School in 2022.

Middle Schools (6-8)	2022	2023	2024	2025	2026	2027
Permanent Program Capacity	2,349	2,349	2,349	2,349	2,349	2,349
Total Relocatable Capacity	174	174	174	174	174	174
Total Capacity	2,523	2,523	2,523	2,523	2,523	2,523
Projected Enrollment	2,046	2,010	2,032	2,073	2,130	2,383
Available Capacity (Temp. & Perm. Facilities)	477	513	491	450	393	140

High School (9-12)	2022	2023	2024	2025	2026	2027
Permanent Program Capacity	2,693	2,693	2,693	2,693	2,693	2,693
Total Relocatable Capacity	138	138	138	138	138	138
Total Capacity	2,831	2,831	2,831	2,831	2,831	2,831
Projected Enrollment	2,685	2,734	2,674	2,612	2,562	2,631
Available Capacity (Temp. & Perm. Facilities)	146	97	157	219	269	200

For the District's internal planning review only, the following chart identifies the projected enrollment and capacity analysis for each grade band using the District's ten-year enrollment projections (through the 2029-30 school year). The chart assumes that the District will not add or adjust any new permanent or temporary capacity, nor adjust programmatic requirements, within the ten-year planning period. It also assumes that the enrollment projections included in Appendix A hold steady through the 2030-31 school year. However, enrollment projections are generally most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions, land use, and demographic trends in the area affect the projection. As such, the projected enrollment for 2030-31 should be viewed through that lens. The District will continue to update its projections on a regular basis.

PROJECTED ENROLLMENT AND CAPACITY (2030-31 school year)

	K-5	6-8	9-12
Projected Enrollment	4,331	2,371	3,128
Permanent Capacity	3,887	2,349	2,693
Total Capacity (Temp/Perm)	4,761	2,523	2,831
Available Capacity (Temp/Perm)	430	152	(297)

FACILITY NEEDS AND FINANCIAL PLAN

Needs Forecast:

To meet expected enrollment increases and to address other facility needs, the District is relying on recently completed and front-funded capacity projects and capacity adjustments, and previously implemented grade reconfiguration.

The District's completion of the 2013 bond projects and associated grade reconfiguration help to address continuing enrollment growth. Conversion of the former Tahoma High School to Maple Valley Middle School (grades 6-8), renaming of and grade reconfiguration at the former Tahoma Junior High School to Summit Trail Middle School (grades 6-8), complete in August 2017, resulted in a net 214 new seats at the 6-8 level. The construction, conversion, and grade reconfiguration at the former Tahoma Middle School (to Tahoma Elementary School) and former Cedar River Middle School (to Cedar River Elementary School) were complete in August 2017. The Tahoma Elementary School and Cedar River Elementary School, together with the new Lake Wilderness Elementary School, increased K-5 capacity by nearly 800 net new seats. Tahoma Senior High School and Regional Learning Center added nearly 1,450 net new seats at the 9-12 level when opened in 2017.

The District created a Housing Committee comprised of staff and community members to review and propose solutions for long term capacity needs. The Committee's work was expected to conclude in 2020 but was delayed due to COVID. The Committee recently resumed their work and expects to have recommendations by the end of 2022. Future updates to this Capital Facilities Plan will include information regarding the Housing Committee's recommendations.

The District recently opened a six-classroom permanent modular construction addition in the spring of 2022 at the Cedar River Elementary School campus. These classrooms created additional K-5 capacity needed to serve growth (adding 204 seats). Tahoma Senior High School continues to have capacity available to serve growth and the District anticipates that, subject to the Housing Committee's recommendations and future funding, additional 9-12 capacity will be provided during the six-year planning period. As such, the growth-related projects at Tahoma Senior High School and the costs of the recent Cedar River classroom addition are used in the District's school impact fee formula. The District will monitor available capacity and make appropriate adjustments in future updates to this Capital Facilities Plan. In addition, the District may add or relocate portables for growth-related needs during the six years of this Plan.

FINANCE PLAN

Capacity Projects

Facility	Proposed Start Date	Proposed/Actual End Date	Location	Capacity Change	% of Facilities to Serve New Growth	Anticipated Source of Funds**	Site Cost*	Construction Cost
New High School	2015	2017	Summit Pit	2,693	100%	Bonds, Impact Fees	\$9,000,000	\$144,000,000
Cedar River Elementary School Permanent Modular Classroom Addition	2021	2022	22615 Sweeney Rd SE	204	100%	Local Funds, Impact Fees	N/A	\$3,785,000
TOTAL							\$9,000,000	\$147,785,000

* Previously purchased property paid from earlier bond issues unless otherwise noted.

Noncapacity Projects

Facility	Proposed Start Date	Proposed End Date	Location	Anticipated Source of Funds	Site Cost*	Construction Cost
HVAC – Design and Engineering	3/21	9/22	CR, RC, CSC. STMS, GPES, TES, MVMS	Cap	N/A	\$20,748,000
SLES Roof	6/21	8/21	SLES	Cap	\$733,781.52	\$733,781.52
Carpet Upgrades	6/21	9/21	RCES	Cap	\$398,531.67	\$398,531.67
Septic Improvements	2019	2022	TES	Cap	\$559,241	N/A
TOTAL					\$1,691,554.19	\$21,880,313.19

FEE CALCULATIONS

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.

Methodology and Variables Used to Calculate School Impact Fees

The Tahoma School District calculates school impact fees pursuant to the formula adopted by King County Ordinance No. 10162 and under the authority of Chapter 21A.43 of the King County Code and the Washington State Growth Management Act. The formula calculates fees for single family dwelling units and multi-family dwelling units.

Impact fees are calculated based on the District's cost per dwelling unit for capacity projects that will serve the student from new development (including, as applicable, the purchase of land for school sites, making site improvements, constructing schools and purchasing/installing portable facilities). As required under GMA, credits have also been applied for State Match Funds to be reimbursed to the District and property taxes to fund the projects that will be proposed for future bond measures. Assessed values for single and multi-family housing in the Tahoma School District were provided by the King County Assessor in February 2022

The King County Ordinance includes a fifty (50) percent "discount rate," which operates to set the final fee at 50% of the calculated unfunded need.

Appendix B includes the District's fee calculation. Single Family Housing will yield a fee of \$4,535 and multi-family housing will yield a fee of \$1,120.

STUDENT FACTORS

The student factor (or student generation rate), a significant factor in determining impact fees, is the average number of students generated by each housing type—single-family and multiple-family housing. The student factors are indicated below.

In the past, the District has relied upon the composite average of student generation rates from other districts in King County. However, for this year's CFP, the District was able to calculate its own student generation factors for single family dwelling units. In accordance with K.C.C. 21A.06.1260, the District has chosen to use the average student generation rate of neighboring school districts in King County for the multi-family student factor.

Single Family Dwelling Units:

Sales Years	Number of Units	Grade Level	Students Generated	Generation Rate
1/1/2015 to 12/31/2019				
SFT->	547	K-5	261	0.477
		6-8	104	0.190
		9-12	116	0.212
		Totals	481	0.879

Multi-Family Dwelling Units:

	Auburn	Federal Way*	Issaquah	Lake Washington	Northshore	Average^
Elementary	0.392	0.516	0.160	0.082	0.076	0.178
Middle	0.135	0.317	0.049	0.035	0.026	0.061
High	0.153	0.208	0.055	0.033	0.026	0.067
Total	0.680	1.041	0.263	0.150	0.128	0.306

**For purposes of the MF student generation rates, the FWSD figures are for information only and not used to calculate the MF average.*

^Figures are rounded.

APPENDIX A – ENROLLMENT PROJECTIONS

Tahoma Enrollment History

Births	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
King County	22,680	24,244	24,899	25,190	25,067	24,514	24,630	25,032	24,910	25,348	25,487	26,011
K Enroll as %	2.22%	2.04%	2.11%	2.16%	2.36%	2.19%	2.25%	2.34%	2.48%	2.75%	2.30%	2.43%
City of Maple Valley	354	405	379	393	348	334	342	329	325	369	383	380
K Enroll % of City	142.4%	122.2%	138.8%	138.7%	169.5%	161.1%	161.7%	178.4%	188.8%	188.6%	152.7%	166.1%

Medium Range Forecast

	Projected Births									
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
King County	25,273	24,337	24,090	23,638	23,568	24,043	24,237	24,691	24,904	25,158
K Enroll as %	2.60%	2.57%	2.56%	2.57%	2.59%	2.61%	2.61%	2.61%	2.61%	2.61%
City of Maple Valley	365	341	337	331	330	337	339	346	349	352
K Enroll % of City	179.9%	183.8%	182.9%	183.8%	184.7%	186.5%	186.5%	186.5%	186.5%	186.5%

October P223 Enrollment (Headcount)

	Oct10	Oct11	Oct12	Oct13	Oct14	Oct15	Oct16	Oct17	Oct18	Oct19	Oct20	Oct21	Oct22	Oct23	Oct24	Oct25	Oct26	Oct27	Oct28	Oct29	Oct30	Oct31	
K	504	495	526	545	590	538	553	587	617	696	585	631	K	657	626	617	608	609	628	633	645	650	657
1	495	551	572	592	614	641	603	591	598	646	650	645	1	688	719	682	670	660	661	681	686	699	705
2	570	524	587	569	645	621	647	642	644	624	615	670	2	679	723	751	710	697	686	687	707	713	727
3	564	588	552	606	600	663	656	691	668	685	608	630	3	702	713	755	782	739	724	713	714	735	741
4	580	557	624	575	625	615	688	688	720	675	647	640	4	651	726	733	774	801	757	742	731	731	753
5	591	585	576	640	580	642	645	707	710	747	649	682	5	664	672	747	751	793	820	774	759	747	748
6	565	605	609	604	643	602	637	656	743	722	693	636	6	687	682	688	761	765	807	834	788	772	761
7	569	574	621	613	622	681	630	664	670	783	705	726	7	663	712	704	707	782	785	828	856	809	792
8	647	580	587	629	618	631	689	644	664	684	749	723	8	738	677	724	713	716	791	795	838	867	818
9	601	645	601	597	627	632	652	696	673	696	692	747	9	748	759	693	738	727	729	805	809	853	882
10	627	586	630	583	580	620	624	657	687	689	680	707	10	755	740	747	680	724	712	714	789	793	836
11	534	570	540	569	522	529	570	587	618	646	571	622	11	653	701	684	687	625	666	655	657	726	729
12	547	504	545	528	539	498	491	544	548	553	570	562	12	584	618	660	642	645	586	624	614	615	680
Total	7,394	7,364	7,570	7,650	7,805	7,913	8,085	8,354	8,560	8,846	8,414	8,621	Total	8,868	9,069	9,186	9,222	9,283	9,351	9,485	9,592	9,711	9,830

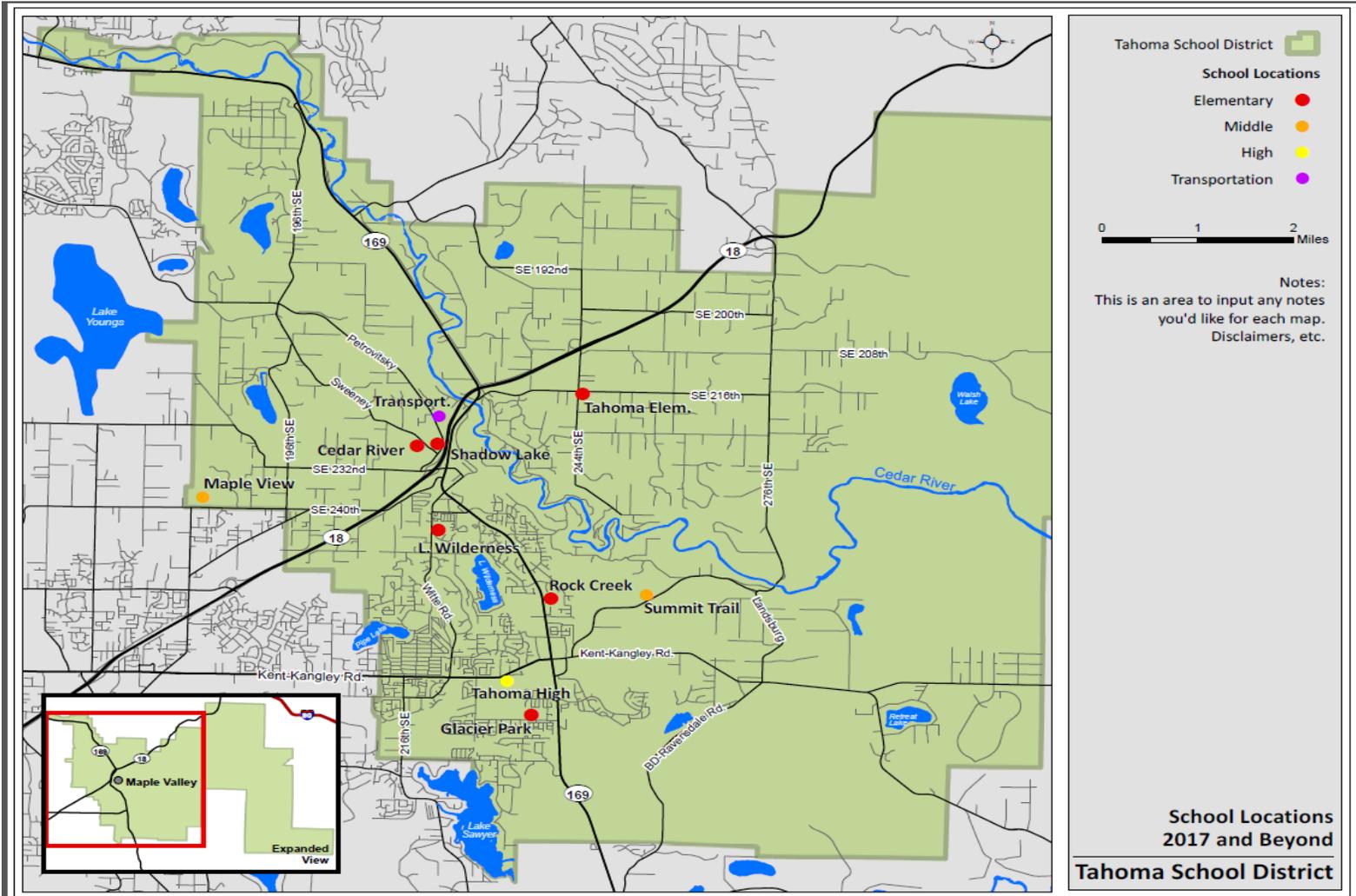
Change	65	-30	206	80	155	108	172	269	206	286	-432	207	Change	247	201	117	36	61	68	133	107	119	119
% Change	0.9%	-0.4%	2.8%	1.1%	2.0%	1.4%	2.2%	3.3%	2.5%	3.3%	-4.9%	2.5%	% Change	2.9%	2.3%	1.3%	0.4%	0.7%	0.7%	1.4%	1.1%	1.2%	1.2%

3304	3300	3437	3527	3654	3720	3792	3906	3957	4073	3754	3898	K-5	4,041	4,179	4,286	4,295	4,299	4,275	4,229	4,241	4,276	4,331
1781	1759	1817	1846	1883	1914	1956	1964	2077	2189	2147	2085	6-8	2,087	2,072	2,116	2,181	2,263	2,383	2,457	2,482	2,447	2,371
2309	2305	2316	2277	2268	2279	2337	2484	2526	2584	2513	2638	9-12	2,740	2,818	2,784	2,747	2,722	2,693	2,798	2,869	2,987	3,128

APPENDIX B – SCHOOL IMPACT FEE CALCULATION

School Site Acquisition Cost:							
((AcresxCost per Acre)/Facility Capacity)xStudent Factor							
	Facility	Cost/	Facility	Student	Student		
	Acreage	Acre	Capacity	SFR	MFR	Cost/	Cost/
						SFR	MFR
Elementary	20.00	\$0	204	0.477	0.178	\$0	\$0
Middle	35.00	\$0	800	0.190	0.061	\$0	\$0
High	35.00	\$0	2,693	0.212	0.067	\$0	\$0
						\$0	\$0
School Construction Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Permanent/Total Sq Ft)							
	%Perm/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR	SFR	MFR
Elementary	88.00%	\$ 3,785,000	204	0.477	0.178	\$7,788	\$2,906
Middle	88.00%	\$ -	800	0.190	0.061	\$0	\$0
High	88.00%	\$ 146,000,000	2,693	0.212	0.067	\$10,114	\$3,196
						\$17,902	\$6,103
Temporary Facility Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Temporary/Total Square Feet)							
	%Temp/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Size	SFR	MFR	SFR	MFR
Elementary	12.00%	\$ -	20	0.477	0.178	\$0	\$0
Middle	12.00%	\$ -	25	0.190	0.061	\$0	\$0
High	12.00%	\$ -	25	0.212	0.067	\$0	\$0
					TOTAL	\$0	\$0
State Funding Assistance Credit:							
CCA x OSPI Square Footage x Funding Assistance % x Student Factor							
	Current	OSPI Square	District	Student	Student	Cost/	Cost/
	CCA	Footage	Funding %	SFR	MFR	SFR	MFR
Elementary	\$ 246.83	90	0.00%	0.477	0.178	\$0	\$0
Middle	\$ 246.82	108	0.00%	0.190	0.061	\$0	\$0
Sr. High	\$ 246.83	130	0.00%	0.212	0.067	\$0	\$0
					TOTAL	\$0	\$0
Tax Payment Credit:						SFR	MFR
Average Assessed Value						\$610,642	\$267,076
Capital Bond Interest Rate						2.45%	2.45%
Net Present Value of Average Dwelling						\$5,358,212	\$2,343,517
Years Amortized						10	10
Property Tax Levy Rate						\$1.65	\$1.65
Present Value of Revenue Stream						\$8,832	\$3,863
Fee Summary:				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$17,902	\$6,103		
Temporary Facility Cost				\$0	\$0		
State Funding Credit				\$0	\$0		
Tax Payment Credit				(\$8,832)	(\$3,863)		
FEE (AS CALCULATED)				\$9,070	\$2,240		
50% LOCAL SHARE				\$4,535	\$1,120		

APPENDIX C – SCHOOL DISTRICT MAP





FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A **BRIGHT** future.



Lake Grove Elementary



Mirror Lake Elementary



Wildwood Elementary



Thomas Jefferson High School



Star Lake Elementary/
Evergreen Middle School



Olympic View K-8 School



Memorial Field Renovation

CAPITAL FACILITIES PLAN 2023

FEDERAL WAY PUBLIC SCHOOLS
2023
CAPITAL FACILITIES PLAN
May 24, 2022

BOARD OF EDUCATION

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Dr. Dani Pfeiffer

Prepared by: Jeri Carlson, Chief Finance & Operations Officer, Interim
Sally McLean, Facilitator
Jennifer Thomas, Student & Demographic Forecaster

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

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FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

INTRODUCTION

In response to the requirements of the State of Washington Growth Management Act (SHB) 2929 (1990) and ESHB 1025 (1991)), and under the School Impact Fee Ordinances of King County Code 21A, City of Federal Way Ordinance No. 95-249 effective December 21, 1995 as amended, City of Kent Ordinance No.4278 effective June 2018, revised December 2021, and the City of Auburn Ordinance No. 5078 effective 1998, Federal Way Public Schools has updated its Capital Facilities Plan as of May 2022.

This plan is scheduled to be submitted for consideration to each of the jurisdictions located with the Federal Way Public Schools' service area: King County, the City of Kent, City of Federal Way and the City of Auburn and is incorporated in the Comprehensive Plans of each jurisdiction by reference. This plan is requested to be included in the Facilities Plan element of the Comprehensive Plans of each jurisdiction. To date, the City of Des Moines has not adopted a school impact fee ordinance. The City of Des Moines collects school impact fees as part of the SEPA process. Discussions with the City of Milton to adopt an ordinance for school impact fees for parcels located within the Federal Way School District's service area is in process.

The Growth Management Act requires the County to designate Urban Growth areas within which urban growth can be encouraged. The Growth Management Planning Council adopted and recommended to the King County Council for Urban Growth Area Line Maps with designations for urban centers. A designation was made within the Federal Way planning area, which encompasses Federal Way Public Schools boundaries. King County will encourage and actively support the development of Urban Centers to meet the region's need for housing, jobs, services, culture, and recreation. This Plan's estimated population growth is prepared with this underlying assumption.

This Capital Facilities Plan will be used as documentation for any jurisdiction, which requires its use to meet the needs of the Growth Management Act. This plan is not intended to be the sole planning tool for all of the District needs. The District may prepare interim plans consistent with Board policies or management need.

During the 2016-17 school year the District formed a 100 member Facilities Planning Committee consisting of parents, community members and staff. The Committee was tasked with developing a recommendation to the Superintendent regarding Phase 2 of the District's plan for school construction, remodeling, and/or modernization for voter consideration in November 2017. The voters passed this \$450M bond authorization with a 62% YES vote reflecting a commitment to invest in the modernization of our infrastructure. Through the committee's work a determination was made to rebuild Thomas Jefferson High School, Illahee Middle School, Evergreen Middle School, Lake Grove Elementary, Mirror Lake Elementary, Olympic View Elementary, Star Lake Elementary, and Wildwood Elementary. In addition to the school projects, the committee included a plan to modernize Memorial Stadium, which currently supports athletic activities for all schools. The rebuilding of the schools will create additional capacity for students at the elementary and high school levels.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

INTRODUCTION, continued

The District continues to monitor factors that may have an impact on enrollment and capacity at our schools, including new single-family and multi-family residential developments and any impacts due to the COVID-19 stay home order. In accordance with the McCleary decision, the State has provided funding to reduce K-3 class size to 17 and 4-12 class size to 25. Beginning in 2019-20 the legislature expects compliance with this funding adding pressure to the need for elementary capacity. In response to this need the district has acquired a commercial building to renovate into classrooms to provide permanent additional capacity.

As a result of the combination of recently added new capacity in the District and lower enrollment due to COVID-19 (and associated lower enrollment projections), the 2023 Capital Facilities Plan reflects no unhoused scholars by the end of the six year planning period. As such, this year's CFP does not include a school impact fee request. However, it is important to note that the Fall 2022 kindergarten registrations at the time of this writing is on track to be the highest it has ever been. The District plans to closely monitor enrollment and associated needs and reserves the right to amend the 2023 CFP and impact fee calculation as appropriate.

House Bill 1356 prompted school districts across the state, including Federal Way Public Schools, to reflect and consider the appropriateness of their school mascots. We recognized the importance of partnership in this process and were fortunate to engage with local tribal leaders to help us determine what changes needed to happen in our district for schools with names and mascots connected to Native American identities as a result, several of our schools now have new mascots:

- Illahee Middle School Royals
- Sacajawea Middle School Nighthawks
- Woodmont K-8 Snow Leopards
- Evergreen Middle School Grizzlies

In June 2021, the decision was made to rename Totem Middle School, and we began the process of identifying the new name of the school. In November 2021, that process concluded when the FWPS Board of Directors approved the scholar-recommended name Evergreen Middle School. This process incorporated the voices of scholars, teachers, community members, and local tribal leaders. We are proud to move forward with this new name to help undo the disrespectful use and cultural appropriation of Native American identity in our community.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

SECTION 1 - THE CAPITAL FACILITIES PLAN

The State Growth Management Act requires that several pieces of information be gathered to determine the facilities available and needed to meet the needs of a growing community.

This section provides information about current facilities, existing facility needs, and expected future facility requirements for Federal Way Public Schools. A Financial Plan that shows expected funding for any new construction, portables and modernization listed follows this.

 FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

INVENTORY OF EDUCATIONAL FACILITIES
ELEMENTARY SCHOOLS (K-5)

Adelaide	1635 SW 304 th St	Federal Way	98023
Brigadoon	3601 SW 336 th St	Federal Way	98023
Camelot	4041 S 298 th St	Auburn	98001
Enterprise	35101 5 th Ave SW	Federal Way	98023
Green Gables	32607 47 th Ave SW	Federal Way	98023
Lake Dolloff	4200 S 308 th St	Auburn	98001
Lake Grove	303 SW 308 th St	Federal Way	98023
Lakeland	35827 32 nd Ave S	Auburn	98001
Mark Twain	2450 S Star Lake Rd	Federal Way	98003
Meredith Hill	5830 S 300 th St	Auburn	98001
Mirror Lake	625 S 314 th St	Federal Way	98003
Nautilus (K-8)	1000 S 289 th St	Federal Way	98003
Olympic View	2626 SW 327 th St	Federal Way	98023
Panther Lake	34424 1 st Ave S	Federal Way	98003
Rainier View	3015 S 368 th St	Federal Way	98003
Sherwood Forest	34600 12 th Ave SW	Federal Way	98023
Silver Lake	1310 SW 325 th Pl	Federal Way	98023
Star Lake	4014 S 270 th St	Kent	98032
Sunnycrest	24629 42 nd Ave S	Kent	98032
Twin Lakes	4400 SW 320 th St	Federal Way	98023
Valhalla	27847 42 nd Ave S	Auburn	98001
Wildwood	2405 S 300 th St	Federal Way	98003
Woodmont (K-8)	26454 16 th Ave S	Des Moines	98198

MIDDLE SCHOOLS (6-8)

Federal Way Public Academy (6-10)	34620 9 th Ave S	Federal Way	98003
Illahee	36001 1 st Ave S	Federal Way	98003
Kilo	4400 S 308 th St	Auburn	98001
Lakota	1415 SW 314 th St	Federal Way	98023
Sacajawea	1101 S Dash Point Rd	Federal Way	98003
Sequoyah	3450 S 360 th ST	Auburn	98001
Evergreen	26630 40 th Ave S	Kent	98032
TAF @ Saghalie (6-12)	33914 19 th Ave SW	Federal Way	98023

HIGH SCHOOLS (9-12)

Decatur	2800 SW 320 th St	Federal Way	98023
Federal Way	30611 16 th Ave S	Federal Way	98003
Thomas Jefferson	4248 S 288 th St	Auburn	98001
Todd Beamer	35999 16 th Ave S	Federal Way	98003
Career Academy at Truman	31455 28 th Ave S	Federal Way	98003

ADDITIONAL SCHOOLS

Internet Academy (K-12)	31455 28 th Ave S	Federal Way	98003
Employment Transition Program (12+)	33250 21 st Ave SW	Federal Way	98023
Federal Way Open Doors	31455 28 th Ave S	Federal Way	98003
Former DeVry Property (K-5)	3600 S 344 th Way,	Federal Way	98001

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

CURRENT INVENTORY NON-INSTRUCTIONAL FACILITIES
Developed Property

Central Kitchen	1214 S 332 nd	Federal Way	98003
Federal Way Memorial Field	1300 S 308 th St	Federal Way	98003
Educational Services Center	33330 8 th Ave S	Federal Way	98003
Support Services Center	1211 S 332 nd St	Federal Way	98003

Leased Property

Early Learning Center at Uptown Square	1066 S 320 th St	Federal Way	98003
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Undeveloped Property

Site #	Location
--------	----------

75	SW 360th Street & 3rd Avenue SW – 9.2 Acres
65	S 351st Street & 52nd Avenue S – 8.8 Acres
60	E of 10th Avenue SW - SW 334th & SW 335 th Streets - 10.04 Acres
73	N of SW 320 th and east of 45 th PL SW – 23.45 Acres
71	S 344th Street & 46th Avenue S - 17.47 Acres
82	1 st Way S and S 342 nd St – Minimal acreage
96	S 308 th St and 14 th Ave S – .36 Acres

Notes:

Not all undeveloped properties are large enough to meet school construction requirements. Properties may be traded or sold depending on what locations are needed to house students in the District.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

NEEDS FORECAST - EXISTING FACILITIES

PHASE	EXISTING FACILITY	FUTURE NEEDS	ANTICIPATED SOURCE OF FUNDS
As needed	Purchase and Relocate Portables	Interim Capacity	Anticipated source of funds is Impact Fees.
II	Thomas Jefferson High School	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Illahee Middle School	Replace Existing Building	Voter Approved Capital bond
II	Evergreen Middle School	Replace Existing Building	Voter Approved Capital bond
II	Lake Grove Elementary	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Mark Twain Elementary	Replace Existing Building, Increase Capacity	TBD, pending SCAP funding
II	Mirror Lake Elementary	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Olympic View K-8 School	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Star Lake Elementary	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Wildwood Elementary	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Memorial Stadium	Replace Existing Facility	Voter Approved Capital bond
II	DeVry Property	Temp Swing School Increase Capacity	SCAP and K-3 Class size reduction funding
III	Decatur High School	Replace Existing Building, Increase Capacity	TBD
III	Kilo Middle School	Replace Existing Building	TBD
III	Sacajawea Middle School	Replace Existing Building	TBD
III	Adelaide Elementary	Replace Existing Building, Increase Capacity	TBD
III	Brigadoon Elementary	Replace Existing Building, Increase Capacity	TBD
III	Camelot Elementary	Replace Existing Building, Increase Capacity	TBD
III	Lake Dolloff Elementary	Replace Existing Building, Increase Capacity	TBD
III	Nautilus K-8 School	Replace Existing Building, Increase Capacity	TBD
III	Twin Lakes Elementary	Replace Existing Building, Increase Capacity	TBD
III	Woodmont K-8 School	Replace Existing Building, Increase Capacity	TBD

As part of the multi-phase modernization and replacement plan, the District intends to increase capacity for elementary and high school students with expansion at the Thomas Jefferson, Lake Grove, Mirror Lake, Olympic View, Star Lake, and Wildwood sites.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

NEEDS FORECAST - ADDITIONAL FACILITIES

NEW FACILITY	LOCATION	ANTICIPATED SOURCE OF FUNDS
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No current plans for additional facilities.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

Six Year Finance Plan

Secured Funding

Sources	
Impact Fees (1)	\$144,848
Land Sale Funds (2)	(\$481,779)
Bond or Levy Funds (3)	\$125,973,394
K3-CSR & TAFE unclaimed expenditures (4)	\$12,106,119
School Construction Assistance Program (SCAP) (5)	\$33,980,652
TOTAL	\$171,723,234

Projected Revenue

Sources	
School Construction Assistance Program (SCAP) (6)	\$79,213,000
K-3 Class Size Reduction (7)	\$486,000
Bond Funds (8)	\$0
Land Fund Sales (9)	\$0
Impact Fees (10)	\$0
TOTAL	\$79,699,000

Actual and Planned Expenditures

Total Secured Funding and Projected Revenue	\$251,422,234
--	----------------------

NEW SCHOOLS	Estimated and Prior Years	Budget 2022-23	2023 2023-24	2024 2024-2025	2025 2025-2026	2026 2026-2027	2027 2027-2028	2028 2028-2029	Total 2022-2029	Total Cost
MODERNIZATION AND EXPANSION										
Lake Grove Elementary (11)	\$39,500,000								\$0	\$39,500,000
Mirror Lake Elementary (11)	\$41,800,000								\$0	\$41,800,000
Star Lake Elementary (11)	\$39,660,500								\$0	\$39,660,500
Wildwood Elementary (11)	\$40,800,000								\$0	\$40,800,000
Olympic View K-8 School (11)	\$16,074,000	\$29,376,000	\$1,750,000						\$31,126,000	\$47,200,000
Thomas Jefferson High School (11)	\$107,455,000	\$17,745,000							\$17,745,000	\$125,200,000
Evergreen Middle School (11)	\$66,713,500								\$0	\$66,713,500
Illahee Middle School (11)	\$2,203,000	\$9,085,000	\$59,843,000	\$10,870,000					\$79,798,000	\$82,000,000
Memorial Stadium (11)	\$290,000	\$29,610,000							\$29,610,000	\$29,900,000
									\$0	\$0
									\$0	\$0
SITE ACQUISITION										
Former DeVry/ES 24 (12)	\$20,776,500	\$1,421,500	\$1,421,000	\$1,423,000	\$1,422,250	\$1,423,750	\$1,422,250	\$1,422,750	\$9,956,500	\$30,733,000
TEMPORARY FACILITIES										
Portables (13)									\$0	\$0
TOTAL	\$376,269,500	\$87,237,500	\$63,014,000	\$12,293,000	\$1,422,250	\$1,423,750	\$1,422,250	\$1,422,750	\$168,235,500	\$643,505,000

NOTES:

1. These fees are currently being held in a King County, City of Federal Way, City of Auburn, and City of Kent impact fee account, and will be available for use by the District for system improvements. This is year end balance on 12/31/21.
2. This is year end balance on 12/31/21.
3. This is the 12/31/21 balance of bond funds and capital levy funds. This figure includes interest earnings.
4. This represents the K3-CSR revenue received but not spent as of 12/31/2021.
5. This represents the balance of SCAP funding as of 12/31/2021
6. This is anticipated SCAP for the future projects authorized by the voters in 2017.
7. This is a secured K-3 Class size reduction grant.
8. In November 2017, the District passed a \$450M bond measure. The amount included in the finance plan is for projects that will create additional capacity. Only the costs associated with increasing capacity are included in school impact fee calculations. See page xxx.
9. There are no projected sale of surplus properties.
10. In this current plan, there are no projected impact fees.
11. Project budgets are updated as of December 2021. Budgets for Illahee Middle School, Olympic View K-8, and Memorial Stadium budgets are still being updated. Evergreen middle School, Illahee Middle School, Olympic View K-8, Memorial Stadium, and DeVry
12. A former private university campus located in Federal Way was purchased in 2019 to provide up to 43 additional permanent elementary classrooms. Prior to creating new permanent capacity this location will be used as a temporary housing. These costs are excluded from impact fee calculations.
13. These fees represent the cost of purchasing and installing new portables. The portable expenditure in future years may replace existing portables that are not functional. These may not increase capacity and are not included in the capacity summary.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

SECTION 2 - MAPS

Federal Way Public Schools has twenty-one elementary schools (grades K-5), two schools with a K-8 grade configuration, six middle school schools (grades 6-8), four high schools (grades 9-12) and four small secondary schools. The Federal Way Public Academy serves students in grades 6-10. The programs at Open Doors and Career Academy at Truman High School serves students in grades 9-12. In addition to these programs, TAF@Saghalie serves students in grades 6-12 who reside within the service area and the Employment and Transition Program (ETP) at the Norman Center serves 18–21-year-old scholars.

The Growth Management Act requires that a jurisdiction evaluate if the public facility infrastructure is in place to handle new housing developments. In the case of most public facilities, new development has its major impact on the facilities immediately adjacent to that development. School districts are different. If the district does not have permanent facilities available, interim measures must be taken until new facilities can be built or until boundaries can be adjusted to match the population changes to the surrounding facilities.

It is important to realize that a single housing development does not require the construction of a complete school facility. School districts are required to project growth throughout the district and build or adjust boundaries based on growth throughout the district, not just around a single development.

Adjusting boundaries requires careful consideration by the district and is not taken lightly. It is recognized that there is a potential impact on students who are required to change schools. Boundary adjustments impact the whole district, not just one school.

The final map included represents the city and county boundaries which overlap with the district's service areas.

- City of Algona
- City of Auburn
- City of Des Moines
- City of Federal Way
- City of Kent
- City of Milton
- Unincorporated King County

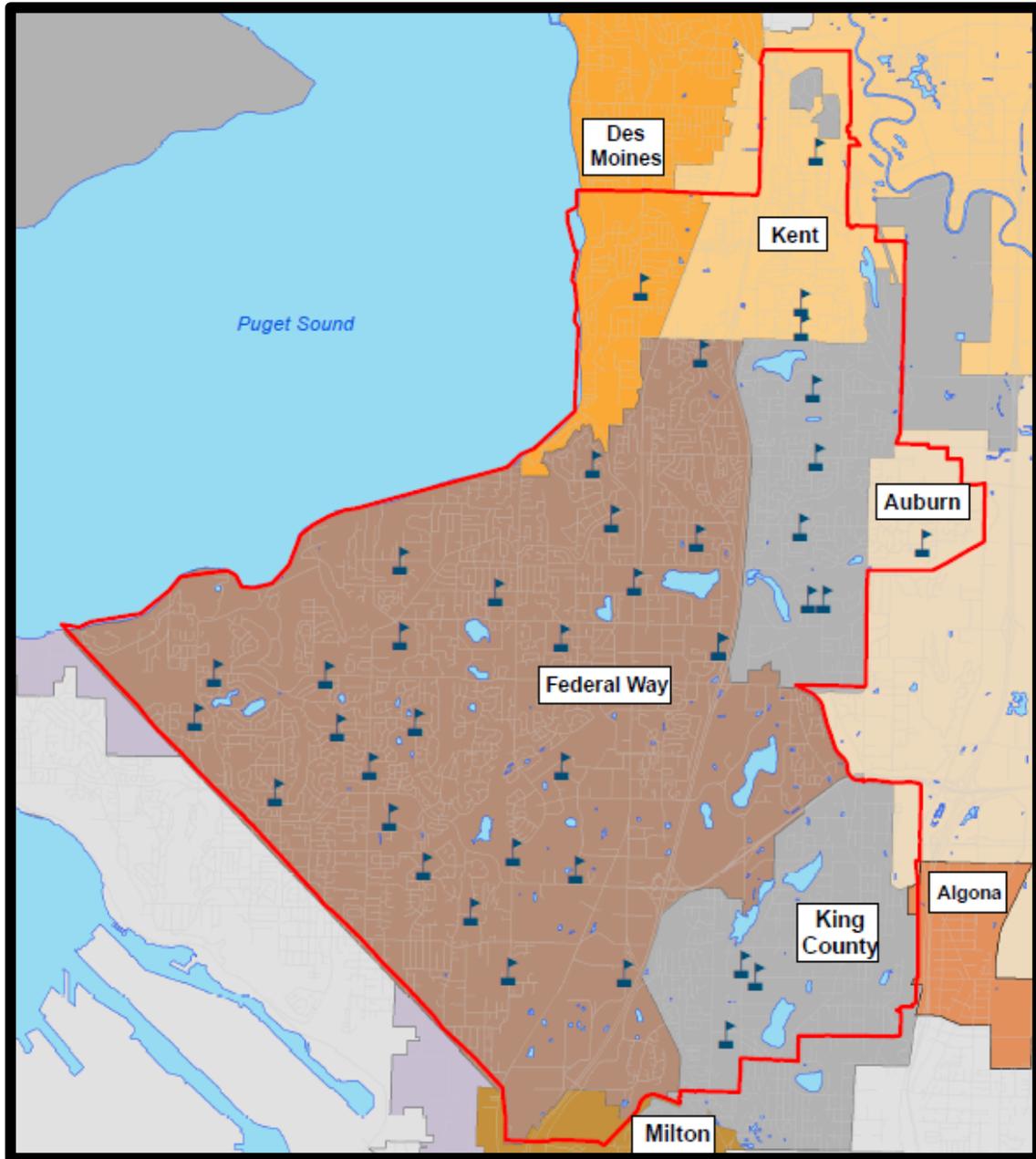
FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

MAP – CITY AND COUNTY JURISDICTIONS



**FEDERAL WAY
PUBLIC SCHOOLS**

Each Scholar: A voice. A dream. A **BRIGHT** future.



0 0.5 1 2 Miles

**City and County
Jurisdictions**

FWPS boundaries is 100% Urban Growth Area

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

SECTION 3 - SUPPORT DOCUMENTATION

Building Capacities - The Education Program

Portable Locations

Student Forecast – 2023 through 2029

 FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

BUILDING CAPACITIES

This Capital Facilities Plan establishes the District’s “standard of service” in order to ascertain the District’s current and future capacity. The Superintendent of Public Instruction establishes square footage guidelines for capacity, but these guidelines do not take into consideration the education program needs.

In general, the District’s current target class size provides that the average class size for a standard classroom for grades K through 3 should be 17 students to comply with current legislation. In grades 4-5 the target is 25 students. For grades 6 to 12 the target class size is 26 students. Classrooms for students with Individualized Education Program (Special Education) needs are calculated at 12 seats per classroom.

Historically, the District has used the OSPI square footage calculation as a baseline for capacity calculation and made adjustments for specific program needs. The District will continue to use this calculation for determining capacity at our middle and high schools. However, for elementary school capacity will be calculated based on the number of classroom spaces and the number of students assigned to each classroom.

Class Size Guidelines	FWPS Historical “Standard of Service”	HB2661/SHB2776 Enacted Law	Square Footage Guideline
Kindergarten	18.9	17	25-28
Grades 1-2	18.9	17	25-28
Grade 3	18.9	17	28
Grades 4-5	25	25	28

For the purposes of determining student capacity at individual schools, the following list clarifies adjustments to classroom spaces and the OSPI calculation.

Special Education Resource Rooms:

Each middle school requires the use of a standard classroom(s) for special education students requiring instruction to address specific disabilities.

English as a Second Language Programs:

Each middle school and high school requires the use of a standard classroom for students learning English as a second language.

Middle School Computer Labs:

Each middle school has computer labs, except Evergreen Middle School. Wireless access has been installed at all secondary schools. If additional classroom space is needed, these computer labs may be converted to mobile carts.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

BUILDING CAPACITIES, continued

High School Career Development and Learning Center (Resource) Room:

Each high school provides special education resource room and career development classrooms for students requiring instruction to address specific disabilities.

Preschool/ECEAP:

Our district currently offers preschool programs for both special needs & typically developing students at 9 elementary schools. We also have the ECEAP program at 10 sites (6 elementary schools, 3 high schools, and 1 commercial sites). These programs decrease capacity at those schools.

Alternative Learning Experience:

Federal Way offers students the opportunity to participate in an Alternative Learning Experience through our Internet Academy. These students have never been included in the capacity calculation of unhoused students. Due to COVID 19 implementing school closures the District has had a sharp increase in IA enrollment.

1418 Youth Reengagement:

Federal Way offers students the opportunity to participate in 1418 Youth Reengagement Open Doors program. These students are housed at the Truman campus but are not currently included in the capacity calculation of unhoused students.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

BUILDING CAPACITIES, continued

**ELEMENTARY BUILDING
PROGRAM CAPACITY**

School Name	Headcount	¹ Preschool
Adelaide	353	30
Brigadoon	299	30
Camelot	277	30
Enterprise	345	15
Green Gables	401	
Lake Dolloff	400	
³ Lake Grove	600	
Lakeland	371	
Mark Twain	430	
Meredith Hill	375	30
³ Mirror Lake	600	
Nautilus (K-8)	466	
Olympic View	353	
Panther Lake	347	
Rainier View	405	30
Sherwood Forest	390	6
Silver Lake	400	
Star Lake	337	
Sunnycrest	405	
Twin Lakes	341	30
Valhalla	406	
³ Wildwood	600	30
Woodmont (K-8)	357	
TOTAL	9,258	231

Elementary Average	403	
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**MIDDLE SCHOOL BUILDING
PROGRAM CAPACITY**

School Name	Headcount
Illahee	855
Kilo	779
Lakota	786
Sacajawea	694
Sequoyah	585
Evergreen	795
TAF @ Saghalie	598
Federal Way Public Academy	183
TOTAL	5,275

*Middle School Average	727
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**HIGH SCHOOL BUILDING
PROGRAM CAPACITY**

School Name	Headcount
Decatur	1243
Federal Way	1684
Thomas Jefferson	1224
Todd Beamer	1085
TAF @ Saghalie	155
Career Academy at Truman	159
Federal Way Public Academy	116
Employment Transition Program	48
TOTAL	5,714

²High School Average	1,309
--	--------------

Notes:

¹Preschool enrollment reduces capacity for K-5 students. 15 preschool students in one classroom.

²Federal Way Public Academy, Career Academy at Truman High School, and Employment Transition Program and TAF @ Saghalie for the high school school grade span (9-12) are non-boundary schools. These schools are not used in the calculated averages.

³Lake Grove and Wildwood opened January 2021; Mirror Lake is opened September 2021

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

PORTABLE LOCATIONS

The Washington State Constitution requires the State to provide each student a basic education. It is not an efficient use of District resources to build a school with a capacity for 500 students due to lack of space for 25 students when enrollment fluctuates throughout the year and from year to year.

Portables are used as interim measures to house students when increasing population impacts a school attendance area. Portables may also be required to house students when new or changing programs require additional capacity. They also provide housing for students until permanent facilities can be financed and constructed. When permanent facilities become available, the portable(s) is either used for other purposes such as storage or child care programs, or moved to another school for an interim classroom. Some portables may not be fit to move due to age or physical condition. In these cases, the District may choose to buy new portables and surplus these unfit portables.

With the launch of construction of new schools, a number of portables will be relocated, decommissioned, or sold. These numbers are not available at this time. Since 2018, the District has reduced the number of instructional portables by 33 classrooms.

The following page provides a list of the location of the portable facilities, used for educational facilities by Federal Way Public Schools.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

PORTABLE LOCATIONS, continued**PORTABLES LOCATED
AT ELEMENTARY SCHOOLS**

	INSTRUCTIONAL	NON INSTRUCTIONAL
Adelaide	2	1
Brigadoon	1	
Camelot	1	
Enterprise	3	
Green Gables	1	
Lake Dolloff	4	1
Lake Grove		
Lakeland		
Mark Twain	3	
Meredith Hill	3	
Mirror Lake		
Nautilus	3	
Olympic View	2	
Panther Lake	4	
Rainier View	5	
Sherwood Forest	2	2
Silver Lake	1	3
Star Lake		
Sunnycrest	6	
Twin Lakes	1	2
Valhalla	4	
Wildwood		
Woodmont	3	
TOTAL	49	9

**PORTABLES LOCATED
AT HIGH SCHOOLS**

	INSTRUCTIONAL	NON INSTRUCTIONAL
Decatur	8	1
Federal Way		
Thomas Jefferson		
Todd Beamer	8	
TOTAL	16	1

**PORTABLES LOCATED
AT SUPPORT FACILITIES**

MOT	
TDC	9
Former TAFA	
TOTAL	9

**DISTRICT PORTABLES IN USE FOR ECEAP
AND/OR HEADSTART**

Sherwood Forest	1
Totem	
Total	1

**PORTABLES LOCATED
AT MIDDLE SCHOOLS**

	INSTRUCTIONAL	NON INSTRUCTIONAL
Illahee	2	1
Kilo	1	6
Lakota		
Sacajawea	5	
Sequoyah	1	1
Evergreen		
TAF@ Saghalee	4	
TOTAL	13	8

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

STUDENT FORECAST

Student enrollment projections are a basic component of budget development. Enrollment projections influence many of the financial estimates that go into budget preparation. The majority of staffing requirements are derived directly from the forecasted number of students. Allocations for instructional supplies and materials are also made on the basis of projected enrollment. Other expenditures and certain revenue projections are directly related to enrollment projections.

Enrollment projections are completed annually in the Business Services Department. Projections must be detailed at various levels, district total, school-building totals, grade level and program level to include vocational and special education students.

The basis of projections has been cohort survival analysis. Cohort survival is the analysis of a group that has a common statistical value (grade level) as it progresses through time. In a stable population the cohort would be 1.00 for all grades. This analysis uses historical information to develop averages and project the averages forward. This method does not trace individual students; it is concerned with aggregate numbers in each grade level. The district has used this method with varying years of history and weighted factors to study several projections. Because transfers in and out of the school system are common, student migration is factored into the analysis as it increases or decreases survival rates. Entry grades (kindergarten) are a unique problem in cohort analysis. The district collects information on birth rates within the district's census tracts and treats these statistics as a cohort for kindergarten enrollment in the appropriate years.

The Federal Way School District is using various statistical methods for projecting student enrollments. The resultant forecasted enrollments are evaluated below.

In January 2022, the District contracted a demographer to develop projections for the Federal Way School District. The model used to forecast next year's enrollment uses cohort survival rates to measure grade to grade growth, assumes market share losses to private schools (consistent with county-wide average), assumes growth from new housing or losses due to net losses from migration. This forecast was provided as a range of three projections. The long-range forecast provided with this report used a model with cohort survival rates and growth rates based on projected changes in the 5-19 age group for King County.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

STUDENT FORECAST, continued

Most of the methods used for long range enrollment reporting assume that enrollment is a constant percent of something else (e.g. population) or that enrollment will mirror some projected trend for the school-age population over time. The report included 5 different calculations to provide a range of possible projections for the District to the year 2029. This model produces a projection that is between 20,000 and 19,500 when applied to the low, medium, and high range modes. This provides a reasonable range for long-range planning and is consistent with estimates from various models.

Long-range projections that establish the need for facilities are a modification of the cohort survival method. The cohort method of analysis becomes less reliable the farther out the projections are made. The Federal Way School District long-range projections are studied annually. The study includes information from the jurisdictional demographers as they project future housing and population in the region. The long-range projections used by Federal Way Public Schools reflect a similar age trend in student populations as the projections published by the Office of Financial Management for the State of Washington.

Near term projections assume some growth from new housing, which is offset by current local economic conditions. The District tracks new development from five permitting jurisdictions. Long range planning assumes a student yield from proposed new housing consistent with historical growth patterns.

Growth Management requires jurisdictions to plan for a minimum of twenty years. The Federal Way School District is a partner in this planning with the various jurisdictions comprising the school district geography. These projections create a vision of the school district community in the future.

As a result of COVID-19, the District has experienced a significant increase in Internet Academy scholars:

IA Headcount	Elementary School	Middle School	High School	Total
Nov-19	12	59	205	276
Nov-20	159	147	250	556
Nov-21	349	227	342	918
Temp Increase	337	168	137	642

The District's six year enrollment projections show an overall decline in enrollment, and a decline at each grade level. The COVID-19 pandemic affected enrollment in recent years, as well as increased enrollment in the Internet Academy. The District plans to monitor actual enrollment growth in the 2022-23 school year to assess the validity of the projections, particularly post-pandemic. Any changes will be reflected in future updates to this CFP.

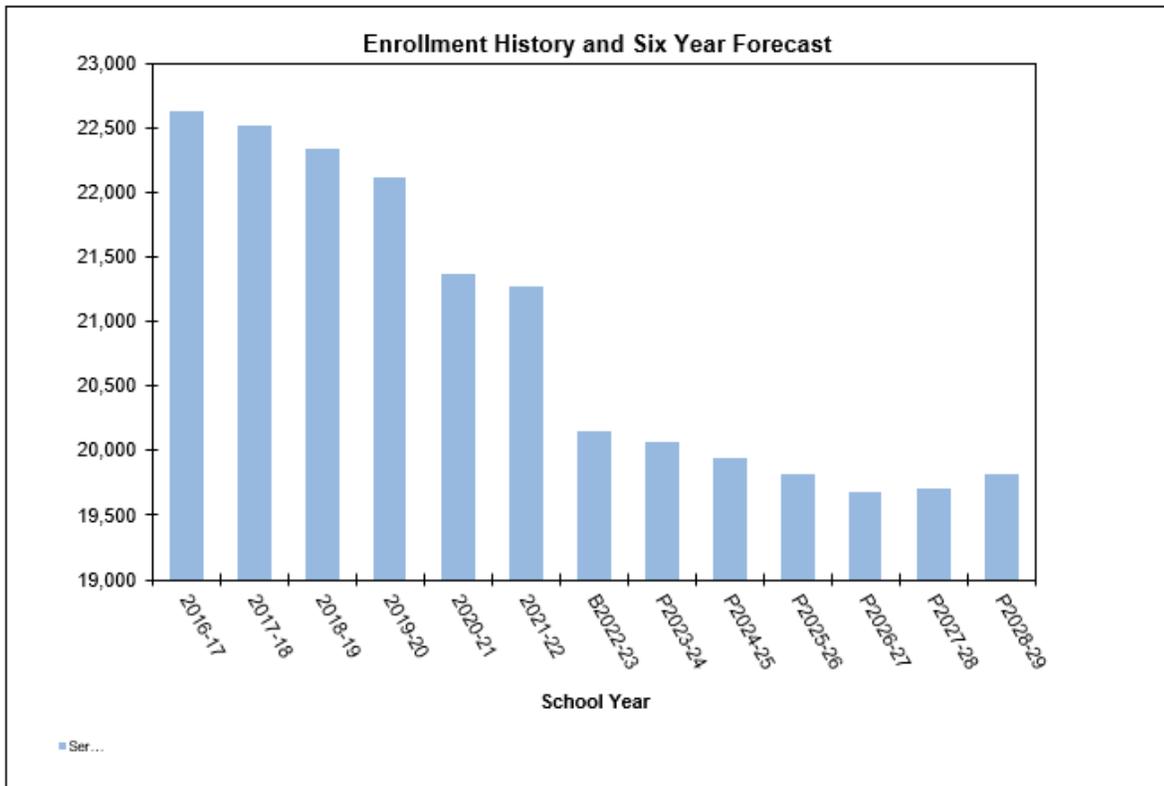
FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

STUDENT FORECAST, continued

October 1 Head Count Enrollment History and Projections

Calendar Yr	School Year	Elementary	Middle School	High School	Total K-12	Percent Change
2017	2016-17	10,472	5,165	6,992	22,629	
2018	2017-18	10,449	5,229	6,841	22,519	-0.5%
2019	2018-19	10,191	5,181	6,966	22,338	-0.8%
2020	2019-20	9,965	5,366	6,780	22,111	-1.0%
2021	2020-21	9,357	5,326	6,680	21,363	-3.5%
2022	2021-22	9,412	5,097	6,755	21,264	-0.5%
2023	B2022-23	9,051	4,630	6,463	20,144	-5.6%
2024	P2023-24	9,015	4,611	6,437	20,063	-0.4%
2025	P2024-25	8,961	4,584	6,399	19,943	-0.6%
2026	P2025-26	8,907	4,556	6,360	19,823	-0.6%
2027	P2026-27	8,845	4,524	6,316	19,685	-0.7%
2028	P2027-28	8,853	4,529	6,322	19,704	0.1%
2029	P2028-29	8,907	4,556	6,360	19,823	0.6%

Elementary K-5 Middle School 6-8 High School 9-12
Includes Open Doors and Internet Academy



FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

**SECTION 4 – KING COUNTY, CITY OF FEDERAL WAY, AND CITY OF KENT
IMPACT FEE CALCULATIONS**

Capacity Summaries

Site & Construction Costs Allocations

Student Generation Rates

Impact Fee Calculations

Reference to Impact Fee Calculations

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

CAPACITY SUMMARIES

All Grades, Elementary, Middle School, and High Schools

The Capacity Summaries combine Building Capacity information, Portable Capacity information and the Student Forecast information. The result demonstrates the requirements for new or remodeled facilities and why there is a need for the District to use temporary facilities or interim measures.

The District has recently adjusted its capacity calculation method for Elementary schools to better show capacity needed to comply with the K-3 Class Size Reduction. This adjustment is also shown in the portable capacity calculation. In order to allow for flexibility in portable usage the District will use an average class size calculation of 21 for each Elementary portable and an average class size of 25 for each Middle and High School portable.

The information is organized with a page summarizing the entire District, and then evaluating capacity vs. number of students at elementary, middle school, and high school levels individually.

The notes at the bottom of each spreadsheet provide information about what facilities are in place each year.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

CAPACITY SUMMARIES, Continued

Capacity Summary – All Grades

CAPACITY	Budget	-- Projected --						
	Calendar Year	2023	2024	2025	2026	2027	2028	2029
	School Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
BUILDING PROGRAM								
HEADCOUNT CAPACITY	20,242	20,370	20,370	20,370	20,982	20,982	20,982	
Add Capacity	128	0	0	612	0	0	0	
Adjusted Program Headcount Capacity	20,370	20,370	20,370	20,982	20,982	20,982	20,982	

ENROLLMENT

Basic Headcount Enrollment	20,144	20,063	19,943	19,823	19,685	19,704	19,823
Internet Academy Headcount Enrollment ¹	(255)	(255)	(255)	(255)	(255)	(255)	(255)
Basic FTE Enrollment without Internet Academy	19,889	19,808	19,688	19,568	19,430	19,449	19,568

SURPLUS OR (UNHOUSED) PROGRAM FTE CAPACITY	481	562	682	1,414	1,552	1,533	1,414
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RELOCATABLE CAPACITY

Current Portable Capacity	1,685	1,685	1,643	1,593	1,593	1,593	1,593
Add/Subtract Portable Capacity	0	(42)	(50)	0	0	0	0
Adjusted Portable Capacity	1,685	1,643	1,593	1,593	1,593	1,593	1,593

SURPLUS OR (UNHOUSED) PROGRAM AND RELOCATABLE CAPACITY	2,166	2,205	2,275	3,007	3,145	3,126	3,007
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NOTES:

- ¹ Internet Academy students are included in projections but do not require full time use of school facilities. This represents historic enrollment.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

CAPACITY SUMMARIES, Continued

Capacity Summary – Elementary Schools

CAPACITY	Budget	-- Projected --						
	Calendar Year	2023	2024	2025	2026	2027	2028	2029
	School Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
BUILDING PROGRAM								
HEAD COUNT CAPACITY		9,016	9,144	9,144	9,144	9,756	9,756	9,756
Add/Subtract capacity total		128	0	0	612	0	0	0
Add capacity at ¹ :								
<i>Star Lake</i>		128						
<i>De Vry</i>					612			
<i>Olympic View K-8</i>			0					
Adjusted Program Headcount Capacity		9,144	9,144	9,144	9,756	9,756	9,756	9,756

ENROLLMENT

Basic Headcount Enrollment	9,051	9,015	8,961	8,907	8,845	8,853	8,907
Internet Academy Headcount ²	(20)	(20)	(20)	(20)	(20)	(20)	(20)
Basic Headcount Enrollment without Internet Academy	9,031	8,995	8,941	8,887	8,825	8,833	8,887

SURPLUS OR (UNHOUSED)								
PROGRAM CAPACITY		113	149	203	869	931	923	869

RELOCATABLE CAPACITY³

Current Portable Capacity	931	931	889	889	889	889	889
Add/Subtract portable capacity	0	(42)	0	0	0	0	0
Add portable capacity at:							
Subtract portable capacity at:							
<i>Lake Grove</i>							
<i>Mirror Lake</i>							
<i>Star Lake</i>							
<i>Wildwood</i>							
<i>Olympic View K-8</i>		(42)					
Adjusted Portable Capacity	931	889	889	889	889	889	889

SURPLUS OR (UNHOUSED)								
PROGRAM AND RELOCATABLE CAPACITY		1,044	1,038	1,092	1,758	1,820	1,812	1,758

NOTES:

- Capacity increases are projected based on a design to accommodate 525 students. Increased capacity is currently stated as the difference between current calculated capacity and the projected design. In order to reduce elementary class size, Devry capacity is calculated at 17 scholars per classroom.
- Internet Academy students are included in projections but do not require full time use of school facilities. This represents historic enrollment.
- Relocatable Capacity is based on the number of portables available and other administrative techniques which can be used to temporarily house students until permanent facilities are available. This is a calculated number only based on class size capacity of 21. The actual number of portables that will be used will be based on actual student population needs.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

CAPACITY SUMMARIES, Continued

Capacity Summary – Middle Schools

CAPACITY	Budget	-- Projected --						
	Calendar Year	2023	2024	2025	2026	2027	2028	2029
	School Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
BUILDING PROGRAM								
HEADCOUNT CAPACITY		5,275	5,275	5,275	5,275	5,275	5,275	5,275
Add/Subtract capacity		0	0	0	0	0	0	0
Add capacity at:								
<i>Totem</i> ¹								
<i>Illahee</i>								
Adjusted Program Headcount Capacity		5,275	5,275	5,275	5,275	5,275	5,275	5,275

ENROLLMENT

Basic Headcount Enrollment	4,630	4,611	4,584	4,556	4,524	4,529	4,556
Internet Academy ²	(55)	(55)	(55)	(55)	(55)	(55)	(55)
Basic Enrollment without Internet Academy	4,575	4,556	4,529	4,501	4,469	4,474	4,501

SURPLUS OR (UNHOUSED) PROGRAM CAPACITY	700	719	746	774	806	801	774
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RELOCATABLE CAPACITY³

Current Portable Capacity	338	338	338	288	288	288	288
Add/Subtract portable capacity	0	0	(50)	0	0	0	0
<i>Evergreen (formerly Totem) Middle School</i>							
<i>Sacajawea Middle School</i>							
<i>Illahee Middle School</i>			(50)				
Adjusted Portable Capacity	338	338	288	288	288	288	288

SURPLUS OR (UNHOUSED) PROGRAM AND RELOCATABLE CAPACITY	1,038	1,057	1,034	1,062	1,094	1,089	1,062
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NOTES:

- Totem and Illahee Middle Schools currently have capacity for 800 & 850 students respectively, so no new capacity is anticipated with the rebuild of these older buildings.
- Internet Academy students are included in projections but do not require full time use of school facilities. This represents historic enrollment.
- Relocatable Capacity is based on the number of portables available and other administrative techniques which can be used to temporarily house students until permanent facilities are available. This is a calculated number only based on class size capacity of 25. The actual number of portables that will be used will be based on actual student population needs.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

CAPACITY SUMMARIES, Continued

Capacity Summary – High Schools

	Budget	-- Projected --						
	Calendar Year	2023	2024	2025	2026	2027	2028	2029
CAPACITY	School Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
BUILDING PROGRAM								
HEADCOUNT CAPACITY		5,951	5,951	5,951	5,951	5,951	5,951	5,951
Add/Subtract capacity		0	0	0	0	0	0	0
<i>Thomas Jefferson High School⁴</i>								
Adjusted Program Headcount Capacity		5,951	5,951	5,951	5,951	5,951	5,951	5,951

ENROLLMENT

Basic Headcount Enrollment	6,463	6,437	6,399	6,360	6,316	6,322	6,360
Internet Academy ¹	(180)	(180)	(180)	(180)	(180)	(180)	(180)
Basic Ed without Internet Academy	6,283	6,257	6,219	6,180	6,136	6,142	6,180

SURPLUS OR (UNHOUSED) PROGRAM CAPACITY	(332)	(306)	(268)	(229)	(185)	(191)	(229)
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RELOCATABLE CAPACITY²

Current Portable Capacity	416	416	416	416	416	416	416
Add/Subtract portable capacity	0	0	0	0	0	0	0
<i>Thomas Jefferson High School⁴</i>							
Adjusted Portable Capacity	416	416	416	416	416	416	416

SURPLUS OR (UNHOUSED) PROGRAM AND RELOCATABLE CAPACITY³	84	110	148	187	231	225	187
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NOTES:

- 1 Internet Academy students are included in projections but do not require full time use of school facilities. This represents historic enrollment.
- 2 Relocatable Capacity is based on the number of portables available and other administrative techniques which can be used to temporarily house students until permanent facilities are available. This is a calculated number only based on class size capacity of 25. The actual number of portables that will be used will be based on actual student population needs.
- 3 Capacity for unboxed students will be accommodated with traveling teachers and no planning time in some classrooms.

 FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

IMPACT FEE CALCULATIONS

Single and Multi-Family Residences

Each jurisdiction that imposes school impact fees requires that developers pay these fees to help cover a share of the impact of new housing developments on school facilities.

To determine an equitable fee throughout unincorporated King County, a formula was established. This formula can be found in King County Code 21A and was substantially adopted by the City of Auburn, Federal Way and Kent. The formula requires the District to establish a "Student Generation Factor" which estimates how many students will be added to a school district by each new single or multi-family unit and to gather some standard construction costs, which are unique to that district.

Impact Fee Calculation

When applicable, the CFP includes variables for the calculation of the Impact Fee for single family and multi-family units based on King County Code 21A and the Growth Management Act. As noted above, due to declining enrollment, the CFP does not include an impact fee calculation or recommendation. Future updates to the CFP may include impact fees.

	<i>Plan Year 2022</i>	Plan Year 2023
Single Family Units	\$3,243	\$0
Multi-Family Units	\$16,003	\$0
Mixed-Use Residential ¹	\$8,001	\$0

Impact Fee Calculation - King County Code 21A

¹ In accordance with the City of Federal Way Ordinance No. 95-249.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

SIX YEAR FINANCE PLAN

SCHOOL ACQUISITION COST

The district purchased the former Devry Technical School building to house displaced scholars during school construction then will provide permanent capacity for Early Childhood Education programs.

SCHOOL CONSTRUCTION COST

With voter approval of the \$450,000,000 bond package, design work is underway for six of the approved projects. Anticipated construction budgets (based on the Guaranteed Maximum Price or GMP) have been updated to reflect the final construction contracts, plus amendments. In addition, a credit for the cost of new construction is incorporated to recognize the K-3 Class Size Reduction Grant obtained by Federal Way Public Schools. The following table outlines the facility cost included in the impact fee calculation:

Elementary Schools	Lake Grove	Mirror Lake	Star Lake	Wildwood	Elementary TOTAL
Permanent Capacity	353	404	387	472	1616
New Capacity	600	600	525	600	2325
Increased Capacity as %					43.9%
GMP	\$31,475,730	\$33,007,391	\$30,163,111	\$32,609,529	\$127,255,761
Proportionate Share					\$ 55,865,279
K-3 Class Size Credit					(\$ 11,598,151)
Net Proportionate Share					\$ 44,267,128

Two additional projects are within this horizon, but not yet included – Olympic View K-8 and Mark Twain Elementary. These costs will be incorporated into future Capital Facilities Plans. Current Middle School capacity calculations do not reflect unhoused students, so no costs associated with Illahee Middle School or Evergreen Middle School are included.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

Consistent with the capacity calculations described earlier, the District uses the OSPI square footage calculation for determining capacity at our secondary schools. Based on this methodology, the following construction costs for Thomas Jefferson High School are allocated as the proportionate share:

Square Footage	Capacity at approx. 131 sq. ft.
Current: 179,119	1378
Planned: 210,000	1600
Increased Capacity	237
Increase as %	16.11%
GMP	\$94,176,828
Proportionate Share	\$15,171,887

The District will use the above formulas created as a base for future Capital Facilities Plans during the life of the current bond authorization. The capacity of these schools may vary from year to year as programs are added or changed and construction cost may increase over time.

FACILITIES CAPACITY

Permanent Facility Capacity:

Changes to the Building Program Capacities calculation are found on page 15.

Capacity Summaries:

The changes in the Capacity Summary are a reflection of the changes in the capacities and student forecast. New schools and increased capacity at current buildings are shown as increases to capacity. Capacity Summaries are found on pages 22-26.

Student Generation Factor Analysis:

Federal Way Public Schools student generation factor was determined separately for single-family units and multi-family units. The factors used in the 2023 Capital Facilities Plan were derived using actual generation factors from single-family units and multi-family units that were constructed in the District in the last five (5) years and can be found on the next page

Temporary Facility Cost:

The list of portables reflects the movement of portables between facilities or new portables purchased. Portable Locations can be found on pages 16 and 17.

FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

STUDENT GENERATION RATES
New Construction in Prior 5 Years

Single Family Student Generation

	Number of Single Family Dwellings	Number of Elementary Students	Number of Middle School Students	Number of High School Students	Elementary Student Factor	Middle School Student Factor	High School Student Factor	Total Student Factor
DEVELOPMENT								
19-Pacific Heights	63	11	3	3	0.0476	0.0000	0.0000	0.0476
19-Havenwood Park	71	11	3	4	0.0635	0.0159	0.0317	0.0986
18-Retreat Meadows	56	4	1	5	0.1270	0.1429	0.1746	0.5000
18-Wyncrest II	41	15	0	1	0.0952	0.0000	0.0159	0.1707
18-Soundview Manor	21	0	0	0	0.0000	0.0000	0.0000	0.0000
Total	252	41	7	13				
Student Generation*					0.1627	0.0278	0.0516	0.2421

Multi-Family Student Generation - City of Federal Way

	Number of Multi Family Dwellings	Number of Elementary Students	Number of Middle School Students	Number of High School Students	Elementary Student Factor	Middle School Student Factor	High School Student Factor	Total Student Factor
DEVELOPMENT								
21-Watermark	221	114	70	46	0.5158	0.3167	0.2081	1.0407
Total	221	114	70	46				
Student Generation*					0.5158	0.3167	0.2081	1.0407

* Student Generation rate is based on totals.

 FEDERAL WAY PUBLIC SCHOOLS 2023 CAPITAL FACILITIES PLAN

<u>Item</u>	<u>From/To</u>	<u>Comment</u>
Percent of Permanent Facilities	95.86% to 96.95%	Report #3 OSPI
Percent Temporary Facilities	4.24% to 3.05%	Updated portable inventory
Average Cost of Portable Classrooms	\$169,579 to \$128,646	Updated 5-yr rolling average of portables purchased and placed by 2018.
Construction Cost Allocation	\$238.22 to \$246.83	Change effective July 2021
State Match	65.59% to 62.95%	Change effective July 2021
Average Assessed Value		Per King County Assessor's Office
	SFR- \$378,910 to \$443,835	Single-family residences
	MFR- \$193,630 to \$412,362	Apartments
Capital Bond Interest Rate	2.44% to 2.45%	Market Rate
Property Tax Levy Rate	\$1.84 to \$1.85	King County Treasury Division
Student Generation Factors		Updated Housing Inventory
Single-Family		<i>Note: Student generation factors for our single family units are based on new developments constructed within the District over the last five (5) years prior to the date of the fee calculation.</i>
Elementary	.1385 to .1627	
Middle School	.0579 to .0278	
High School	.0605 to .0516	
Multi-Family		<i>Student generation factors for are multi-family units are based on new developments constructed within the District over the last five (5) years prior to the date of the fee calculation.</i>
Elementary	.3946 to .5158	
Middle School	.2161 to .3167	
High School	.2067 to .2081	
Impact Fee		
	SFR- \$1,845 to \$0	SFR based on the updated calculation
	MFR - \$15,073 to \$0	MFR based on the updated calculation
City of Federal Way		
	MFR: 4+ Bedroom Unit 0% Discount	
	MFR: 3+ Bedroom Unit 12.5% Discount	
	MFR: 2+ Bedroom Unit 31.2% Discount	
	MFR: 1+ Bedroom Unit 50% Discount	
	MFR: Studio Unit 62.5% Discount	
City of Kent, per Ordinance No 4278, rev 12/21		
	SFR- \$1,845 to \$0	SFR based on the updated calculation
	MFR - \$9,450 to \$0	MFR maximum per City of Kent Ordinance No. 4278, rev 12/21



CAPITAL FACILITIES PLAN

RIVERVIEW SCHOOL DISTRICT

2022

BOARD OF DIRECTORS

Lori Oviatt, President
Sabrina Parnell, Vice-President
Danny L. Edwards, Director
Jodi Fletcher, Director
Carol Van Noy, Director

SUPERINTENDENT

Dr. Susan Leach
Superintendent
PREPARED BY:
Meisha Robertson,
Director of Business & Operations

RIVERVIEW SCHOOL DISTRICT NO. 407

2022-2028 SIX- YEAR CAPITAL FACILITIES PLAN

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For information about this plan, call the Riverview School District Business Office
(425) 844.4505

SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

Presented herein, in conformance with the Growth Management Act and local county and municipal codes is the Capital Facilities Plan (CFP) of the Riverview School District.

This Capital Facilities Plan is intended to provide the City of Carnation, the City of Duvall, King County, other jurisdictions, and our own community with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next six years (2022-2028).

The Growth Management Act also requires reassessment of the land use element of local comprehensive plans if probable funding falls short of meeting existing needs, and to ensure that the land use element, capital facilities plan element, and financing plan within the capital facilities plan element are coordinated and consistent. This Capital Facilities Plan is intended to provide local jurisdictions with information on the school district's ability to accommodate projected population and enrollment demands anticipated through implementation of various comprehensive plan land use alternatives. The role of impact fees in funding school construction is addressed in Section 8 of this report.

Overview of the Riverview School District

The Riverview School District services three jurisdictions: King County, the City of Carnation, and the City of Duvall. The district is 250 square miles and is located in northeast King County serving the Lower Snoqualmie Valley from the King/Snohomish County line south approximately 16 miles, and from the western ridge of the Valley to the Cascade Foothills. The district currently serves an enrollment headcount of approximately 3,000 students, with three elementary schools, one middle school, one high school, three alternative high school programs, one alternative elementary school program, and a K-12 alternative parent partnership program. The grade configuration is kindergarten through fifth grade for elementary school, sixth through eighth for middle school, and ninth through twelfth for high school. Four of the alternative programs are housed at the Riverview Learning Center in Carnation.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Projected Student Enrollment 2022-2028

Enrollment projections are most accurate for the initial years of the forecast period. For later years, the review of enrollment patterns, housing trends, and other demographic changes are useful yearly indicators in evaluating and adjusting projections. Like all school districts, the COVID-19 pandemic affected district enrollment in the last two years. As a result, this year's plan anticipates an initial 1% growth in student enrollment, based on recent enrollment trends, with a gradual increase over the planning period based on other data. Relevant trends and data include: 1) transfers from private schools, 2) increases in kindergarten enrollment, 3) significant decreases in students attending school outside the district; 4) local growth in housing developments, and (5) most significantly, the return of students to in-person learning after the COVID-19 pandemic. Housing starts have increased in recent years and the district is experiencing slight enrollment growth as a result. This trend is expected to continue. The City of Carnation estimates approximately 204 single family residences and 56 multi-family residences will be built in the next four years. Based on the City of Duvall's current development applications, it is their expectation that they will see at least 500 housing starts within the next five-year planning period (Building homes on the proposed lots is expected to occur beginning in year three of the five-year term). In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event that enrollment growth exceeds the projections. The District plans to closely monitor enrollment trends for purposes of continued facilities planning.

The Riverview School District, like most school districts, projects enrollment using a modified "Cohort Survival" method combined with other enrollment factors, including local and surrounding housing growth. This method tracks groups of students through the K-12 system and notes and adjusts the projections to account for year-to-year changes, including local population growth.

Since the yearly figures for each grade are dependent on the previous year's grades, kindergarten projections are treated differently. Riverview projects its kindergarten enrollment based on historical kindergarten enrollment patterns and district enrollment growth patterns.

Table 2.1

Riverview School District Headcount Enrollment Projection

Grade	2021-22 Actuals	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	232	235	237	239	242	245	248
1	205	232	237	242	249	256	260
2	235	205	209	213	219	226	229
3	228	235	240	245	252	260	263
4	200	228	233	238	245	252	255
5	217	200	204	208	214	220	222
K-5	1,317	1,335	1,360	1,385	1,421	1,459	1,477
6	223	217	221	225	232	239	241
7	229	223	227	232	239	246	248
8	258	229	234	239	246	253	256
6-8	710	669	682	696	717	738	745
9	252	258	263	268	276	284	287
10	261	252	257	262	270	278	281
11	248	261	266	271	279	287	286
12	194	248	253	258	266	274	279
9-12	955	1,019	1,039	1,059	1,091	1,123	1,133
Total	2,982	3,023	3,081	3,140	3,229	3,320	3,355

* October headcount, growth rate overall of 1% 2022-23; 2% 2023-26, 3% 2026-2028

SECTION 3 -- DISTRICT STANDARD OF SERVICE

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the district's adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimal facility size, optimal school enrollment size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of portable classroom facilities.

In addition to factors which affect the amount of space required, government mandates, contractual requirements, and community expectations may affect how classroom space is used. For example, the state financed All-Day Kindergarten program and lower-class sizes for kindergarten through 3rd grade, is creating the need for additional classrooms at the elementary level. Traditional educational programs offered by school districts are often supplemented by nontraditional or special programs such as special education, expanded bilingual education, remediation, migrant education, alcohol and drug education, preschool and daycare programs, home school, elementary art classrooms, music programs, movement programs, etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

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

Elementary:

- Art Classrooms
- Classroom Computers
- Group Activities Rooms
- Program for Academically Talented (Gifted/PAT)
- Special Education (The District attempts to integrate special education students and regular education students to the greatest extent as possible. Most special education students are served both in a regular education classroom and a special education classroom.)
- Learning Assistance Program (LAP)
- Multilingual Learners (ML)
- Home School Alternative (PARADE)
- Preschool Education Program (ECEAP)
- Multi-Age (Eagle Rock/ERMA)

Secondary:

- Computer Labs
- Alternative (CLIP & CHOICE high school programs)
- Special Education
- Learning Assistance Program (LAP)
- Multilingual Learners (ML)
- Career and Technical Education (CTE)
- School-to-Work

Variations in student capacity between schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space which can reduce the permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classrooms for a short period of time to receive instruction in these special programs. Schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

The current Standard of Service data for Riverview, in terms of teaching station loading, is identified on Table 3.1. Class sizes are averages based on actual utilization as influenced by state funding and collective bargaining restrictions.

Riverview's Standard of Service also considers the different educational functions when considering student capacity needs. Those functions are as follows:

Elementary classrooms:

- regular, grades K-5
- self-contained learning center (special education)
- learning support classrooms (special education pullout, LAP, ML, Title I, etc.)

Secondary:

- regular, grades 6-8
- special education, grades 6-8
- learning support, grades 6-8
- regular, grades 9-12
- learning support, grades 9-12 (special education pullout, LAP, Title I, etc.)

Involuntarily transferring students to a school with excess capacity is done rarely, as a last resort and with Board of Directors' authorization. Involuntarily transferring of students can result in difficulties in the community, with staffing, and with transportation.

**Table 3.1
Riverview School District Standard of Service**

CLASS SIZE		Average
Elementary	Grade Level	
Regular	K	17
Regular	1	17
Regular	2	17
Regular	3	17
Regular	4	25
Regular	5	25
Regular	K-5 Weighted	19.7
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
Middle School		
Regular	6 - 8	27
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
High School		
Regular	9 - 12	27
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
Vocational education		24

Note: The District has an additional 18 portable classrooms in its inventory that are used for special program purposes or district wide support and are not available for regular classroom needs.

SECTION 4 -- CAPITAL FACILITIES INVENTORY

Under the Growth Management Act, public entities are required to inventory existing capital facilities. Capital facilities are defined as any structure, improvement, and piece of equipment or other major asset, including land, which has a useful life of at least ten years. The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate student enrollment in the future at established levels of service. This section provides an inventory of capital facilities of the Riverview School District including site-built schools, portable classrooms, developed school sites, undeveloped land and support facilities. School facility capacity figures are based on the inventory of current facilities and the district's adopted educational program standards as presented in the previous section.

Schools

The Riverview School District currently operates three elementary schools (grades K-5), one middle school (grades 6-8), and one high school (grades 9-12). The district also provides the Eagle Rock Multi-Age Program, an additional elementary program, sited adjacent to the Cedarcrest High School campus. In addition, the district supports the following alternative programs located in the Riverview Learning Center facility: CLIP alternative high school; CLEAR alternative high school; CHOICE alternative high school; and PARADE, a K-12 parent partnership program. ECEAP, a pre-school program, is at the Riverview Ancillary Program Center.

Individual school capacity has been determined using the number of teaching stations within each building and the space requirements of the district's adopted educational program. This capacity calculation is used to establish the district's baseline capacity and determine future capacity needs when considering projected student enrollment.

Classroom capacities have been determined for each school according to their usage. For the purpose of this Plan, classroom uses are: regular education, self-contained special-education, and learning support. The school facility inventory is summarized on Table 4.1. The current inventory of facilities indicates a permanent capacity of 2,865 students, with an additional 617 student capacity available in interim facilities (Table 5.1).

The School Board of the Riverview School District is committed to serving students at small schools. Evidence suggests that this practice has a significantly beneficial effect on student learning. Further, there are significant benefits to school culture and climate.

Table 4.1

**Inventory of Permanent School Facilities and Related Program Capacity
2021-2022 School Year**

ELEMENTARY LEVEL								
Facility	Address	Grade Span	Permanent Capacity*	2021-22 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CARNATION ELEMENTARY	4950 Tolt Avenue Carnation, WA 98014	K thru 5	407	313	1960	2011	50,567	10.85
CHERRY VALLEY ELEMENTARY	26701 NE Cherry Valley Rd Duvall, WA 98019	K thru 5	397	423	1953	2011	54,779	10.34
STILLWATER ELEMENTARY	11530 320th Ave NE Carnation, WA 98014	K thru 5	372	454	1988	N/A	49,588	18.81
EAGLE ROCK MULTIAGE	29300 NE 150th Street Duvall, WA 98019	K thru 5	0	46	N/A	N/A	0	@ CHS
Total Elementary School			1176	1236				
MIDDLE SCHOOL LEVEL								
Facility	Address	Grade Span	Permanent Capacity*	2021-22 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
TOLT MIDDLE SCHOOL	3740 Tolt Avenue Carnation, WA 98014	6, 7 & 8	672	665	1964	2009	84,113	40.2
Total Middle School			672	665				
HIGH SCHOOL LEVEL								
Facility	Address	Grade Span	Permanent Capacity*	2021-22 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CEDARCREST HIGH SCHOOL	29000 NE 150th Street Duvall, WA 98019	9 thru 12	849	867	1993	2009	108,755	42.85
Total High School			849	867				
ALTERNATIVE LEARNING CENTER								
Facility	Address	Grade Span	Permanent Capacity*	2021-22 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
RIVERVIEW LEARNING CENTER	32302 NE 50th Street Carnation, WA 98014	K thru 12**	168	215	2011	N/A	14,545	2.08
Total Alternative School			168	215				
TOTAL DISTRICT			2865	2983				

* Does not include capacity for special programs identified in Standards of Service Section

** CHOICE Program Grade Span 9 & 10; CLIP /CLEAR Program Grade Span 10-12; PARADE Program Grade Span K-12

SUPPORT FACILITIES		
Facility	Address	Building Area
Educational Service Center	15510 1st Ave NE Duvall, WA 98019	20,886
Information Technology Center	26531 NE Stella Street Duvall, WA 98019	1,421
Maintenance and Operations Center	4010 Stossel Avenue Carnation, WA 98014	7,855
Transportation Center	3944 320th NE Carnation, WA 98014	14,750

LAND		
Property	Address	Site Size
Big Rock Property	14110 268th Ave NE Duvall, WA 98019	5 Acres
150th Street Property 1	29131 NE 150th Street Duvall, WA 98019	47.62 Acres
150th Street Property 2	29201 NE 150th Street Duvall, WA 98019	10.19 Acres

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

This Capital Facilities Plan has been organized to maintain adequate capacity of the district's facilities through the construction and/or expansion of permanent facilities. Table 5.1 is a summary by school level of projected enrollments, current capacities, and projected additional capacities. As demonstrated in the table, the district has permanent capacity needs at all grade levels over the six year planning period. Due to the conversion to full day kindergarten and reduced elementary class sizes required in K-3, combined with current enrollment growth from new development, the district will face a need to plan for additional permanent capacity at the K-5 level. Some of those additional capacity needs will be addressed in the short-term with portable classrooms.

Relocatable (Portable) Classrooms

For the definition of relocatable and permanent facilities, see Section 2 of King County Code 21A.06.

As enrollment fluctuates, portables provide flexibility to accommodate immediate needs and interim housing. Because of this, all our school sites are planned to accommodate the potential of adding portables in order to address increasing capacity challenges. In addition, the use and need for portable will be balanced against program needs. Portables are not a solution for housing students on a permanent basis, and the district would like to continue to reduce the percentage of students that are housed in portable classrooms.

The cost of portables also varies widely based on the location, jurisdictional permitting requirements and intended use of the classrooms.

Table 5.1

School Enrollment and Capacity Projections 2021-2022 through 2027-2028

Elementary (K - 5)	2021-22* Actuals	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Projected enrollment	1,317	1,335	1,360	1,385	1,421	1,459	1,477
Capacity in permanent facilities	1,176	1,176	1,176	1,176	1,176	1,176	1,176
Added capacity new permanent	0	0	0	0	0	0	500
Total permanent capacity	1,176	1,176	1,176	1,176	1,176	1,176	1,676
Net Surplus or (Deficit) in Perm. Facilities	-141	-159	-184	-209	-245	-283	199
Capacity in Relocatables**	281	281	329	377	377	377	257
Number of Relocatables	26	26	28	30	30	30	27
Capacity with Relocatables	1,457	1,457	1,505	1,553	1,553	1,553	1,933
Net Surplus or (Deficit) in all Facilities	140	122	145	168	132	94	456

Middle School (6-8)	2021-22* Actuals	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Projected Enrollment	710	669	682	696	717	738	745
Capacity in permanent facilities	672	672	672	672	672	672	672
Added capacity new permanent	0	0	0	0	0	0	0
Total permanent capacity	672	672	672	672	672	672	672
Net Surplus or (Deficit) in Perm. Facilities	-38	3	-10	-24	-45	-66	-73
Capacity in Relocatables	168	168	168	216	216	216	216
Number of Relocatables	8	8	8	10	10	10	10
Capacity with Relocatables	840	840	840	888	888	888	888
Net Surplus or (Deficit) in all Facilities	130	171	158	192	171	150	143

High School (9-12)	2021-22* Actuals	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Projected Enrollment	955	1,019	1,039	1,059	1,091	1,123	1,133
Capacity in permanent facilities	849	849	849	849	849	1,008	1,008
Added capacity new permanent	0	0	0	0	159	0	0
Total permanent capacity	849	849	849	849	1,008	1,008	1,008
Net Surplus or (Deficit) in Perm. Facilities	-106	-170	-190	-210	-83	-115	-125
Capacity in Relocatables	216	216	216	120	120	120	120
Number of Relocatables	9	9	9	9	5	5	5
Capacity with Relocatables	1,065	1,065	1,065	969	1,128	1,128	1,128
Net Surplus or (Deficit) in all Facilities	110	46	26	-90	37	5	-5

Surplus/Deficiency Capacity (K-12)	2021-22* Actuals	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Projected Enrollment	2,982	3,023	3,081	3,140	3,229	3,320	3,355
Capacity in Permanent Facilities	2,697	2,697	2,697	2,697	2,697	2,856	3,356
Capacity in Perm. Facil. and Relocatables	3,362	3,362	3,410	3,410	3,569	3,569	3,949
Surplus Capacity with Relocatables	380	339	329	270	340	249	594
Surplus Capacity without Relocatables	-285	-326	-384	-443	-532	-464	1

* October 2021 Enrollment Head Count

**Relocatables (Portables) older Relocatables are single unit with capacity of 24, new Relocatables are double units with capacity of 48; calculations done in per unit increments

SECTION 6 - CAPITAL FACILITIES FINANCING PLAN

Funding of school facilities is typically secured from a number of sources including voter-approved bonds, voter-approved levies, 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. Riverview was unable to pass the most recent bond measure ran in February of 2020, but the school board is preparing a new proposal to submit to voters as soon as February 2024.

Capital Projects Levies

Capital Projects Levies are typically used to fund small construction projects and other capital improvements or acquisitions. A simple majority of (50%) voter approval is required to pass a levy. Money comes to the district through the collection of property taxes. The district passed a four-year capital improvement levy in February of 2022 for the upgrade of technology assets including new computers, upgrades to the network infrastructure, and software. In addition, the levy supports other capital improvements including the acquisition of sites and portables.

State Financial Assistance

State School Construction Assistance funds come from the Common School Construction Fund. The State deposits revenue from the sale of renewable resources from state school lands and set aside by the Enabling Act of 1889 into the Common School Account. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation Bond funds, or the Office of the Superintendent of Public Instruction (OSPI) can prioritize projects for funding. School districts may qualify for State School Construction Assistance funds for specific capital projects based on a prioritization system.

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

Impact Fees

Impact fees have 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 on new residential construction by the permitting agency at the time of final plat approval or when building permits are issued.

Budget and Financing Plan

The Financing Plan below demonstrates how the Riverview School District plans to finance improvements for the years of 2022-2028. The financing of additional portables are planned through secured funding (via the current approved levy measure). The district anticipates asking its voters to approve a bond measure to fund a new K-5 elementary, high school/middle school addition/remodel and security updates. Subject to Board approval, this proposal is expected to be on the ballot if feasible in 2024. Future updates to this CF will include any updated bond planning information.

2022-2028 Financing Plan

Facility:	Estimated Cost:	Secured Sources of Funds			Unsecured Source of Funds		
		Bond/Local	State Match*	Impact Fees	Bond/Local	State Match*	Impact Fees
New K-5 Elementary*	\$ 53,466,000.00				\$ 53,466,000.00		TBD
Cedarcrest High School Addition*	\$ 10,430,545.00				\$ 7,930,545.00	\$ 2,500,000.00	TBD
Tolt Middle School Modernization	\$ 5,077,000.00				\$ 5,077,000.00		
Major Facility Maintenance	\$12,630,000.00	\$ 4,500,000.00			\$ 8,130,000.00		
Technology Upgrades	\$ 6,142,000.00	\$ 6,142,000.00					
Security Upgrades	\$ 12,450,000.00	\$ 500,000.00			\$ 11,950,000.00		
Portable Classrooms*	\$ 2,000,000.00			\$ 2,000,000.00			TBD

Estimated total project costs listed above have not been formally bid.

*Additional Permanent Capacity Related Projects

** Please note that only construction costs are used in the calculation of school impact fees:

New K-5 Elementary: New Construction Costs: \$34,945,000, Soft Costs \$18,521,000

Cedarcrest High School Addition: New Construction Addition: \$6,725,175, Soft Costs \$3,705,370

SECTION 7 -- 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. The calculation contained in this Plan yields impact fees to be collected during calendar year 2022.

Methodology and Variables Used to Calculate School Impact Fees

Impact fees are calculated based on the district's estimated cost per new dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables).

Student Factors

The student factor (or student generation rate), a significant factor in determining impact fees, is the average number of students generated by each housing type - single-family dwellings and multiple-family dwellings.

The District was unable to obtain sufficient permit data to calculate its own student generation factors; it instead chose to use generation rates representative of unweighted averages based on neighboring school districts. In accordance with KCC 21A.06.1260, the definition for student factor, when such information is not available in the district, is the data from adjacent districts, districts with similar demographics, or countywide averages.

Table 7.1 and 7.2 set forth those student factors and the Impact fee schedule.

**Table 7.1
Student Generation Rates (1)**

Single Family Dwelling Unit

	Issaquah	Auburn	Federal Way	Lk Wash	Northshore	Average
Elementary	0.303	0.301	0.163	0.370	0.341	0.296
Middle	0.122	0.146	0.028	0.153	0.124	0.115
High	0.133	0.155	0.052	0.147	0.138	0.125
Total	0.558	0.602	0.243	0.670	0.603	0.536

Multi-Family Dwelling Unit

	Issaquah	Auburn	Federal Way	Lk Wash	Northshore	Average
Elementary	0.160	0.392	0.516	0.082	0.076	0.178
Middle	0.049	0.135	0.317	0.035	0.026	0.061
High	0.055	0.153	0.208	0.033	0.026	0.067
Total	0.264	0.680	1.041	0.150	0.128	0.306

**For purposes of the MF student generation rates, the FWSD figures are for information only and not used to calculate the MF average .*

The impact fee calculations in accordance with the formulas applicable to each jurisdiction are shown in Table 7.2 below:

**Table 7.2
Impact Fee Schedule - City of Carnation and Duvall**

Housing Type	Impact Fee per Unit
Single-family	\$12,368
Multi-family	\$8,275

Impact Fee Schedule - King County

Housing Type	Impact Fee per Unit
Single-family	\$8,246
Multi-family	\$5,517

- (1) The District's student generation rates are based on a selected school district average as provided for in King County Ordinances.

Table 7.3

SCHOOL IMPACT FEE CALCULATIONS

DISTRICT: Riverview School District #407
 YEAR: 2022
 JURISDICTION: King County, Cities of Carnation and Duvall

School Construction Cost							
Facility Cost / Facility Capacity x Student Generation Factor x Permanent/Total Sq. Ft							
	% Perm/ Total Sq/Ft	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	93.27%	\$34,945,000	500	0.296	0.178	\$19,295.18	\$11,603.18
Middle	93.27%	\$0	0	0.115	0.061	\$0.00	\$0.00
Senior	93.27%	\$6,725,175	159	0.125	0.067	\$4,931.27	\$2,643.16
TOTAL		\$41,670,175	659			\$24,226.45	\$14,246.34

Temporary Facility Costs							
Facility Cost / Facility Capacity x Student Generation Factor x Temporary/Total Sq. Ft							
	%Temp/ Total Sq/Ft	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	6.48%	\$1,000,000	96	0.296	0.178	\$199.80	\$120.15
Middle	6.48%	\$1,000,000	96	0.115	0.061	\$77.63	\$41.18
Senior	6.48%	\$0	0	0.125	0.067	\$0.00	\$0.00
TOTAL		\$2,000,000	192			\$277.43	\$161.33

State Matching Credit							
Boeckh Index x SPI Square Footage x District Match % x Student Factor							
	Boeckh Index	SPI Footage	State Match %	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	\$246.83	0	0.0%	0.296	0.178	\$0.00	\$0.00
Middle	\$246.83	0	0.0%	0.115	0.061	\$0.00	\$0.00
Senior	\$246.83	130	42.9%	0.125	0.067	\$1,720.71	\$922.30
TOTAL						\$1,720.71	\$922.30

Tax Payment Credit:				SFR	MFR
Average Assessed Value				\$822,494	\$320,405.00
Capital Bond Interest Rate (Bond Payer's Index)				2.45%	2.45%
Years Amortized				10	10
Property Tax Bond Rate				0.8717	0.8717
Present Value of Revenue Stream				\$6,291.19	\$2,450.75

	Single Family	Multiple Family
Fee Summary		
Site Acquisition Cost	\$0	\$0
Permanent Facility Cost	\$24,226	\$14,246
Temporary Facility Cost	\$277	\$161
State Match Credit	(\$1,720.71)	(\$922.30)
Tax Payment Credit	(\$6,291.19)	(\$2,450.75)
FEE (AS CALCULATED)	\$16,491.10	\$11,033.95
25% FEE for Cities (AS DISCOUNTED)	\$4,122.78	\$2,758.49
FINAL City of Carnation and Duvall FEE	\$12,368.32	\$8,275.46
FEE (AS CALCULATED)	\$16,491.10	\$11,033.95
50% FEE for King County (AS DISCOUNTED)	\$8,245.55	\$5,516.98
FINAL King County FEE	\$8,245.55	\$5,516.97

2022 CAPITAL FACILITIES PLAN

Issaquah School District No. 411 Issaquah, Washington

Adopted June 8, 2022
Resolution No. 1182

The Issaquah School District No. 411 hereby provides this Capital Facilities Plan documenting present and future school facility requirements of the District. The plan contains all elements required by the Growth Management Act and King County Council Ordinance 21-A.

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EXECUTIVE SUMMARY

This Six-Year Capital Facilities Plan (the "Plan") has been prepared by the Issaquah School District (the "District") as the District's primary facility planning document, in compliance with the requirements of Washington's Growth Management Act and King County Council Code Title 21A. This Plan was prepared using data available in April 2022.

This Plan is an update of prior long-term Capital Facilities Plans adopted by the Issaquah School District. However, this Plan is not intended to be the sole Plan for all of the District's needs. The District may prepare interim and periodic Long Range Capital Facilities Plans consistent with board policies, taking into account a longer or a shorter time period, other factors and trends in the use of facilities, and other needs of the District as may be required. Any such plan or plans will be consistent with this Six-Year Capital Facilities Plan.

In June 1992, the District first submitted a request to King County to impose and to collect school impact fees on new developments in unincorporated King County. On November 16, 1992, the King County Council first adopted the District's Plan and a fee implementing ordinance. This Plan is the annual update of the Six-Year Plan.

King County and the cities of Issaquah, Renton, Bellevue, Newcastle and Sammamish collect impact fees on behalf of the District. Most of these jurisdictions provide exemptions from impact fees for senior housing and certain low-income housing.

Pursuant to the requirements of the Growth Management Act, this Plan will be updated on an annual basis, and any charges in the fee schedule(s) adjusted accordingly.

STANDARD OF SERVICE

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimal facility size, class size, educational program offerings, as well as classroom utilization and scheduling requirements and use of re-locatable classroom facilities (portables).

Different class sizes are used depending on the grade level or programs offered such as special education or the gifted program. With the passage of Initiative 728 in November 2000, the Issaquah School Board established new class size standards for elementary grades K-5. The Board and District Administration will continue to keep class sizes near the levels provided by I-728; this will be done via local levy funds. There is also legislation that requires the State to fund Full-Day Kindergarten by 2018. The District provided Full-Day Kindergarten beginning in the 2016-2017 school year. A class size average of 20 for grades K-5 is now being used to calculate building capacities. A class size of 26 is used for grades 6-8 and 28 for grades 9-12. Special Education class size is based on 12 students per class. For the purpose of this analysis, rooms designated for special use, consistent with the provisions of King County Council Code Title 21A, are not considered classrooms.

Invariably, some classrooms will have student loads greater in number than this average level of service and some will be smaller. Program demands, state and federal requirements, collective bargaining agreements, and available funding may also affect this level of service in the years to come. Due to these variables, a utilization factor of 95% is used to adjust design capacities to what a building may actually accommodate.

Portables used as classrooms are used to accommodate enrollment increases for interim purposes until permanent classrooms are available. When permanent facilities become available, the portable(s) is either moved to another school as an interim classroom or removed.

The King County decision to no longer allow schools to be built outside the Urban Growth Boundary Line (UGBL) means District owned property planned for a new elementary school and middle school could not be used for its long planned purpose. The District sold this planned site to a third party. The District has acquired one high school site, two elementary school sites and one middle school site inside the UGBL. The State does not provide funding for property purchases.

The 2016 Bond provided funding provides for a new high school, new middle school, two new elementary schools, a rebuild/expansion of an existing middle school and additions to six existing elementary schools. All of those projects are now complete with the exception of the new high school and one new elementary school, which are both discussed further in this Capital Facilities Plan. The District's voters recently passed a capital levy that will add, in part, funding for the high school. Additional funding for other projects may be pursued during the six year planning period.

TRIGGER OF CONSTRUCTION

The Issaquah School District Capital Facilities Plan proposes construction of a new high school and a new elementary school to meet the needs of elementary, middle school and high school capacity needs. The District recently completed construction of a new elementary school, Cedar Trails Elementary School, a new middle school, Cougar Mountain Middle School, as well as additions at several elementary schools to help address recent growth needs. The need for new schools and school additions is triggered by comparing our enrollment forecasts with our permanent capacity figures. These forecasts are by grade level and, to the extent possible, by geography. The analysis provides a list of new construction needed by school year.

The decision on when to construct a new facility involves factors other than verified need. Funding is the most serious consideration. Factors including the potential tax rate for our citizens, the availability of state funds and impact fees, the ability to acquire land, and the ability to pass bond issues determine when any new facility can be constructed. The planned facilities will be funded by a bond passed on April 26, 2016, a capital levy passed on April 26, 2022, school impact fees, reserve funds held by the District, and other potential future funding sources. New school facilities are a response to new housing which the county or cities have approved for construction.

The District's Six-Year Finance Plan is shown in Appendix E.

DEVELOPMENT TRACKING

In order to increase the accuracy and validity of enrollment projections, a major emphasis has been placed on the collection and tracking data of known new housing developments. This data provides two useful pieces of planning information. First, it is used to determine the actual number of students that are generated from a single family or multi-family residence. It also provides important information on the impact new housing developments will have on existing facilities and/or the need for additional facilities.

Developments that have been completed or are still selling houses are used to forecast the number of students who will attend our schools from future developments. Generation rates for elementary school, middle school and high school student per new single-family residence and new multi-family housing is shown on page 10 and page 11.

NEED FOR IMPACT FEES AND GROWTH-RELATED CAPACITY NEEDS

The District relies on school impact fee revenue to help fund growth-related capacity needs. However, by law, impact fees can only be used to fund a portion of a capacity project. State funding and impact fees are also not reliable sources of revenue. As a result, the District must also rely on local funding to fund school construction. On April 26, 2016 voters approved bond funding for the construction of a new high school, a new middle school and two new elementary schools, the rebuild/expansion of an existing middle school and additions to six existing elementary schools.

As demonstrated in Appendix A, (page 18) the District currently has a permanent capacity (at 95%) to serve 8,763 students at the elementary level. This leaves the District's elementary enrollment under permanent capacity by 543 students (current enrollment is identified on page 9).

As demonstrated in Appendix B, (page 19) the District currently has a permanent capacity (at 95%) to serve 4,946 students at the middle school level. This leaves the District's middle school enrollment under permanent capacity by 279 students (current enrollment is identified on page 9).

As demonstrated in Appendix C, (page 20) the District currently has a permanent capacity (at 95%) to serve 4,921 students at the high school level. This leaves the District's high school enrollment over permanent capacity by 785 students (current enrollment is identified on page 9).

Based on the District's student generation rates (Table Two and Three), the District expects that 0.558 students will be generated from each new single family home and 0.263 students will be generated from each new multi-family dwelling unit.

Applying the enrollment projections contained on page 9 to the District's existing permanent capacity (Appendices A, B, and C) and if no capacity improvements are made by the year 2027-28, and permanent capacity is adjusted to 95%, the District elementary population will be over its permanent capacity by 262 students, over permanent capacity at the middle school level by 483 students, and over permanent capacity by 992 students at the high school level. Importantly, the above figures incorporate recently completed growth-projects at the elementary and middle school levels. The District's enrollment projections are developed using two methods: first, the cohort survival – historical enrollment method is used to forecast enrollment growth based upon the progression of existing students in the District; then, the enrollment projections are modified to include students anticipated from new developments in the District.

NEED FOR IMPACT FEES AND GROWTH-RELATED CAPACITY NEEDS (continued)

To address existing and future capacity needs, the District's six-year construction plan includes the following capacity projects:

Facility Expansions	Projected / Final Completion Date	Location	Additional Capacity
New High School #4	2024	Issaquah	1600
New Elementary #17	2026	Issaquah	560

The District recently opened the new Cougar Mountain Middle School, with permanent capacity of 787, and the new Cougar Ridge Elementary School, with permanent capacity of 566 students. Both schools were funded by the April 2016 bond and provide capacity to serve new growth.

Based upon the District's capacity data and enrollment projections, as well as the student generation data, the District has determined that a majority of its capacity improvements are necessary to serve students generated by new development.

The school impact fee formula ensures that new development only pays for the cost of the facilities necessitated by new development. The fee calculations examine the costs of housing the students generated by each new single family dwelling unit or each new multi-family dwelling unit and then reduces that amount by credits for the anticipated state match and future tax payments. The resulting impact fee is then discounted as required by local ordinances. Thus, by applying the student generation factor to the school project costs, the fee formula only calculates the costs of providing capacity to serve each new dwelling unit. The formula does not require new development to contribute the costs of providing capacity to address existing needs.

The King County Council and the City Councils of the Cities of Bellevue, Issaquah, Newcastle, Renton and Sammamish have created a framework for collecting school impact fees and the District can demonstrate that new developments will have an impact on the District. The impact fees will be used in a manner consistent with RCW 82.02.050-110 and the adopted local ordinances. Engrossed Senate Bill 5923, enacted in the 2015 Legislative Session, requires that developers be provided an option to defer payment of impact fees to final inspection, certificate of occupancy, or closing, with no fees deferred longer than 18 months from building permit issuance. The District adopts the positions that: (1) no school impact fee should be collected later than the earlier of final inspection or 18 months from the time of building permit issuance; and (2) no developer applicant should be permitted to defer payment of school impact fees for more than 20 dwelling units in a single year. The District's recent and ongoing student growth, coupled with the need for the timely funding and construction of new facilities to serve this growth, requires strict adherence to this position.

ENROLLMENT METHODOLOGY

Two basic techniques are used, with the results compared, to establish the most likely range of anticipated student enrollment:

1. The student 3-2-1 cohort survival method. Examine Issaquah School District enrollments for the last 5 years and determine the average cohort survival for the consecutive five-year period. Because cohort survival does not consider students generated from new development it is a conservative projection of actual enrollment. For the same reason, these projections are also slow to react to actual growth. The cohort method is also hampered by the fact that it does account for anomalies affecting enrollment (for example, the Covid-19 pandemic, temporary remote learning and the variations in the transition back to in-person learning).
2. Based on information from King County, realtors, developers, etc., the District seeks to establish the number of new dwelling units that will be sold each year and converts those units to new students based on the following:
 - a) The number of actual new students as a percentage of actual new dwellings for the past several years. (The student generation factors are shown in Table Two and Table Three.)
 - b) Determine the actual distribution of new students by grade level for the past several years, i.e., 5% to kindergarten, 10% to first grade, 2% to 11th grade, etc.
 - c) Based on an examination of the history shown by (a) and (b) above, establish the most likely factor to apply to the projected new dwellings.

After determining the expected new students, the current actual student enrollments are moved forward from year to year with the arrived at additions.

One of the challenges associated with all projection techniques is that, where new development is in the pipeline, they tend to always show growth because the number of houses and the general population always increases. Enrollments, however, can and do decrease even as the population increases. The reason is as the population matures, the number of kindergartners will go down as the number of 10th graders is still increasing. To adjust for this factor, the number of school age children per dwelling is examined. When this number exceeds expectations, it is probably because the District is still assuming kindergarten growth, while the main growth is actually moving into middle school. When this happens, a reduction factor is added to kindergarten to force it to decrease even though the general population continues to grow. A precise statistical formula has not been developed to make this adjustment.

After all of the projections have been made and examined, the most likely range is selected. An examination of past projections compared with actual enrollment indicates the cohorts tend to be more accurate over a ten-year time span while dwelling units tend to be more accurate over a shorter period. The probable reason is that over a ten-year period, the projections tend to average out even though there are major shifts both up and down within the period.

The Covid-19 pandemic has complicated projections in recent years. In the last CFP, the District was anticipating the return to in-person learning and attempting to estimate the number of returning students. More reliable data and experience is available for this year's enrollment projections. Like other districts, the District is also experiencing fewer students at the high school level enrolling in Running Start options and instead choosing to be fully enrolled in the District 9-12 program.

Enrollment projections for the years 2022-2023 through 2036-2037 are shown in Table One. These projections are conservative in the near-term (within a 5 year period). The District assumes that a post-pandemic increase in enrollment will occur, but does not believe our historical peak enrollment will be exceeded for approximately 7 years. The District however, could have a large uptick in enrollment depending upon land use decisions, housing and labor market, etc. The District will monitor these matters and include updated information in future updates to the Capital Facilities Plan.

**TABLE ONE: ACTUAL STUDENT COUNTS 2013-14 through 2021-22
ENROLLMENT PROJECTIONS 2022-23 through 2036-37**

ISSAQUAH SCHOOL DISTRICT

**Actual Student Counts 2013-14 Through 2021-22
Enrollment Projections 2022-23 Through 2036-37**

FTE Enrollment																		
Year	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	Total	K-5	6-8	9-12	Total
2013-14	654	1489	1414	1526	1498	1477	1462	1391	1463	1344	1404	1233	1110	17,465	8058	4316	5091	17,465
2014-15	694	1494	1552	1478	1545	1555	1512	1491	1432	1495	1352	1292	1115	18,006	8317	4435	5254	18,006
2015-16	661	1547	1558	1615	1548	1582	1600	1552	1520	1472	1489	1167	1136	18,445	8511	4671	5264	18,445
2016-17*	1408	1483	1623	1609	1650	1604	1626	1626	1585	1565	1475	1290	1063	19,606	9376	4837	5393	19,606
2017-18	1447	1561	1535	1691	1641	1680	1627	1655	1651	1629	1546	1243	1165	20,072	9556	4933	5584	20,072
2018-19	1337	1519	1591	1555	1720	1645	1723	1631	1638	1677	1565	1308	1061	19,971	9367	4992	5612	19,971
2019-20	1453	1467	1593	1654	1603	1743	1680	1731	1648	1651	1626	1263	1134	20,245	9511	5059	5674	20,245
2020-21	1133	1441	1398	1530	1589	1529	1662	1616	1678	1629	1595	1244	1098	19,142	8620	4956	5566	19,142
2021-22	1171	1237	1401	1389	1494	1518	1527	1602	1583	1654	1577	1305	1164	18,621	8210	4712	5699	18,621
2022-23	1279	1298	1259	1431	1405	1491	1537	1525	1605	1607	1622	1304	1173	18,534	8162	4667	5706	18,534
2023-24	1303	1372	1315	1305	1472	1422	1539	1560	1554	1657	1604	1368	1194	18,664	8190	4653	5822	18,664
2024-25	1268	1414	1400	1349	1326	1474	1449	1544	1577	1589	1645	1324	1255	18,614	8231	4569	5813	18,614
2025-26	1279	1386	1448	1445	1379	1334	1514	1466	1576	1632	1598	1388	1237	18,681	8270	4556	5855	18,681
2026-27	1309	1436	1454	1530	1511	1419	1408	1565	1528	1661	1672	1382	1333	19,208	8659	4501	6049	19,208
2027-28	1556	1426	1470	1496	1559	1518	1454	1420	1588	1572	1655	1408	1277	19,400	9025	4463	5913	19,400
2028-29	1588	1675	1433	1485	1498	1537	1526	1441	1419	1603	1540	1368	1284	19,398	9217	4386	5795	19,398
2029-30	1579	1713	1715	1512	1551	1541	1611	1577	1502	1500	1641	1316	1303	20,061	9610	4691	5761	20,061
2030-31	1587	1706	1755	1768	1550	1566	1587	1634	1613	1559	1510	1391	1228	20,454	9931	4834	5689	20,454
2031-32	1599	1716	1750	1809	1808	1567	1613	1612	1670	1670	1569	1261	1304	20,948	10249	4895	5803	20,948
2032-33	1606	1722	1755	1799	1844	1821	1609	1632	1643	1722	1673	1313	1167	21,306	10546	4884	5876	21,306
2033-34	1608	1731	1762	1805	1835	1858	1864	1630	1665	1696	1728	1420	1221	21,821	10598	5159	6064	21,821
2034-35	1611	1733	1772	1814	1842	1849	1902	1886	1663	1719	1703	1475	1329	22,298	10621	5451	6226	22,298
2035-36	1618	1737	1775	1823	1851	1856	1894	1924	1919	1718	1726	1451	1385	22,677	10661	5737	6279	22,677
2036-37	1624	1744	1779	1826	1860	1865	1901	1916	1957	1973	1724	1474	1360	23,003	10698	5774	6531	23,003

* 2016-17 Enrollment reflects the addition of State Funded Full Day Kindergarten

TABLE TWO: STUDENT FACTORS – SINGLE FAMILY

2021-22 Single Family	STUDENTS						AVERAGE PER UNIT			
	# Planned	# Sold	K-5	6-8	9-12	Total	K-5	6-8	9-12	Total
Single Family Development										
Cedarcroft	27	27	10	4	6	20	0.370	0.148	0.222	0.741
Chestnut Estates	38	38	13	7	9	29	0.342	0.184	0.237	0.763
Dalton Park	39	39	18	6	8	32	0.462	0.154	0.205	0.821
Mallard Pointe	34	17	1	0	1	2	0.059	0.000	0.059	0.118
Meadowleaf	115	92	31	7	9	47	0.337	0.076	0.098	0.511
Overlook @ Brookshire	38	38	21	6	8	35	0.553	0.158	0.211	0.921
Providence Ridge	38	36	15	5	2	22	0.417	0.139	0.056	0.611
Symphony Ridge	57	57	27	15	10	52	0.474	0.263	0.175	0.912
Talus: Panorama (new)	63	44	3	2	0	5	0.068	0.045	0.000	0.114
Westridge North Homes	72	58	0	1	5	6	0.000	0.017	0.086	0.103
Windsor Grove	30	29	5	5	5	15	0.172	0.172	0.172	0.517
TOTALS	551	475	144	58	63	265	0.303	0.122	0.133	0.558

Single Family	
Elementary School K-5	0.303
Middle School 6-8	0.122
High School 9-12	0.133
TOTAL	0.558

These developments are currently under construction or have been completed within the past five years.

TABLE THREE: STUDENT FACTORS - MULTI-FAMILY
--

2021-22 Multi Family	STUDENTS						AVERAGE PER UNIT			
	# Planned	# Sold	K-5	6-8	9-12	Total	K-5	6-8	9-12	Total
Multi Family Development										
Newcastle Commons Apartments	671	100	54	11	16	81	0.540	0.110	0.160	0.810
Aldea at Newcastle Commons	129	129	4	3	1	8	0.031	0.023	0.008	0.062
Enclave at Kelkari	67	35	0	1	0	1	0.000	0.029	0.000	0.029
Issaquah Highlands - Apartments 10th Ave	135	135	0	0	0	0	0.000	0.000	0.000	0.000
Overlook @ Brookshire	42	42	21	6	8	35	0.500	0.143	0.190	0.833
Riva	36	36	0	0	0	0	0.000	0.000	0.000	0.000
Towns at Westridge South	122	122	17	10	7	34	0.139	0.082	0.057	0.279
Westridge Townhomes North	90	40	6	0	3	9	0.150	0.000	0.075	0.225
TOTALS	1292	639	102	31	35	168	0.160	0.049	0.055	0.263

Multi-Family	
Elementary School K-5	0.160
Middle School 6-8	0.049
High School 9-12	0.055
TOTAL	0.263

These developments are currently under construction or have been completed within the past five years.

INVENTORY AND EVALUATION OF CURRENT FACILITIES

Currently, using the 95% utilization factor, the District has the capacity to house 18,630 students in permanent facilities and 4,290 students in portables. While portables are critical for interim capacity needs, they are not desirable nor long-term capacity solutions. The District looks to its permanent capacity, as adjusted for utilization, for purposes of determining growth-related needs and addressing school capacity. The projected student enrollment for the 2022-2023 school year is expected to be 18,534 which leaves a permanent capacity overage of 96. Enrollment projections indicate continuing permanent capacity needs at the elementary and high school levels.

Calculations of elementary, middle school and high school capacities are shown in Appendices A, B and C. Totals are shown in Appendix D.

Below is a list of current facilities. These facility locations and sites are shown on the District Site Location Map.

EXISTING FACILITIES

LOCATION

GRADE SPAN K-5:

Apollo Elementary	15025 S.E. 117 th Street, Renton
Briarwood Elementary	17020 S.E. 134 th Street, Renton
Cascade Ridge Elementary	2020 Trossachs Blvd. S.E., Sammamish
Cedar Trails Elementary	4399 Issaquah-Pine Lake Rd S.E. , Sammamish
Challenger Elementary	25200 S.E. Klahanie Blvd., Issaquah
Clark Elementary	335 First Ave. S.E., Issaquah
Cougar Ridge Elementary	4630 167 th Ave. S.E., Bellevue
Creekside Elementary	20777 SE 16 th Street, Sammamish
Discovery Elementary	2300 228 th Ave. S.E., Sammamish
Endeavour Elementary	26205 S.E. Issaquah-Fall City Rd., Issaquah
Grand Ridge Elementary	1739 NE Park Drive, Issaquah
Issaquah Valley Elementary	555 N.W. Holly Street, Issaquah
Maple Hills Elementary	15644 204 th Ave. S.E., Issaquah
Newcastle Elementary	8440 136 th Ave S.E., Newcastle
Sunny Hills Elementary	3200 Issaquah-Pine Lake Rd. S.E., Sammamish
Sunset Elementary	4229 W. Lk. Sammamish Pkwy. S.E., Issaquah

GRADE SPAN 6-8:

Beaver Lake Middle School	25025 S.E. 32 nd Street, Issaquah
Cougar Mountain Middle School	1929 NW Talus Dr, Issaquah
Issaquah Middle School	600 2 nd Ave. Ave. S.E., Issaquah
Maywood Middle School	14490 168 th Ave. S.E., Renton
Pacific Cascade Middle School	24635 SE Issaquah-Fall City Rd, Issaquah
Pine Lake Middle School	3095 Issaquah-Pine Lake Rd., Sammamish

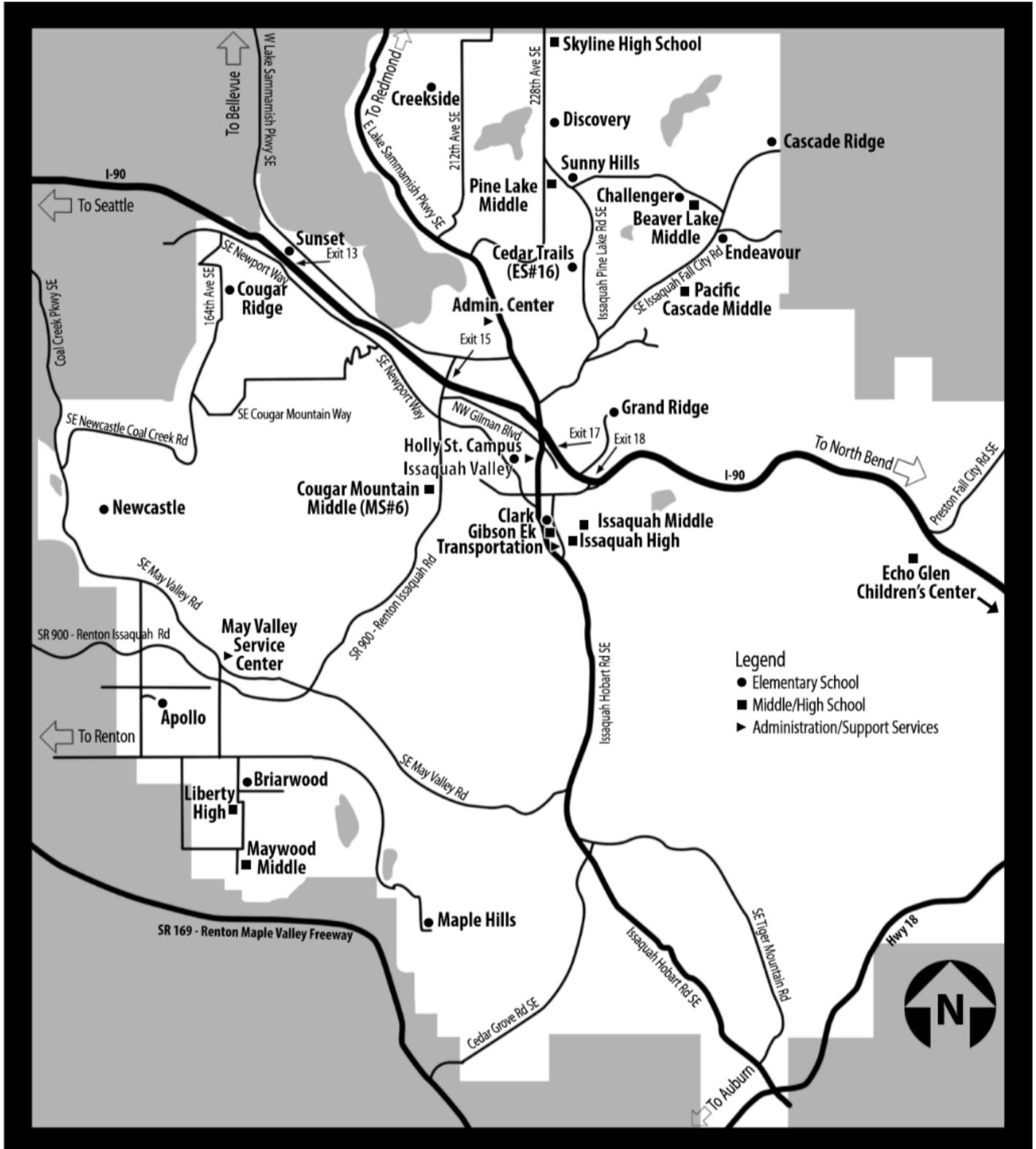
GRADE SPAN 9-12:

Issaquah High School	700 Second Ave. S.E., Issaquah
Liberty High School	16655 S.E. 136 th Street, Renton
Skyline High School	1122 228 th Ave. S.E., Sammamish
Gibson Ek High School	379 First Ave. S.E., Issaquah

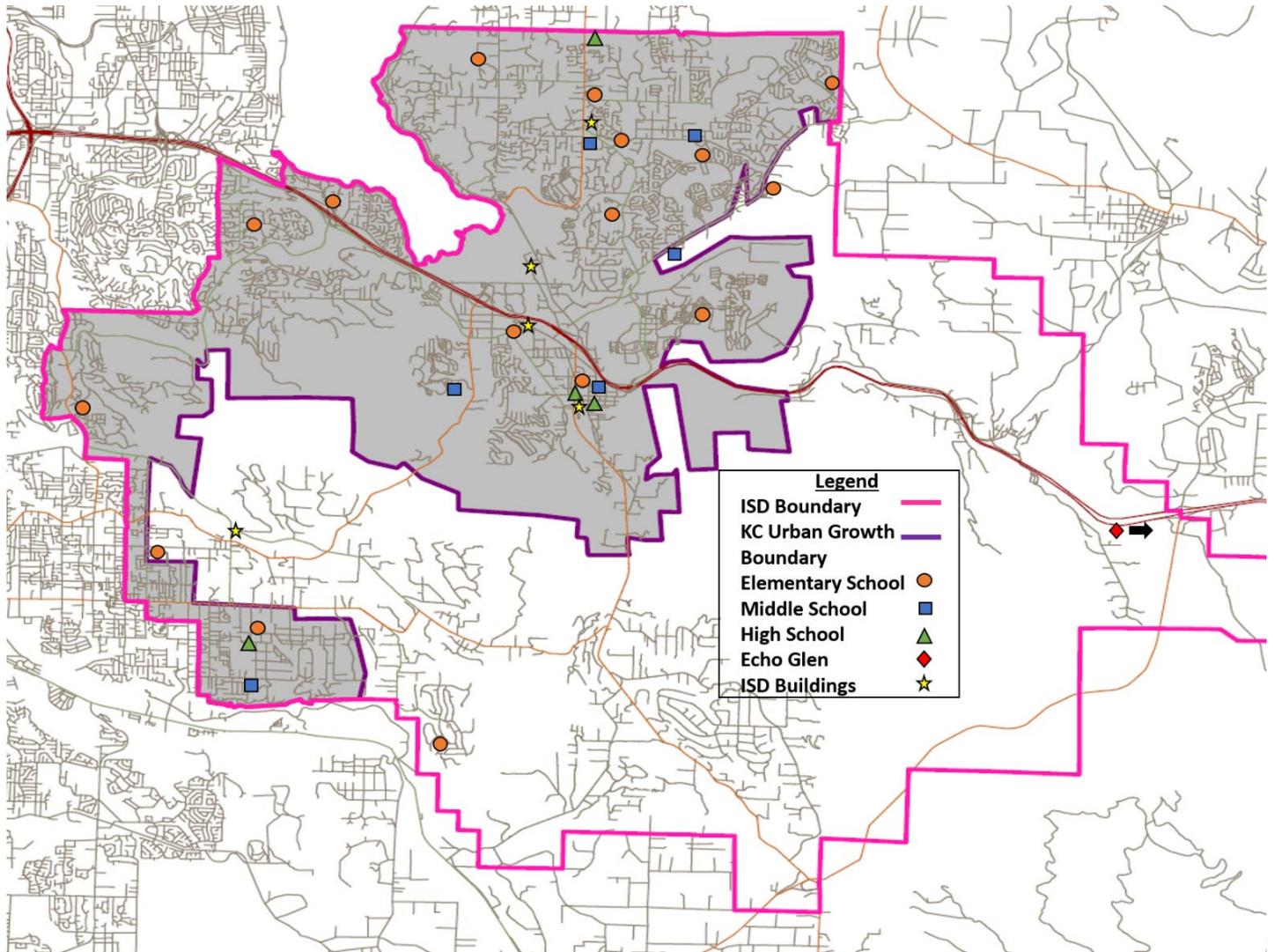
SUPPORT SERVICES:

Administration Building	5150 220 th Ave S.E., Issaquah
Holly Street Early Learning Center	565 N.W. Holly Street, Issaquah
May Valley Service Center	16404 S.E. May Valley Road, Renton
Transportation Center	805 Second Avenue S.E., Issaquah
Transportation Satellite	3402 228 th Ave. S.E., Sammamish

SITE LOCATION MAP



URBAN GROWTH BOUNDARY MAP



THE ISSAQUAH SCHOOL DISTRICT'S SIX-YEAR CONSTRUCTION PLAN

The District's Six-Year Finance Plan is shown in Appendix E. Shown in Table Four is the District's projected capacity to house students, which reflects the additional facilities as noted. Voters passed a \$533 million bond in April 2016 to fund the purchase of land for and construction of a new high school, a new middle school, two new elementary schools, the rebuild/expansion of an existing middle school and additions to six existing elementary schools. The voters also funded an April 2022 capital levy to provide additional funding for the high school project as well as other projects. The District does anticipate receiving State matching funds for High School #4 project that would reduce future bond sale amounts or be applied to new K-12 construction projects included in this Plan.

The District also anticipates that it will receive \$500,000 in impact fees and mitigation payments that will be applied to capital projects.

The District projects 18,534 FTE students for the 2022-2023 school year and 19,400 FTE students in the 2027-2028 school year. Growth will be accommodated by the planned facilities. Per the formula in the adopted school impact fee ordinance, half of the unfunded growth-related need is assigned to impact fees and half is the local share.

TABLE FOUR: PROJECTED CAPACITY TO HOUSE STUDENTS

Projected Capacity to House Students

Years	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Permanent Capacity	19,610	19,610	19,610	21,210	21,210	21,770
High School			1,600			
Middle School						
Elementary School					560	
Gross Totals	19,610	19,610	21,210	21,210	21,770	21,770
*Subtotal (Sum at 95% Utilization Rate)	18,630	18,630	20,150	20,150	20,682	20,682
Portables @ 95%	4,290	4,290	4,290	4,290	4,290	4,290
Total Capacity	22,920	22,920	24,440	24,440	24,972	24,972
Projected FTE Enrollment	18,534	18,664	18,614	18,681	19,208	19,400
Permanent Capacity @ 95% (surplus/deficit)	96	-35	1,536	1,469	1,474	1,282

*Permanent Capacity and New Construction calculations are based on the 95% utilization factors (See Appendix D).

The number of portables may be reduced as permanent capacity projects come on line and are open for instruction.

SCHOOL IMPACT FEE CALCULATIONS

SCHOOL IMPACT FEE CALCULATIONS

DISTRICT Issaquah SD #411
YEAR 2022

School Site Acquisition Cost:

((Acres x Cost per Acre)/Facility Capacity) x Student Generation Factor

	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	7.00	\$0	560	0.303	0.160	\$0	\$0
Middle/Jr High	10.00	\$0	850	0.122	0.049	\$0	\$0
High	40.00	\$1,000,000	1,600	0.133	0.055	\$3,316	\$1,369
TOTAL						\$3,316	\$1,369

School Construction Cost:

((Facility Cost/Facility Capacity) x Student Generation Factor) x (Permanent/Total Sq Ft)

	%Perm/ Total Sq.Ft.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	92.37%	\$45,000,000	560	0.303	0.160	\$22,502	\$11,848
Middle/Jr High	92.37%	\$0	850	0.122	0.049	\$0	\$0
High	92.37%	\$150,000,000	1,600	0.133	0.055	\$11,485	\$4,743
TOTAL						\$33,988	\$16,591

Temporary Facility Cost:

((Facility Cost/Facility Capacity) x Student Generation Factor) x (Temporary/Total Square Feet)

	%Temp/ Total Sq.Ft.	Facility Cost	Facility Size	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	7.63%	\$0	80	0.303	0.160	\$0	\$0
Middle/Jr High	7.63%	\$0	56	0.122	0.049	\$0	\$0
High	7.63%	\$0	224	0.133	0.055	\$0	\$0
TOTAL						\$0	\$0

State Matching Credit:

Area Cost Allowance x SPI Square Footage x District Match % x Student Factor

	Current Area Cost Allowance	SPI Footage	District Match %	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	\$246.83	90	0.00%	0.303	0.160	\$0	\$0
Middle/Jr High	\$246.83	108	0.00%	0.122	0.049	\$0	\$0
High School	\$246.83	130	36.09%	0.133	0.055	\$1,536	\$634
TOTAL						\$1,536	\$634

Tax Payment Credit:

Average Assessed Value		SFR	MFR
		\$915,462	\$555,086
Capital Bond Interest Rate		2.45%	2.45%
Net Present Value of Average Dwelling		\$8,032,922	\$4,870,724
Years Amortized		10	10
Property Tax Levy Rate		\$1.62	\$1.62
Present Value of Revenue Stream		\$13,013	\$7,891

Fee Summary:

	Single Family	Multi- Family
Site Acquisition Costs	\$3,315.79	\$1,369.33
Permanent Facility Cost	\$33,987.65	\$16,591.44
Temporary Facility Cost	\$0.00	\$0.00
State Match Credit	(\$1,535.94)	(\$634.30)
Tax Payment Credit	(\$13,013.33)	(\$7,890.57)
FEE (AS CALCULATED)	\$22,754.16	\$9,435.90
Local Share	\$11,377.08	\$4,717.95
FINAL FEE	\$11,377	\$4,718

Each city or county sets and adopts the amount of the school impact fee.

For the applicable fee schedule, please consult with the permitting jurisdiction for the development project.

BASIS FOR DATA USED IN SCHOOL IMPACT FEE CALCULATIONS

SCHOOL SITE ACQUISITION COST:

- The District previously purchased sites for the new elementary schools, middle school and high school.

SCHOOL CONSTRUCTION COST:

- Elementary \$45,000,000 is the estimated construction cost of the project providing additional elementary capacity
- Middle School \$80,000,000 is the estimated construction cost of the project providing additional middle school capacity
- High School \$150,000,000 is the estimated construction cost of the project providing additional high school capacity

PERCENTAGE OF PERMANENT AND TEMPORARY SQUARE FOOTAGE TO TOTAL SQUARE FOOTAGE:

Total Square Footage	2,935,397
Permanent Square Footage (OSPI)	2,744,580
Temporary Square Footage	190,817

STATE MATCH CREDIT:

Current Area Cost Allowance	\$246.83
Percentage of State Match	36.09%

APPENDIX A

2021-22 ELEMENTARY SCHOOL CAPACITIES

ELEMENTARY SCHOOLS	# OF STANDARD CLASSROOMS*	ROOM CAPACITY (20)**	# OF SPECIAL ED ROOMS	SPECIAL ED ROOM CAPACITY (12)	PERMANENT CAPACITY @100%	PERMANENT CAPACITY AT 95%	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CAPACITY (20)**	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @95%	FUTURE PORTABLE CLASSROOMS	ADDTL PORTABLE CAPACITY (20)	MAXIMUM SCHOOL CAPACITY	MAXIMUM # OF PORTABLE CLASSROOMS	Projected Oct. 2022 Headcount	PERMANENT CAP OVERAGE OR SHORTAGE @ 95%***	WITH EXISTING PORTABLES OVERAGE OR SHORTAGE @ 95%****
APOLLO	28	560	3	36	596	566	7	140	736	699	0	0	736	7	471	95	228
BRIARWOOD	26	520	3	36	556	528	11	220	776	737	0	0	776	11	629	-101	108
CASCADE RIDGE	23	460	2	24	484	460	8	160	644	612	0	0	644	8	369	91	243
CEDAR TRAILS (E16) *****	23	460	3	36	496	471	0	0	496	471	0	0	496	0	403	68	68
CHALLENGER	22	440	4	48	488	464	14	280	768	730	0	0	768	14	421	43	309
CLARK	30	600	3	36	636	604	10	200	836	794	0	0	836	10	576	28	218
COUGAR RIDGE	28	560	3	36	596	566	8	160	756	718	0	0	756	8	513	53	205
CREEKSIDE	27	540	5	60	600	570	10	200	800	760	0	0	800	10	607	-37	153
DISCOVERY	27	540	4	48	588	559	8	160	748	711	0	0	748	8	554	5	157
ENDEAVOUR	26	520	4	48	568	540	8	160	728	692	0	0	728	8	508	32	184
GRAND RIDGE	26	520	5	60	580	551	12	240	820	779	0	0	820	12	582	-31	197
ISSAQUAH VALLEY	31	620	2	24	644	612	10	200	844	802	0	0	844	10	563	49	239
MAPLE HILLS	22	440	4	48	488	464	4	80	568	540	0	0	568	4	410	54	130
NEWCASTLE	24	480	4	48	528	502	8	160	688	654	0	0	688	8	484	18	170
SUNNY HILLS	30	600	6	72	672	638	12	240	912	866	0	0	912	12	565	73	301
SUNSET	31	620	7	84	704	669	4	80	784	745	0	0	784	4	565	104	180
TOTAL	424	8480	62	744	9224	8763	134	2680	11904	11309	0	0	11904	134	8220	543	3089

*Minus excluded spaces for special program need

**Average of staffing ratios 1:20 K-2, 1:23 3-5

***Permanent Capacity x 95% (utilization factor) Minus Headcount Enrollment

****Maximum Capacity x 95% (utilization factor) Minus Headcount Enrollment

*****Cedar Trails (formerly E16) opened September 2021

Permanent capacity reflects the building's level of service design capacity.

The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portable

APPENDIX B

2021-2022 MIDDLE SCHOOL CAPACITIES

MIDDLE SCHOOLS	# OF STANDARD CLASSROOMS*	ROOM CAPACITY (26)	# OF SPECIAL ED ROOMS	SPECIAL ED ROOM CAPACITY (12)	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY @ 95%	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CAPACITY (26)	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @ 95%	FUTURE PORTABLE CLASSROOMS	ADDTL PORTABLE CAPACITY (26)	MAXIMUM SCHOOL CAPACITY	MAXIMUM # OF PORTABLE CLASSROOMS	Projected Oct. 2022 Headcount	PERMANENT CAP OVERAGE or SHORTAGE @ 95%**	WITH EXISTING PORTABLES OVERAGE OR SHORTAGE @ 95%***
BEAVER LAKE	28	728	2	24	752	714	10	260	1012	961	0	0	1012	10	845	-131	116
COUGAR MTN (MS#6)****	30	780	4	48	828	787	2	0	828	787	0	0	828	0	626	161	161
ISSAQUAH MIDDLE	28	728	10	120	848	806	8	208	1056	1003	0	0	1056	8	763	43	240
MAYWOOD	40	1040	4	48	1088	1034	6	156	1244	1182	0	0	1244	6	819	215	363
PACIFIC CASCADE	28	728	7	84	812	771	8	208	1020	969	0	0	1020	8	713	58	256
PINE LAKE	31	806	6	72	878	834	2	52	930	884	0	0	930	2	901	-67	-18
TOTAL	185	4810	33	396	5206	4946	36	884	6090	5786	0	0	6090	34	4667	279	1119

*Minus excluded spaces for special program needs

**Permanent Capacity x 95% (utilization factor) Minus Headcount Enrollment

***Maximum Capacity x 95% (utilization factor) Minus Headcount Enrollment

**** Cougar Mountain Middle School (formerly MS#6) opened September 2021

Permanent capacity reflects the building's level of service design capacity

The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portables

APPENDIX C

2021-2022 HIGH SCHOOL CAPACITIES

HIGH SCHOOLS	# OF CLASSROOMS*	ROOM CAPACITY (28)	# OF SPECIAL ED ROOMS	SPECIAL ED ROOM CAPACITY (12)	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY @ 95%	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CAPACITY (28)	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @ 95%	FUTURE PORTABLE CLASSROOMS	ADDTL PORTABLE CLASSROOMS	MAXIMUM SCHOOL CAPACITY (28)	MAXIMUM SCHOOL CAPACITY	Projected Oct. 2022 Headcount	PERM CAP OVER OR SHORT @ 95%**	WITH EXISTING PORTABLES OVERAGE OR SHORTAGE @ 95%***
ISSAQUAH HIGH	73	2044	4	48	2092	1987	10	280	2372	2253	0	0	2372	10	2203	-216	50
LIBERTY HIGH	40	1120	5	60	1180	1121	8	224	1404	1334	0	0	1404	8	1325	-204	9
GIBSON EK HIGH	10	280	0	0	280	266	0	0	280	266	0	0	280	0	176	90	90
SKYLINE HIGH	56	1568	5	60	1628	1547	16	448	2076	1972	0	0	2076	16	2002	-455	-30
TOTAL	179	5012	14	168	5180	4921	34	952	6132	5825	0	0	6132	34	5706	-785	119

*Minus excluded spaces for special program needs
 ** Headcount Enrollment Compared to Permanent Capacity x 95% (utilization factor)
 *** Headcount Enrollment Compared to Maximum Capacity x 95% (utilization factor)
 Permanent capacity reflects the building's level of service design capacity.
 The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portables.

APPENDIX D

2021-2022 TOTAL CAPACITIES

# OF CLASSROOMS*	ROOM CAPACITY	# OF SPECIAL ED ROOMS	SPECIAL ED ROOM CAPACITY	PERMANENT CAPACITY @ 100%*	PERMANENT CAPACITY @ 95%	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CAPACITY @ 100%	PORTABLE CAPACITY @ 95%	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @ 95%	FUTURE PORTABLE CLASSROOMS	ADD'L PORTABLE CAPACITY	MAXIMUM SCHOOL CAPACITY	MAXIMUM # OF PORTABLE CLASSROOMS	OCT. 2022 PROJ. HEADCOUNT	PERMANENT CAPACITY @ 95%	TOTAL CAPACITY WITH EXISTING PORTABLES @ 95%
788	18302	109	1308	19610	18630	204	4516	4290	24126	22920	0	0	24126	202	18593	36	4327

*Permanent Capacity is the total Permanent Capacity from Appendix A + Total Capacity from Appendix B + Total Capacity from Appendix C

APPENDIX E

Six-Year Finance Plan

BUILDING	N/M*	2022	2023	2024	2025	2026	2027	Cost to Complete	SECURED LOCAL/STATE**	UNSECURED LOCAL ***
New High School	N	\$40,000,000	\$85,000,000	\$64,000,000	\$7,000,000	\$2,000,000	\$0	\$198,000,000	\$198,000,000	
New Elementary #17	N	\$10,000,000				\$45,000,000	\$2,500,000	\$57,500,000	\$10,000,000	\$47,500,000
Land	N							\$0	\$0	
TOTALS		\$50,000,000	\$85,000,000	\$64,000,000	\$7,000,000	\$47,000,000	\$2,500,000	\$255,500,000	\$208,000,000	\$47,500,000

*N = New Construction M = Modernization/Rebuild

**The Issaquah School District, with voter approval, has front funded these projects.

***School impact fees may be utilized to offset front funded expenditures associated with the cost of new growth-related facilities.

Impact fees are currently collected from King County, City of Bellevue, City of Newcastle, City of Renton, City of Sammamish and the City of Issaquah for projects within the Issaquah School District.

****Funds for portable purchases may come from impact fees, state matching funds, interest earnings or future bond sale elections.

SNOQUALMIE VALLEY SCHOOL DISTRICT 410

CAPITAL FACILITIES PLAN 2022



Snoqualmie Valley School District No. 410 hereby provides to the King County Council this Capital Facilities Plan documenting the present and future school facility requirements of the district. The Plan contains all elements required by the Growth Management Act and King County Code Title 21A.43, including a six (6) year financing plan component.

Adopted on June 02, 2022

SNOQUALMIE VALLEY SCHOOL DISTRICT NO. 410

2022-2027

SIX-YEAR CAPITAL FACILITIES PLAN

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For information about this plan, call the District Business Services Office
(425.831.8011)

Snoqualmie Valley School District No. 410
Snoqualmie, Washington
(425) 831-8000

Board of Directors

	<u>Position Number</u>	<u>Term</u>
Melissa Johnson, President	1	1/1/22 - 12/31/25
Geoff Doy, Vice President	2	1/1/20 - 12/31/23
Carolyn Simpson,	3	1/1/20 - 12/31/23
Gary Fancher	4	1/1/22 - 12/31/25
Ram Dutt Vedullapalli	5	1/1/20 - 12/31/23

Central Office Administration

Superintendent	Lance Gibbon
Assistant Superintendent - Finance & Operations	Ryan Stokes
Assistant Superintendent - Teaching and Learning	Ginger Callison
Assistant Superintendent - Teaching and Learning	Dan Schlotfeldt
Executive Director of Student Services	Nicole Fitch
Executive Director of Human Resources	Beth Porter

Snoqualmie Valley School District No. 410
Snoqualmie, Washington

Administration Building

8001 Silva Ave S.E., P.O. Box 400
Snoqualmie, WA 98065
(425) 831-8000

Lance Gibbon, Superintendent

Mount Si High School

8651 Meadowbrook Way S.E.
Snoqualmie, WA 98065
John Belcher, Principal

Cascade View Elementary

34816 SE Ridge Street
Snoqualmie, WA 98065
Jim Frazier, Principal

Two Rivers School

8651 Meadowbrook Way S.E.
Snoqualmie, WA 98065
Rhonda Schmidt, Principal

Snoqualmie Elementary

39801 S.E. Park Street
Snoqualmie, WA 98065
John Norberg, Principal

North Bend Elementary

400 East Third Street
North Bend, WA 98045
Stephanie Shepherd, Principal

Snoqualmie Middle School

9200 Railroad Ave S.E.
Snoqualmie, WA 98065
Megan Botulinski, Principal

Fall City Elementary

33314 S.E. 42nd
Fall City, WA 98027
Katelyn Long, Principal

Chief Kanim Middle School

32627 S.E. Redmond-Fall City Rd.
P.O. Box 639
Fall City, WA 98024
Michelle Trifunovic, Principal

Timber Ridge Elementary

34412 SE Swenson Drive
Snoqualmie, WA 98065
Kaaren Kim, Principal

Twin Falls Middle School

46910 SE Middle Fork Road
North Bend, WA 98045
Jeff D'Ambrosio, Principal

Opstad Elementary

1345 Stilson Avenue S.E.
North Bend, WA 98045
Emily Hays, Principal

Section 1. Executive Summary

This Six-Year Capital Facilities Plan (the “Plan”) has been prepared by the Snoqualmie Valley School District (the “District”) as the organization’s primary facility planning document, in compliance with the requirements of the State of Washington's Growth Management Act and King County Code 21A.43. This plan was prepared using data available in the spring of 2022 and is consistent with prior capital facilities plans adopted by the District; however, this plan is not intended to be the sole plan for all the organization's needs.

For impact fees to be collected in the unincorporated areas of King County, the King County Council must adopt this plan, as proposed by the District. The Snoqualmie Valley School District also includes the incorporated cities of Snoqualmie and North Bend, as well as a portion of the city of Sammamish. The cities of Snoqualmie, North Bend, and Sammamish have each adopted a school impact fee policy and ordinance like the King County model.

Pursuant to the requirements of the Growth Management Act and the local implementing ordinances, this plan will be updated on an annual basis with any changes in the fee schedule adjusted accordingly. See Appendix A for the current single-family residence and multi-family residence calculations.

The District’s Plan establishes a "standard of service" in order to ascertain current and future capacity. This standard of service is reflective of current student/teacher ratios that the District hopes to be able to maintain during the period reflected in this Capital Facilities Plan. The Standard of Service has been updated to incorporate class size reduction at the K-3 level but **does not** incorporate additional class size reductions for all other grades, as outlined in Initiative 1351, which was approved by voters in November 2014. Future updates to this plan will consider incorporating those class sizes as the implementation of Initiative 1351 progresses.

It should also be noted that although the State Superintendent of Public Instruction establishes square foot guidelines for capacity funding criteria, those guidelines do not account for the local program needs in the District. The Growth Management Act and King County Code 21A.43 authorize the District to make adjustments to the standard of service based on the District's specific needs.

In general, the District's current standard provides the following (see Section 2 for additional information):

School Level	Target Average Student/Teacher Ratio
Elementary	20 Students
Middle	27 Students
High	28 Students

School capacity for the 2022-23 school year is based on the District standard of service and use of existing inventory. Existing inventory includes both permanent and relocatable classrooms (i.e. portable classroom units). The District's 2022-23 overall permanent capacity is 6,490 students (with an additional 2,070 student capacity available in portable classrooms). Enrollment in 2020-21 decreased due to the impacts of COVID-19 on available school service models. October enrollment for the 2021-22 school year rebounded from the 2020-21 dip, with 6,876 full time equivalents ("FTE"). The District anticipates enrollment to continue to grow over the duration of this plan, as projected by our third-party demographer. Their projections are based on census data, economic trends, housing projections and birth rates, among other factors. FTE enrollment is projected to increase by 1% to 6,952 in 2027, based on the mid-range of enrollment projections provided by a third-party demographer. High-range projections would anticipate approximately 5% enrollment growth over the same period.

Washington State House Bill 2776, which was enacted in 2010, required all kindergarten classes in the State to convert to full day kindergarten by 2018. The District converted to full day kindergarten in 2016. This transition doubled the number of classrooms needed for kindergarteners, including students which require additional special educational services. HB 2776 also stipulated K-3 class sizes to be reduced to 17 students per teacher by 2018 (down from the 21:1 average previously funded). This reduction in class sizes also required significant increases in the number of classrooms needed to adequately serve our K-3 population. As noted in Section 7, the elementary school portable classrooms house the equivalent of 2 elementary schools, or approximately one-third of all elementary students.

Though areas of growth are seen in various areas of the District, the most notable growth continues to be in the Snoqualmie Ridge and North Bend areas. United States Census data released in 2021 indicated the City of Snoqualmie grew by 32.3% over the last decade, while the City of North Bend grew by 31.8% over the same time period. The cities of Snoqualmie and North Bend both anticipate future housing growth beyond 2027, while growth in unincorporated King County and the city of Sammamish should experience minimal housing growth in the District, unless annexations occur.

Such large and sustained growth continues to create needs for additional classroom inventory. Previously, those needs have been addressed via the construction of Cascade View Elementary in 2005, Twin Falls Middle School in 2008, a 12-classroom portable expansion at Mount Si High School in 2009, the conversion of Snoqualmie Middle School into a Freshman Campus for Mount Si High School in 2013, the relocation of the 12-classroom portable expansion from Mount Si High School to Snoqualmie Middle School, as well as the addition of numerous portable classrooms throughout the District.

In the February 2015, a bond proposition was passed to construct a 6th elementary school and expand and modernize the main campus of Mount Si High School. The new Timber Ridge Elementary School was completed in 2016 and the Mount Si High School project was completed in 2021. The MSHS project provides available capacity to serve growth needs at the high school level as well as the middle school level, by allowing for the conversion of the "Freshman Campus" back to a middle school (Snoqualmie Middle School).

The District will also need to address continuing elementary capacity needs related to growth. While the District owns property adjacent to Twin Falls Middle School that

could be used for the construction of an elementary, the District has launched a committee to review districtwide facilities needs in conjunction with projected enrollment. This committee is developing a 20-year long-range facilities plan, with the first phase expected to reflect the six-year window of this plan. Elementary capacity projects that are being considered include a rebuild and expansion of North Bend Elementary, Fall City Elementary and Opstad Elementary, and/or a new 7th elementary school. Given the age of both Fall City Elementary and North Bend Elementary, and the floodway restrictions at North Bend Elementary which render a renovation of that building infeasible, the District currently anticipates both schools being candidates for replacement and expansion. These expansions would create capacity to serve elementary growth, while also eliminating significant number of portable classrooms currently at those buildings. A renovated and expanded Opstad Elementary or a new 7th elementary school are also being evaluated as potential options for additional elementary capacity. See Section 6 for more details on the District's capacity planning.

Section 2. Current District "Standard of Service"

(as defined by King County Code 21A.06)

King County Code 21A.06 refers to a "standard of service" that each school district must establish in order to ascertain its overall capacity. The standard of service identifies the program year, the class size, the number of classrooms, students and programs of special need, and other factors (determined by the district), which would best serve the student population. Relocatables (i.e. portable classroom units) may be included in the capacity calculation using the same standards of service as the permanent facilities.

The standard of service outlined below reflects only those programs and educational opportunities provided to students that directly affect the capacity of the school buildings. The special programs listed below require classroom space; thus, the permanent capacity of some of the buildings housing these programs has been reduced in order to account for those needs. Standard of Service has been updated to incorporate anticipated class size reduction at the K-3 level but **does not** incorporate additional class size reductions for all other grades, as outlined in Initiative 1351, which was approved by voters in November 2014. Future updates to this plan will consider incorporating those class sizes as the state implementation of Initiative 1351 progresses.

Standard of Service for Elementary Students

- Average target class size for grades K – 2: 17 students
- Average target class size for grade 3: 17 students
- Average target class size for grades 4-5: 27 students
- Special Education for students with disabilities may be provided in a self-contained classroom. Average target class size: 12 students

Identified students will also be provided other special educational opportunities in classrooms designated as follows:

- Resource rooms
- Computer rooms
- English Language Learners (ELL)
- Education for disadvantaged students (Title I)
- Gifted education (Hi-C)
- District remediation programs
- Learning assisted programs
- Severely behavior disordered
- Transition room
- Mild, moderate and severe disabilities
- Preschool programs

Standard of Service for Secondary Students

- Average target class size for grades 6-8: 27 students
- Average target class size for grades 9-12: 30 students
- Average target class size for Two Rivers School: 20 students
- Special Education for students with disabilities may be provided in a self-contained classroom. Average target class size: 12 students

Identified students will also be provided other special educational opportunities in classrooms designated as follows:

- English Language Learners (ELL)
- Resource rooms (for special remedial assistance)
- Computer rooms
- Daycare programs

The District's goal is to provide a standard of service of 17 students per classroom for kindergarten through grade 3, and 25 students per classroom in grades 4 through 5. However, the state currently funds grades 4 and 5 at 27 students per classroom.

Room Utilization at Secondary Schools

It is not possible to achieve 100% utilization of regular teaching stations because of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a work space during their planning periods. Based on actual utilization due to these considerations, the District uses a standard utilization rate of 83% (5 out of 6 periods) for determining middle school capacity.

Beginning in the 2019-20 school year, Mount Si High School converted to a 7-period schedule. Teachers teach 5 of those periods, resulting in an expected room utilization of 71% (5 out of 7). As enrollment grows, we would expect a need for some teachers to change classrooms throughout the day, resulting in a slightly higher utilization rate of 75%. As a result of lower room utilization rates, the average target class size for capacity purposes for Mount Si has also been increased from 27 to 30. Adjustments to the class size and classroom utilization rates may occur in future revisions to this plan, based on revisions to the new high school schedule as it is implemented.

Section 3. Inventory and Evaluation of Current Permanent Facilities

The District's current overall capacity for the 2022-23 school year is expected to be 8,560, comprised of permanent classroom capacity of 6,490 students, and temporary classroom capacity of 2,070 students. October enrollment for the 2021-22 school year was 6,652 for purpose of the building inventory below. Districtwide, October 2021 enrollment totaled 6,876 full time equivalents ("FTE"), which includes students attending Parent Partnership Program and out-of-district placements. FTE enrollment is projected to increase by 1% to 6,952 in 2027, based on the mid-range of enrollment projections provided by a third-party demographer.

Calculations of elementary, middle, and high school capacities have been made in accordance with the current standards of service. Due to changes in instructional programs, student needs (including special education) and other current uses, some changes in building level capacity have occurred at some schools. An inventory of the District's schools arranged by level, name, and current permanent capacity are summarized in the following table. In addition, a summary of overall capacity and enrollment for the next six years is discussed further in Section 7.

The physical condition of the District's facilities was evaluated by the 2022 State Study and Survey of School Facilities completed in accordance with WAC 180-25-025. As schools are modernized, the State Study and Survey of School Facilities report is updated. That report is incorporated herein by reference.

**Inventory of Permanent School Facilities and Related Program Capacity
2022-23 School Year**

ELEMENTARY LEVEL				
Facility	Address	Grade Span	Permanent Capacity *	2021-22 Enrollment **
CASCADE VIEW	34816 SE Ridge Street Snoqualmie, Washington	K thru 5	495	557
FALL CITY	33314 SE 42nd Place Fall City, Washington	K thru 5	280	457
NORTH BEND	400 E 3rd Street North Bend, Washington	K thru 5	282	461
OPSTAD	1345 Stilson Av SE North Bend, Washington	K thru 5	452	540
SNOQUALMIE	39801 SE Park Street Snoqualmie, Washington	K thru 5 & Preschool	270	404
TIMBER RIDGE	34412 SE Swenson Drive Snoqualmie, Washington	K thru 5	583	652
Total Elementary School			2,362	3,071
MIDDLE SCHOOL LEVEL				
Facility	Address	Grade Span	Permanent Capacity *	2021-22 Enrollment **
CHIEF KANIM	32627 SE Redmond-Fall City Rd Fall City, Washington	6, 7 & 8	697	589
SNOQUALMIE	9200 Railroad Ave SE Snoqualmie, Washington	6, 7 & 8	336	499
TWIN FALLS	46910 SE Middle Fork Road North Bend, Washington	6, 7 & 8	765	549
Total Middle School			1,798	1,637
HIGH SCHOOL LEVEL				
Facility	Address	Grade Span	Permanent Capacity *	2021-22 Enrollment **
MOUNT SI/ TWO RIVERS	8651 Meadowbrook Way SE Snoqualmie, Washington	9 thru 12	2,330	1,873
Total High School			2,330	1,944
TOTAL DISTRICT			6,490	6,652

* Does not include capacity for special programs as identified in Standards of Service section.

** Difference between enrollment (pg.13) is due to rounding, Parent Partner Program, and out-of-district placements.

Section 4. Relocatable (Portable) Classrooms

For a definition of relocatables and permanent facilities, see Section 2 of King County Code 21A.06.

The District inventory includes 95 portable classrooms that provide standard capacity and special program space as outlined in Section 2. The District inventory of portables provides approximately 24% of capacity District-wide. The rebuild of Mount Si High School and the re-opening of Snoqualmie Middle schools has significantly reduced the percentage of secondary students in portable classrooms. At the elementary level, 38% of facility capacity is housed in portable classrooms, which is the equivalent of over 2 entire elementary schools. Based on projected enrollment growth and timing of anticipated permanent facilities, the District anticipates the need to acquire additional portables at the elementary level during the next six-year period.

As enrollment fluctuates, portables provide flexibility to accommodate immediate needs and interim housing. Because of this, new and modernized school sites are all planned to accommodate the potential of adding portables in order to address temporary fluctuations in enrollment. In addition, the use and need for portables will be balanced against program needs. Portables are not a solution for housing students on a permanent basis, and the District would like to continue to reduce the percentage of students that are housed in portable classrooms.

The cost of portables also varies widely based on the location, jurisdictional permitting requirements and intended use of the classrooms.

The District has an additional 15 portable classrooms in its inventory that are used for special program purposes or districtwide support services and are not available for regular classroom needs.

Two Rivers School relocated to the Mount Si High School campus in the fall of 2021. The District is currently working on facility improvements of that modular classroom facility and expects to bring that building back into available capacity in the Fall of 2023.

Section 5. Six-Year Enrollment Projections

The District contracts with Flo Analytics (“FLO”) to project student enrollment over the next six-years. FLO provides the District a low, middle and high-range projections that are based on historic growth trends, future housing construction plans and availability, birth rates, as well as economic and various other factors that contribute to overall population growth. Based on the mid-range projection provided in April 2022 by FLO, enrollment is expected to increase by 76 students (1%) over the next six years.

The enrollment projections shown below have been adjusted beginning in 2016 to account for the conversion of half-day kindergarten students to full-day kindergarten students, as required by Washington State House Bill 2776, which was enacted in 2010. While this change did not increase the number of students (headcount), doubling the amount of time the students are in school also doubled the number of kindergarten classrooms needed to serve that grade level.

A few years prior to the construction of the new Mount Si High School, the District saw a significant increase in the number of students choosing to enroll in Running Start programs. With the opening of the new Mount Si High School and increased availability of dual credit and advanced placement offerings, we anticipate an increase of student retention in the 11th and 12th grades. Additional program enhancements, such as the relocation of Two Rivers onto the Mount Si High School campus, should also improve student outcomes and retention. These factors are not included in the demographer projections below but may result in higher high school enrollment at Mount Si High School over the next six years. We will continue to update enrollment projections in future updates to this plan.

Snoqualmie Valley School District No. 410
Actual Full-Time Equivalent Enrollment through 2021 and Projected Enrollment from 2022 through 2027

GRADE:	Actual	Enrollment Projections through 2027																
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Kindergarten **	236	233	257	245	267	241	548	508	548	603	402	546	548	546	540	530	520	531
1st Grade	505	490	495	540	530	578	526	574	530	552	561	475	560	564	562	555	545	538
2nd Grade	530	501	491	504	559	536	614	560	569	549	516	593	492	577	581	579	573	566
3rd Grade	491	522	510	509	515	567	559	608	564	572	519	549	591	495	580	585	583	580
4th Grade	527	493	534	517	509	566	597	566	585	566	534	525	551	588	493	577	582	584
5th Grade	506	517	492	528	538	526	570	596	557	584	554	545	520	547	582	488	571	580
K-5 Subtotal	2,795	2,756	2,779	2,843	2,918	3,014	3,414	3,412	3,353	3,426	3,086	3,233	3,262	3,317	3,338	3,314	3,374	3,379
6th Grade	475	491	504	472	514	570	529	580	582	574	581	548	550	524	549	584	489	576
7th Grade	469	480	488	512	481	525	572	511	581	590	550	594	556	558	532	557	591	496
8th Grade	430	473	481	476	505	486	508	563	514	570	558	554	593	558	559	535	557	593
6-8 Subtotal	1,374	1,444	1,473	1,460	1,500	1,581	1,609	1,654	1,677	1,734	1,689	1,696	1,699	1,640	1,640	1,676	1,637	1,665
9th Grade	431	408	467	477	489	525	475	510	567	523	571	581	564	600	565	565	541	563
10th Grade	420	400	406	473	469	473	500	472	499	556	507	576	575	559	595	560	560	537
11th Grade	383	385	364	369	396	357	310	360	317	369	381	411	434	434	422	448	422	422
12th Grade	346	372	410	363	388	372	321	283	315	338	376	379	375	396	397	386	409	386
9-12 Subtotal	1,580	1,565	1,647	1,682	1,742	1,727	1,606	1,625	1,698	1,786	1,835	1,947	1,948	1,989	1,979	1,959	1,932	1,908

K-12 TOTAL	5,749	5,765	5,899	5,985	6,160	6,322	6,629	6,691	6,728	6,946	6,610	6,876	6,909	6,946	6,957	6,949	6,943	6,952
	1.4%	0.3%	2.3%	1.5%	2.9%	2.6%	4.9%	0.9%	0.6%	3.2%	-4.8%	4.0%	0.5%	0.5%	0.2%	-0.1%	-0.1%	0.1%

* Enrollment Projections above reflect mid-range enrollment projections provided by Flo Analytics: April 2022.

** Kindergarteners are counted as 1/2 FTE until 2016, when kindergarten classes transitioned to full day programming.

*** The district experienced large increases in Running Start enrollment for grades 11-12 recently. It is still too early to determine if this is a trend or an anomaly based on current circumstances (construction, high school schedule, etc.). Future enrollment will continue to be monitored and projections may be adjusted in subsequent updates to the Capital Facilities Plan.

Section 6. Six-Year Planning and Construction Plan

The District plans to use the following strategies in order to address future needs districtwide:

- Construction of new schools: complete full reconstruction and expansion of MSHS, and planning and construction of a new elementary school capacity;
- Use of additional portables to provide housing of students not provided for under other strategies;
- Acquisition of land needed for expansion of transportation facility needs related to growth.

In the fall of 2014, the Board adopted a 2015 bond proposition to construct a newly expanded Mount Si High School with modernization of certain existing components, as well as a new, sixth elementary school. The bond proposition was passed by the voters in February 2015.

The expanded and modernized Mount Si High School, completed in 2021, facilitated the relocation of the freshman campus onto the main high school campus, which in turn created needed middle school capacity by converting the current Freshman Campus back to a middle school (Snoqualmie Middle School).

The 2015 voter-approved proposition also included funds to construct a new Elementary School #6. The construction of Timber Ridge Elementary, completed in 2016, provided initial capacity at all elementary schools to implement full day kindergarten, reduce K-3 class sizes and provide for enrollment growth, as all District elementary schools underwent a re-boundary process in preparation for the opening of Timber Ridge. Despite the addition of Timber Ridge and recent additions of portable classrooms, the significant reductions in K-3 class sizes have resulted in most elementary schools operating at capacity. Future enrollment growth, when combined with reduced class sizes, will require additional future elementary school capacity. Portable classrooms may provide some short-term relief, however, many of the District's current elementary schools have reached the capacity to add more portable classrooms due to a number of factors, including land availability, building code restrictions, and capacity of corresponding common areas such as parking, bathrooms, specialist classrooms and building support services. As the District has more than two elementary schools of capacity in portable classroom, we anticipate future Elementary construction projects to include the reduction of portables within the District.

In the spring of 2020, the District launched a Facilities Study Committee to begin the process of determining the appropriate solution for future elementary capacity needs, while also attempting to address the large amounts of portable classroom capacity. While still in process at the time of the development of the annual update to this plan, the committee has determined that North Bend Elementary cannot be remodeled due to its location within the floodway, which requires that the entire building be floodproofed if improved by greater than 50% of its value. As such, any significant improvements to this building would require a new-in-lieu construction. While not in the floodway, Fall City Elementary is like North Bend Elementary in terms of being the oldest buildings in the District and having the largest relative percentage of portable classroom capacity. Rebuild and expansion projects for these two schools will add capacity for future

enrollment growth, while also eliminating 29 portable classrooms from district inventory. The committee will be spending the spring/summer of 2022 gathering additional feedback and input from our community regarding the timing and sequence of elementary capacity-adding projects, which could include the rebuild and expansion of Fall City Elementary, North Bend Elementary, Opstad Elementary and/or the construction of a new Elementary #7. Regardless of the projects selected, future elementary capacity will need to be achieved via construction of a new facility.

The committee is also reviewing potential improvements for Snoqualmie Middle School, via construction of a new Middle School on district property on Snoqualmie Ridge. This project would significantly improve safety and security, equity of middle school facilities, educational effectiveness of student spaces, and reduce the demand for district transportation. The goal of the committee was to present a final recommendation to the board no later than the Fall of 2022. Should the Board accept a recommendation from the Committee that differs from the anticipated project in this plan, we will incorporate any changes in the following annual Capital Facilities Plan update.

Also of note, the 2015 bond proposition included consideration for the construction of a separate preschool facility that will serve the growing special education needs of the District. This facility would increase the capacity at the elementary school which currently houses the preschool program and will allow for expansion of our preschool capacity in response to overall population growth. The timing and location of that facility is current under review, based on several changes since the planning of the 2015 bond - primarily, the vast geographic area of the District, combined with the expansion of centralized programs requiring transportation to a central facility in the District. One such example is the STREAM program, which has replaced Hi-C programs in each elementary school with a centralized magnet program currently housed at Snoqualmie Elementary. The transportation requirements of this program, when combined with the transportation needs of the preschool program are significant. When combined with a growing shortage of available bus drivers, the location and timing of the new preschool facility requires thoughtful consideration.

The District also needs to identify additional land for an expanded transportation facility to serve enrollment growth adequately. The District's current transportation facility is inadequate for meeting future district needs. The District has no space at the current facility to park additional busses needed to meet the growing student population. In planning for the most recent bond measure, the Board considered adding a new transportation facility to the project list. To control the overall cost of the bond proposition, this facility was the first capital improvement left off the prioritized list of needed improvements recommended by administration. However, at a minimum, additional land must be identified soon to meet short term needs, even prior to securing funding for a full-scale transportation facility that will support the future enrollment growth of the District.

Section 7. Six-Year Classroom Capacities: Availability/Deficit Projections

The following table summarizes permanent and portable projected capacity to serve our students during the periods of this Plan.

As demonstrated in the table, the District has continuing permanent capacity needs at the elementary and middle school levels. Some of those needs were partially addressed with the opening of Elementary #6 (Timber Ridge Elementary School). However, given the conversion to full day kindergarten and reduced elementary class sizes required by 2018, combined with current enrollment growth from new development, even after opening Timber Ridge, the District will face a need to plan for additional capacity at the K-5 level. Some of those additional capacity needs will require remediation in the short-term with portable classrooms. The construction of additional elementary capacity will address the longer-term capacity needs. For purposes of this plan, we anticipate North Bend Elementary school to be rebuilt and expanded by 2026, with a similar rebuild and expansion of Fall City Elementary to be completed in 2028.

With the completion and opening of MSHS, the District has provided available capacity to serve new growth at the 9-12 level. The expansion of Mount Si High School results in significant improvements in permanent capacity at the high school and middle school levels, with remaining capacity to serve anticipated growth over the six-year planning period.

The District is anticipated to have 24% of its districtwide classroom capacity in portable classrooms for the 2022-23 school year. At the elementary level, 38% of the anticipated classroom capacity is in portable classrooms. With the addition of portable classrooms and the construction of one new facility over the period of this Plan, the District would have 21% of its overall classroom capacity in portable classrooms in 2027, assuming older portable classrooms are removed from service. At the elementary level, the rebuild/expansion of NBE would reduce elementary portable inventory from 38% to 29% of elementary capacity. Future elementary projects noted above would further improve those ratios.

The District will continue to work towards reducing the percentage of students housed in portable classrooms, while also monitoring the future elementary school needs.

PROJECTED CAPACITY TO HOUSE STUDENTS**Elementary School K-5**

PLAN YEARS: *	2022	2023	2024	2025	2026	2027
Permanent Capacity	2,362	2,362	2,422	2,422	2,422	2,790
New Construction: <i>Preschool, Elementary Capacity</i>	-	60	-	-	368	-
Permanent Capacity subtotal:	2,362	2,422	2,422	2,422	2,790	2,790
Projected Enrollment:	3,262	3,317	3,338	3,314	3,374	3,379
Surplus/(Deficit) of Permanent Capacity:	(900)	(895)	(916)	(892)	(584)	(589)
Portable Capacity Available:	1,420	1,420	1,462	1,462	1,462	1,139
Portable Capacity Changes (+/-):	-	42	-	-	(323)	-
Surplus/(Deficit) with Portables:	520	567	546	570	555	550

Middle School 6-8

PLAN YEARS: *	2022	2023	2024	2025	2026	2027
Permanent Capacity	1,798	1,798	1,798	1,798	1,798	1,798
Permanent Capacity subtotal:	1,798	1,798	1,798	1,798	1,798	1,798
Projected Enrollment:	1,699	1,640	1,640	1,676	1,637	1,665
Surplus/(Deficit) of Permanent Capacity:	99	158	158	122	161	133
Portable Capacity Available:	650	650	650	650	650	650
Portable Capacity Changes (+/-):	-	-	-	-	-	-
Surplus/(Deficit) with Portables:	749	808	808	772	811	783

High School 9-12

PLAN YEARS: *	2022	2023	2024	2025	2026	2027
Permanent Capacity **	2,330	2,330	2,330	2,330	2,330	2,330
Total Capacity:	2,330	2,330	2,330	2,330	2,330	2,330
Projected Enrollment:	1,948	1,989	1,979	1,959	1,932	1,908
Surplus/(Deficit) Permanent Capacity:	382	341	351	371	398	422
Portable Capacity Available: **	0	0	0	0	0	0
Portable Capacity Changes (+/-):	-	-	-	-	-	-
Surplus/(Deficit) with Portables:	382	341	351	371	398	422

K-12 TOTAL

PLAN YEARS: *	2022	2023	2024	2025	2026	2027
Total Permanent Capacity:	6,490	6,550	6,550	6,550	6,918	6,918
Total Projected Enrollment:	6,909	6,946	6,957	6,949	6,943	6,952
Surplus/(Deficit) Permanent Capacity:	(419)	(396)	(407)	(399)	(25)	(34)
Total Portable Capacity	2,070	2,112	2,112	2,112	1,789	1,789
Total Permanent and Portable Capacity	8,560	8,662	8,662	8,662	8,707	8,707
Surplus/(Deficit) with Portables:	1,651	1,716	1,705	1,713	1,764	1,755

* Plan Years are calendar years; projected enrollment listed above represents fall enrollment of that year.

Section 8. Impact Fees and the Finance Plan

By law, impact fees cannot be the sole source of funding new growth capacity. The school impact fee formula ensures that new development only pays for a portion of the cost of the facilities necessitated by new development. The following impact fee calculations examine the costs of housing the students generated by each new single family dwelling unit and each new multi-family dwelling unit. These are determined using student generation factors, which indicate the number of students that each dwelling produces based on recent historical data. The student generation factor is applied to the anticipated school construction costs (construction cost only, **not** total project cost), which is intended to calculate the construction cost of providing capacity to serve each new dwelling unit during the six-year period of this Plan. The formula does not require new development to contribute the costs of providing capacity to address needs created by existing housing units.

The construction cost, as described above, is reduced by any State matching dollars anticipated to be awarded to the District, and the present value of future tax payments related to the debt service on school construction bonds. This adjusted construction cost quantifies the cost of additional capacity per new residence during the six-year period of this Plan.

In accordance with the regulations of King County and the cities of Sammamish, Snoqualmie and North Bend, the local community must share 50% of each cost per new residence. As such, the final impact fee proposed by the District to its respective municipalities for collection reflects this additional required reduction to the cost per new residence.

The impact of these factors renders impact fees charged and collected insufficient to fully fund school construction projects. Local support via bonds will constitute most of the funding required to construct new facilities.

It may be of interest to the reader, especially those in our communities, that the District qualified for State matching dollars for both the Timber Ridge Elementary and Mount Si High School projects. The amounts awarded via 'State Match' are determined at the State level and represented approximately 11% of the total expected costs of both projects - essentially covering the sales tax that school projects are required to charge on publicly funded projects. So, like impact fees, State matching funds will typically only make minor contributions towards actual construction project costs.

The finance plan below demonstrates how the Snoqualmie Valley School District plans to finance improvements for the years 2022 through 2027. The financing components are primarily composed of secured funding (via the recently approved 2015 bond proposition) but will also require additional bonds to be approved. The District currently owns undeveloped land in both Snoqualmie and North Bend, either of which could be used for additional school capacity projects. The District must also plan for additional land and facilities to meet identified transportation facility needs. Future updates to this Plan will include updated information regarding these capacity-related projects and their associated construction costs.

2022 FINANCING PLAN

Facility:	Estimated Cost	Unsecured Source of Funds:			Secured Source of Funds:			
		Bonds/Local	State Match*	Impact Fees	Bonds	State Match	Impact Fees	Other Sources
<i>MSHS New/Modernization, Land Acquisition and Field Improvements</i>	\$219,800,000	\$0	\$582,160	\$500,000	\$188,200,000	\$26,243,240	\$500,000	\$3,774,600
<i>Preschool</i>	\$5,000,000	\$0	\$0	\$150,000	\$4,700,000	\$0	\$150,000	\$0
<i>Elementary School Construction</i>	\$65,500,000	\$55,041,000	\$8,459,000	\$2,000,000	\$0	\$0	\$0	\$0
<i>Portable Classrooms - ES</i>	\$630,000	\$0	\$0	\$455,000	\$0	\$0	\$175,000	\$0
<i>Land Acquisition/Development - Transportation Facility Expansion</i>	\$6,000,000	TBD	\$0	\$0	\$0	\$0	\$0	\$0

* Note that State Match funds will be held and used to offset costs of unforeseen conditions, unanticipated cost escalation, and/or project change orders, etc. At the completion of construction of all projects in the 2015 Bond Proposition, any unused State Match funds will be used to pay down principal outstanding on remaining debt. Such funds may also be used to make other capital improvements to the facilities of the District, but only after holding a public hearing thereon pursuant to RCW 28A.530.020.

¹ Listed here are estimated total project costs as adjusted for cost escalation through anticipated bid year.

Please note that only construction cost (not total anticipated project cost) is used in the calculation of school impact fees. Those are estimated as follows:

Added Elementary School Capacity: Estimated total project cost = \$83,589,000 Estimated cost of construction = \$65,500,000
Added High School Capacity: Estimated total project cost = \$219,800,000 Estimated cost of construction = \$178,900,000

For the purposes of this Plan’s construction costs, the District is using actual costs for the Mount Si High School project and actual costs for recent portable acquisitions. The estimated cost for the elementary capacity project is based off cost estimates prepared by NAC Architecture, using costs based on recent elementary construction bid awards, and estimated cost inflation through the midpoint of the planned project, applied to the capacity projects under consideration.

The District has also updated State match availability estimates from OSPI. A district can be eligible for potential State matching funds for 1) new construction, and 2) modernization/new-in-lieu construction. Matching funds are calculated using grade level capacity grouped into two categories: grades K-8 and grades 9-12.

The Mount Si High School expansion and rebuild project qualified for modernization matching funds only, which represented just over 10% of the total construction cost of the project. For K-8 facilities, the district would currently qualify for state matching funds for some new construction and modernization. Even with the equivalent of two elementary schools in portable classrooms, the district only qualifies for state match funding for approximately half of the square footage of a new elementary school. Modernization funding is specific to individual buildings. Based on the estimates provided by OSPI, the combined state matching funds for modernization and new construction would only cover between 4% and 11% of construction costs, depending on the elementary project. For purposes of the state match credit in the impact fee calculation, we used an average of estimated funding - approximately 8% of construction costs.

We are hopeful that in the coming years, the State will address this obvious deficiency in the adequacy of state funding for facilities.

The Mount Si High School Project, recently completed in 2021, continues to have capacity available to serve new growth, and therefore is included in the District’s school impact fee calculations along with the planned elementary additions.

Appendix A: Single Family Residence Impact Fee Calculation

Site Acquisition Cost Per Residence

Formula: ((Acres x Cost per Acre) / Facility Size) x Student Factor

	Site Size	Cost / Acre	Facility Size	Student Factor	
Elementary	15	\$0	n/a	0.3820	\$0.00
Middle	25	\$0	n/a	0.1710	\$0.00
High	40	\$0	n/a	0.1660	\$0.00
A----->					\$0.00

Permanent Facility Construction Cost Per Residence

Formula: ((Facility Cost / Facility Capacity) x Student Factor) x (Permanent/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$65,500,000	650	0.3820	0.8503	\$32,731.32
Middle	\$0	0	0.1710	0.9013	\$0.00
High	\$178,900,000	2,330	0.1660	1.0000	\$12,745.67
B----->					\$45,476.99

Temporary Facilities Cost Per Residence

Formula: ((Facility Cost / Facility Capacity) x Student Factor) x (Temporary/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$315,000	20	0.3820	0.1497	\$900.67
Middle	\$0	27	0.1710	0.0987	\$0.00
High	\$0	28	0.1660	0.0000	\$0.00
C----->					\$900.67

State Match Credit Per Residence (if applicable)

Formula: Current Construction Cost Allocation x SPI Footage x District Match x Student Factor

	CCCA	SPI Footage	District Match	Student Factor	
Elementary	\$246.83	90	8.00%	0.3820	\$678.88
Middle	\$246.83	117	n/a	0.1710	n/a
High	\$246.83	130	10.25%	0.1660	\$545.98
D----->					\$1,224.86

Tax Credit Per Residence

Average Residential Assessed Value	\$701,791
Current Debt Service Tax Rate	\$2.0700
Annual Tax Payment	\$1,452.71
Bond Buyer Index Annual Interest Rate	2.45%
Discount Period (Years Amortized)	10
TC----->	\$12,747.10

Fee Per Residence Recap:

Site Acquisition Cost	\$0.00
Permanent Facility Cost	\$45,476.99
Temporary Facility Cost	\$900.67
Subtotal	\$46,377.66
State Match Credit	(\$1,224.86)
Tax Payment Credit	(\$12,747.10)
Subtotal	\$32,405.70
50% Local Share	(\$16,202.85)
Impact Fee, net of Local Share	\$16,202.85

Appendix A: Multi-Family Residence Impact Fee Calculation

Site Acquisition Cost Per Residence

Formula: ((Acres x Cost per Acre) / Facility Size) x Student Factor

	Site Size	Cost / Acre	Facility Size	Student Factor	
Elementary	15	\$0	n/a	0.1540	\$0.00
Middle	25	\$0	n/a	0.0710	\$0.00
High	40	\$0	n/a	0.0810	\$0.00
A----->					\$0.00

Permanent Facility Construction Cost Per Residence

Formula: ((Facility Cost / Facility Capacity) x Student Factor) x (Permanent/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$65,500,000	650	0.1540	0.8503	\$13,194.65
Middle	\$0	0	0.0710	0.9013	\$0.00
High	\$178,900,000	2,330	0.0810	1.0000	\$6,219.27
B----->					\$19,413.92

Temporary Facilities Cost Per Residence

Formula: ((Facility Cost / Facility Capacity) x Student Factor) x (Temporary/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$315,000	20	0.1540	0.1497	\$363.10
Middle	\$0	27	0.0710	0.0987	\$0.00
High	\$0	28	0.0810	0.0000	\$0.00
C----->					\$363.10

State Match Credit Per Residence (if applicable)

Formula: Current Construction Cost Allocation x SPI Footage x District Match x Student Factor

	CCCA	SPI Footage	District Match %	Student Factor	
Elementary	\$246.83	90	8.00%	0.1540	\$273.69
Middle	\$246.83	117	n/a	0.0710	n/a
High	\$246.83	130	10.25%	0.0810	\$266.41
D----->					\$540.09

Tax Credit Per Residence

Average Residential Assessed Value	\$449,724
Current Debt Service Tax Rate	\$2.0700
Annual Tax Payment	\$930.93
Bond Buyer Index Annual Interest Rate	2.45%
Discount Period (Years Amortized)	10
TC----->	\$8,168.64

Fee Per Residence Recap:

Site Acquisition Cost	\$0.00
Permanent Facility Cost	\$19,413.92
Temporary Facility Cost	\$363.10
Subtotal	\$19,777.02
State Match Credit	(\$540.09)
Tax Payment Credit	(\$8,168.64)
Subtotal	\$11,068.29
50% Local Share	(\$5,534.14)
Impact Fee, net of Local Share	\$5,534.14

Appendix B: Composite Student Generation Factors

Single Family Dwelling Unit:			
	Issaquah	Lake Wash.	Average:
Elementary	0.394	0.370	0.382
Middle	0.189	0.153	0.171
High	0.185	0.147	0.166
Total:	0.768	0.670	0.719

Multi Family Dwelling Unit:			
	Issaquah	Lake Wash.	Average:
Elementary	0.226	0.082	0.154
Middle	0.107	0.035	0.071
High	0.128	0.033	0.081
Total:	0.461	0.150	0.306

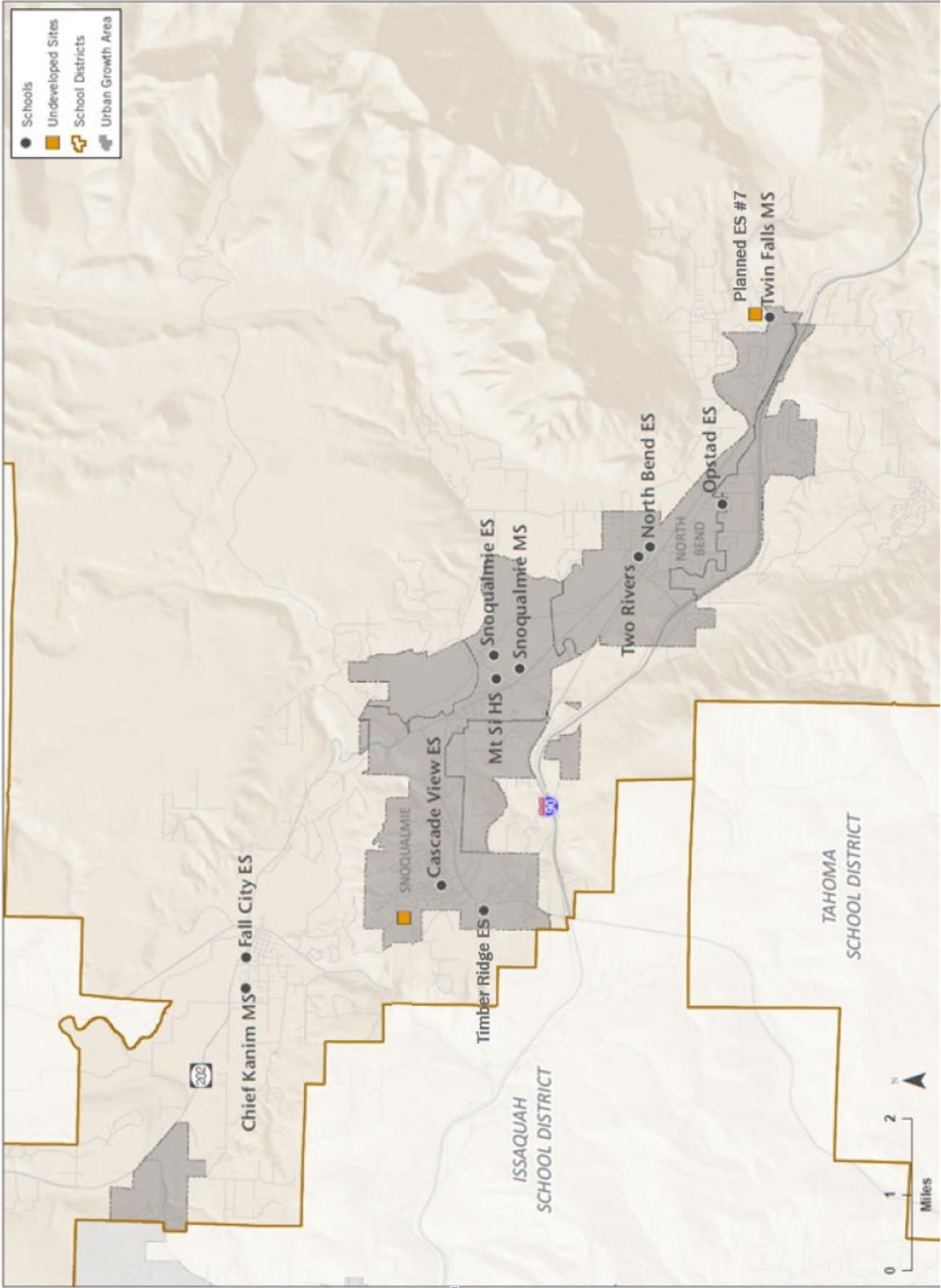
Note: The above student generation rates represent unweighted averages, based on adjacent school district.

The District's student generation factors are based on the 2020 average of student factors from the two adjacent school districts (Lake Washington and Issaquah). The District is choosing to continue to use the 2020 average given that pandemic-related enrollment disruption during the 2021 and 2022 school years likely presented an inaccurate data set of the students generated from recent new development. The District plans to revisit this analysis in the next update to the CFP.

Ordinance No. 10162, Section R. Page 5: lines 30 thru 35 & Page 6: line 1:

"Student factors shall be based on district records on average actual student generation rates for new developments constructed over a period of not more than five (5) years prior to the date of the fee calculation: provided that, if such information is not available in the district, data from adjacent districts, districts with similar demographics, or county wide averages may be used."

Schools and Undeveloped Sites in Snoqualmie Valley School District



HIGHLINE SCHOOL DISTRICT NO. 401

CAPITAL FACILITIES PLAN

2022-2027



HIGHLINE
PUBLIC SCHOOLS

Adopted: July 6, 2022

HIGHLINE SCHOOL DISTRICT NO. 401

CAPITAL FACILITIES PLAN

2022-2027

BOARD OF DIRECTORS

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For information regarding the Highline School District’s 2022-2027 Capital Facilities Plan, contact Ellie Daneshnia, Executive Director, Capital Planning and Construction, Highline School District No. 401, 17810 8th Avenue South, Building A, Burien, Washington 98148. Telephone: (206) 631-7500

SECTION ONE: INTRODUCTION

Purpose of the Capital Facilities Plan

This Six-Year Capital Facilities Plan has been prepared by the Highline School District (the “District”) as the District’s primary facility planning document, in compliance with the requirements of Washington’s Growth Management Act (the “GMA”) and King County Council Code Title 21A. The Plan was prepared using data available in May 2022. The GMA outlines 13 broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Highline School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide King County (the “County”) and the cities of Burien, Des Moines, Kent, Normandy Park, SeaTac, and Tukwila with a schedule and financing program for capital improvements over the next six years (2022-2027).

The District will update this Plan annually and include any necessary changes to the impact fee schedule.

Executive Summary

The District experienced steady enrollment increases between 2010 and 2017. However, 2018 and 2019 enrollment decreased from the previous years, and the global pandemic in 2021 resulted in further declines. Enrollment projections from December 2021 show a continuing decline in enrollment over the next six years and gradual increases just beyond the six year planning period. The District intends to monitor actual enrollment figures closely in order to determine if the December 2021 enrollment projections hold true or need to be adjusted post-pandemic to reflect actual enrollment figures and updated development data. Future updates to this CFP will include appropriate information.

The District currently serves an approximate student population of 17,468 (October 1, 2021 enrollment). The District reconfigured grade levels in the fall of 2019 and now serves grades K-5 in 18 elementary schools, grades 6-8 in five middle level schools, and grades 9-12 in five high schools. In addition, the District has alternative programs: Big Picture (MS and HS) at the Manhattan site; CHOICE Academy (MS and HS) at the Woodside site; New Start (9-12) at the Salmon Creek Site; Maritime High School and Highline Virtual Academy, which are located at the Olympic Interim site; and Puget Sound Skills Center (“PSSC”).

Over the last 15 years, the District has embarked on a major capital improvement effort to enhance its facilities to meet current educational and life-safety standards. Since 2002, the District has passed three major capital bonds: one in 2002 for approximately \$189,000,000, one in 2006 for approximately \$148,000,000, and one in 2016 for approximately \$299,850,000. The 2002 and 2006 bonds were used for replacement of existing facilities and not to accommodate

increased enrollment. The 2016 bonds facilitated a combination of improvements to/replacement of existing facilities and the provision of new capacity.

With the approved capital bond funds and reimbursements from the Office of the Superintendent of Public Instruction, the State of Washington, the Port of Seattle, the Federal Aviation Administration and private donations for a new Raisbeck Aviation High School, the District has designed, permitted and constructed 14 new elementary schools, 1 new middle school, 2 new high schools, renovated 3 schools as interim facilities, and renovated portions of Memorial Field and Camp Waskowitz. In addition, the new Highline High School is currently under construction and scheduled to open in the fall of 2022. All of this work has been done since March 2002.

The District's 2016 bond proposal was based on the recommendations of a Capital Facilities Advisory Committee ("CFAC"), a citizens' committee representing every part the District. The committee met for a year to study the District's facilities needs, review data, such as enrollment projections and building conditions, and analyze various solutions. CFAC developed a long-term facilities plan, which includes the 2016 bond as the first phase of a four-phase plan to meet students' needs over the next 20 years.

The 2016 bond projects included new capacity at the elementary and middle school levels to accommodate enrollment needs and the implementation of recent legislation. Specifically, the District constructed a new Des Moines Elementary to replace the existing school and increase its student capacity, added classrooms at existing elementary schools, and built the new Glacier Middle School. The District does not anticipate the need at this time for additional land to accommodate the new schools; however, land will be necessary in the future to support the District's long-range facilities plan and the Educational Strategic Plan.

CFAC provided recommendations in the Spring of 2019 regarding the second phase plan for a bond proposal. Those recommendations included rebuilding (with added capacity) Evergreen High School, Tyee High School, and Pacific Middle School, as well as several noncapacity replacement and critical need projects. The design of Tyee and Evergreen High Schools and Pacific Middle School, through 50% schematic design, was included in the 2016 Bond and is currently in progress. The District anticipates that the Board of Directors will adopt a resolution to send the bond proposals to the voters for consideration in November 2022.

This CFP identifies the current enrollment, the current capacity of each educational facility as well as programmed improvements, and the projected enrollment over the six-year planning period. This CFP does not recommend a schedule of impact fees for new development. However, as noted above, the District intends to closely monitor enrollment patterns and future updates to this CFP may include an impact fee recommendation where supported by projected enrollment increases and related capacity needs.

<i>SECTION 2 – STANDARD OF SERVICE</i>

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

District educational program standards may change in the future as a result of changes in the education program, special programs class sizes, grade span configurations, and use of new technology, as well as other physical aspects of the school facilities. In addition, the District implemented reduced K-3 class sizes in the fall of 2019, which impacted school capacity and educational program standards. (The District implemented full-day kindergarten previously.) The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this CFP.

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

Table 1
Class Size – Standard of Service

<i>Grade Level</i>	<i>Average Class Size Based on Standard of Service</i>
Kindergarten	17
Grades 1 – 3	17
Grades 4 – 5	27
Grades 6 – 8	29
Grades 9 – 12	29

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

Elementary School Standard of Service Models

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

Secondary School Standard of Service Models

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

SECTION THREE: CAPITAL FACILITIES INVENTORY

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

Schools

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

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

Relocatable Classrooms (Portables)

Relocatable classrooms (portables) are used as interim classroom space to house students until funding can be secured to construct permanent classrooms. The District currently uses 57 relocatable classrooms at various school sites throughout the District to provide additional interim general classroom capacity. A typical relocatable classroom can provide capacity for a full-size class of students. Current use of relocatable classrooms throughout the District is summarized in Table 5.

Table 2
Elementary School Level Inventory

<i>Elementary School</i>	<i>Building Area (sq. ft.)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Beverly Park at Glendale ES	58,145	22	447
Bow Lake ES	74,729	23	467
Cedarhurst ES	67,188	25	508
Des Moines ES	84,568	38	771
Gregory Heights ES	65,978	22	447
Hazel Valley ES	65,294	23	467
Hilltop ES***	56,862	24	487
Madrona ES	69,240	25	508
Marvista ES	66,421	25	508
McMicken Heights ES	68,378	22	447
Midway ES	66,096	22	447
Mount View ES	67,783	26	528
North Hill ES***	70,085	27	548
Parkside ES	66,990	22	447
Seahurst ES	59,967	20	548
Shorewood ES	60,326	22	447
Southern Heights ES	31,719	13	305
White Center ES***	70,854	28	609
TOTAL	1,170,623	429	8,933

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

** Regular classrooms.

Table 3
Middle School Level Inventory***

Middle School	Building Area (sq. ft.)	Teaching Stations*	Permanent Capacity**
Cascade MS	87,957	33	957
Chinook MS	101,433	27	783
Glacier MS	142,104	37	1073
Pacific MS	70,441	24	696
Sylvester MS	89,117	28	812
Big Picture MS (at Manhattan)		2	58
TOTAL	491,052	151	4,379

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

** Regular classrooms.

***Does not include alternative programs: CHOICE MS capacity at Woodside site.

Table 4
High School Level Inventory***

High School	Building Area (sq. ft.)	Teaching Stations*	Permanent Capacity**
Raisbeck Aviation HS	87,934	14	406
Big Picture HS (at Manhattan) ^	29,141	10	290
Evergreen HS	161,456	48	1392
Highline HS	291,009	53	1537
Mount Rainier HS	207,159	55	1595
Tyee HS	129,017	38	1102
TOTALS	905,716	218	6,322

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

** Regular classrooms.

***Does not include alternative programs: CHOICE HS capacity at Woodside site; New Start HS at Salmon Creek site; and Puget Sound Skills Center; Maritime High School and Highline Virtual Academy, which are located at the Olympic Interim site.

Table 5
Relocatable Classrooms (Portable) Inventory

<i>Elementary School</i>	<i>Relocatable**</i>	<i>Other***</i>	<i>Interim Capacity</i>
Beverly Park at Glendale	0	2	0
Bow Lake	3	1	61
Cedarhurst	4	0	81
Des Moines	0	0	0
Gregory Heights	0	2	0
Hazel Valley	3	1	61
Hilltop	5	1	102
Madrona	2	0	41
Marvista	2	0	41
McMicken Heights	0	0	0
Midway	4	0	81
Mount View	4	0	81
North Hill	0	0	0
Parkside	0	0	0
Seahurst	2	2	41
Shorewood	2	2	41
Southern Heights	2	1	41
White Center	4	0	81
TOTAL	37	12	751.1

<i>Middle School</i>	<i>Relocatable**</i>	<i>Other ***</i>	<i>Interim Capacity</i>
Cascade	3	0	87
Chinook	5	1	145
Glacier	0	0	0
Pacific	4	0	116
Sylvester	4	0	116
Big Picture MS	4	7	116
TOTAL	20	8	580

<i>High School</i>	<i>Relocatable**</i>	<i>Other***</i>	<i>Interim Capacity</i>
Raisbeck Aviation HS	0	0	0
Big Picture HS	0	0	0
Evergreen HS	0	4	0
Highline HS	0	0	0
Mount Rainier HS	0	0	0
Tyee HS	0	2	0
TOTALS	0	6	0

**Used for regular classroom capacity.

***The relocatable referenced under “other relocatable” are used for special pull-out programs, storage, community use, etc.

District Property

The District recently sold/leased school sites:

- Maywood site: 1410 S 200th St, SeaTac. Sold following the determination that a school can no longer be sited at this location due to its proximity to the airport runway and current zoning (sold fall 2020).
- Burien Heights site: 1210 SW 136th St, Burien. This property was subject to a long-term lease to Navos, who recently purchased the property (sold fall 2020).
- The Board recently declared the former North Shorewood Elementary School property surplus to the District's needs (in addition to previous surplus actions in 1975 and 1977) and held a public hearing on May 4, 2022, as required by statute, to review a contemplated sale of the property.

The District recently purchased the following sites:

- HiLine Lanes Bowling Alley: The District purchased this property, contiguous to the District's Central Office, in 2021 to use for additional Central Office parking, office use, and warehouse space.

School Closures:

- The District will close Southern Heights Elementary School following the 2021-22 school year due to declining enrollment, age of the facility, and costs to operate. Students will be redirected to neighboring schools with availability capacity.

SECTION FOUR: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

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

In October 2019, the District's enrollment was 18,189 (headcount). By October 2020, headcount enrollment declined by 444 students to 17,745, and declined further in October 2021 to 17,468. This decline reflects the trend in other King County school districts and also, with regard to the District, includes lower kindergarten enrollment than expected as some parents decided to wait through the pandemic prior to enrolling students in school. Like other school districts, the global pandemic impacted enrollment. New housing growth also slowed in the District after the completion of several major projects. Some, but not all, of the enrollment decline was previously projected. The District, like all districts around the State, will watch closely how enrollment figures shift with the return to in-person learning.

With the assistance of a professional demographer, the District has developed its own methodology for forecasting future enrollments. This methodology, a modified cohort survival method, considers a variety of factors to evaluate the potential student population growth for the years 2022 through 2031. These factors include: projected births, projected growth in the K-12 population, and a model that considers growth in population and housing within the District's boundaries. The methodology also considers the impacts on enrollment related to charter school enrollment within the District's boundaries with certain assumptions related to recent trends. Therefore, the methodology and the resulting projections are considered conservative.

District enrollment increased by 5.2% between 2010 and 2016, with enrollment declining thereafter through the current year. December 2021 projections show a continuing K-12 decline over the six-year planning period with increases occurring thereafter. Using the modified cohort survival projections, the District expects a total FTE enrollment of 16,182 students in 2027 and a total FTE enrollment of 16,437 by 2030. *See Appendix B.* The District will closely monitor enrollment and make adjustments as necessary. Future updates to this CFP will identify any adjustments or changes.

Table 6
Projected Student Enrollment
2022-2027

<i>Projection</i>	<i>2021*</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>Actual Change</i>	<i>Percent Change</i>
	17,147	16,879	16,653	16,497	16,368	16,273	16,182	(965)	-5.63%

*Actual October 2021 FTE enrollment.

SECTION FIVE: CAPITAL FACILITIES PROJECTIONS FOR FUTURE NEEDS

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

Table 7
Projected Student Capacity – 2022 through 2027

ELEMENTARY SCHOOL FACILITIES	Actual Oct. 2021 FTE	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Permanent Capacity	8,933	8,628	8,628	8,628	8,628	8,628	8,628
Capacity Additions							
Total Permanent Capacity	8,933	8,628	8,628	8,628	8,628	8,628	8,628
Projected Enrollment	7,850	7,664	7,466	7,259	7,304	7,407	7,460
Permanent Capacity Surplus/(Deficit)	1083	964	1162	1369	1324	1221	1168

Southern Heights closes following 2021-22 school year

MIDDLE SCHOOL FACILITIES	Actual Oct. 2021 FTE	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Permanent Capacity	4,379	4,379	4,379	4,379	4,379	4,379	4,379
Capacity Additions							254
Total Permanent Capacity	4,379	4,379	4,379	4,379	4,379	4,379	4,633
Projected Enrollment	3,918	3,704	3,540	3,602	3,504	3,419	3,341
Permanent Capacity Surplus/(Deficit)	461	675	839	777	875	960	1038

Pacific Middle School will be replaced with added capacity for a total capacity of 950

HIGH SCHOOL FACILITIES	Actual Oct. 2021 FTE	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Permanent Capacity	6,322	6,322	6,322	6,322	6,322	6,322	6,228
Capacity Additions							
Total Permanent Capacity	6,322	6,322	6,322	6,322	6,322	6,322	6,228
Projected Enrollment	5,370	5,512	5,647	5,638	5,562	5,448	5,381
Permanent Capacity Surplus/(Deficit)	952	810	675	684	760	874	847

Evergreen and Tyee High Schools will be replaced and reopened with capacity at each school at 1,200

SECTION SIX: FINANCING PLAN

Planned Improvements

The Finance Plan includes the remaining 2016 Bond projects and planning for future projects with anticipated funding in the anticipated November 2022 Bond.

Pursuant to the Board's approval of the Capital Facilities Advisory Committee's final recommendations and the voters' approval of the 2016 bond, the District: (1) added the new Des Moines Elementary School, (2) constructed new elementary school classrooms at various sites, and (3) constructed a the New Glacier Middle School on land owned by the District. These projects accommodate recent growth within the District.

The District has identified "non-capacity" capital needs at existing schools including the replacement of Highline High School and safety/security improvements at various schools. The District is also planning for the replacement of both Evergreen and Tyee High Schools, as well as replacement of Pacific Middle School, as a part of a future planned bond proposal. The proposal would also include District-wide critical capital needs improvements including, but not limited to: (1) making emergency repairs; (2) constructing a new building to replace Transportation Building L; (3) providing sites, facilities and spaces for virtual programs; (4) providing capital contributions for Maritime High School; (5) making roof restoration and remedial repairs; (6) acquiring and installing Sylvester Middle School Synthetic Field; (7) making exterior and interior finish improvements; and (8) making other health, safety, security, and capital improvements, all as determined necessary and advisable by the Board.

Financing for Planned Improvements

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

General Obligation Bonds: Bonds are typically used to fund construction of new schools and other capital improvement projects, and require a 60% voter approval. The District's voters in November 2016 approved by 66.99% a \$299.85 million school construction bond, which included some funding for planning the Pacific Middle School, Evergreen High School, and Tyee High School projects. The District anticipates that a bond will be presented to the votes in November 2022 to provide additional funding for the projects identified in this Plan.

State School Construction Assistance Program Funds: State School Construction Assistance funds come from the Common School Construction Fund. The State deposits revenue from the sale of renewable resources from State school lands set aside by the Enabling Act of 1889 into the Common School Account. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation Bond funds or the Superintendent of Public Instruction can prioritize projects for funding. School districts may qualify for State School Construction Assistance funds for specific capital projects based on a prioritization system.

The District received funding in the amount of \$6.27 million from Senate Bill 6080 to address a portion of the classrooms needed for implementation of reduced K-3 class sizes.

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

The District also receives some funding toward school construction from the Port of Seattle/Federal Aviation Administration. This funding applies to the planned Pacific Middle School replacement project, the Highline High School and Des Moines Elementary School replacement projects.

The Six-Year Financing Plan shown on Table 8 demonstrates how the District intends to fund new construction capacity and improvements to school facilities for the years 2022-2027. The financing components include current and future planned bond funding, SCAP funds, and Port/FAA funds.

Table 8
Capital Facilities Financing Plan
(Costs in Millions)

Project	2021	2022	2023	2024	2025	2026	2027	Total Cost	Bonds/ Local Funds	State Funds	Impact Fees	Port/FAA
Elementary Schools												
Elementary School Classrooms – various sites	0.5	0.03						\$0.53	X	SB 6080		
								\$0.00				
Middle Schools								\$0.00				
Glacier Middle School	0.5	0.5						\$1.00	X	X		
Pacific Middle School**	0.05	0.12	13.3	13.38	20	33.4	40.1	\$120.35	X			X
								\$0.00				
High Schools								\$0.00				
Highline High School	14	7.6	0.3					\$21.90	X	X		X
Evergreen High School**	0.01	5.6	35.3	61.6	70.7	20.2	10.1	\$203.51	X	X		
Tyee High School**	0.01	5.3	31.3	58.1	71.5	17.8		\$184.01	X	X		

^^Does not reflect expenditures in previous years

*Some funds will expend to 2028

**2021-2022 allocation funded by 2016 Bond: future allocations subject to future bond fund

SECTION SEVEN: SCHOOL IMPACT FEES

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

To be eligible to collect school impact fees for new capacity projects, a district must demonstrate expected grade level enrollment growth over the six-year planning period and a related need for new capacity. As discussed in Section 4 above, after several years of increasing enrollment the District's recent enrollment has declined and current enrollment projections show no additional need for growth related projects over the six-year planning period. The District plans to monitor actual enrollment in future years and will include updated information in future updates to this CFP.

When the District is eligible for impact fees to fund growth-related capacity needs, impact fees are calculated utilizing the formula in the King County Code. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools, and purchase/install relocatable classrooms (portables). As required under the GMA, credits are applied in the formula to account for State Match Funds to be reimbursed to the District and projected future property taxes to be paid by the dwelling unit.

When impact fees are calculated, the District's cost per dwelling unit is derived by multiplying the cost per student by the applicable student generation rate per dwelling unit. The student generation rate is the average number of students generated by each housing type; in this case, single family dwellings and multi-family dwellings. Where applicable, the District uses a student generation rate data based on actual permit data from local jurisdictions. *See Appendix C.*

When fees are calculated, the District applies a 50% discount rate required by the King County School Impact Fee Ordinance to the fee calculated using the variables and formula described above.

King County and the City of Kent currently have adopted school impact fee ordinances and collect school impact fees on behalf of the District when requested. The District has asked the other cities that it serves to consider adoption of a school impact fee ordinance. These requests are necessary as the District anticipates once again establishing eligibility to request school impact fees in the future.

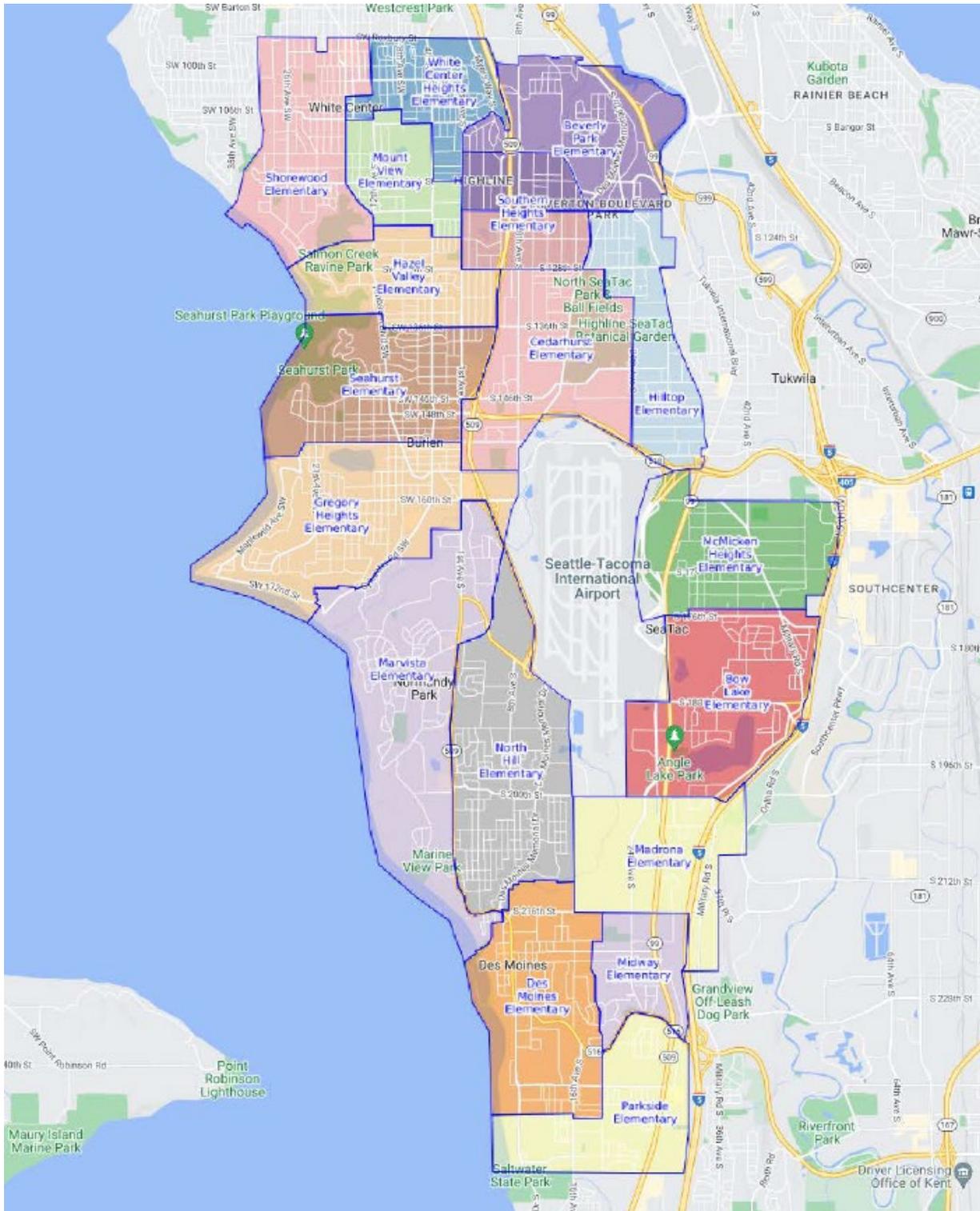
***Table 9
School Impact Fees
2022***

<i>Housing Type</i>	<i>Impact Fee Per Dwelling Unit</i>
Single Family	N/A
Multi-Family	N/A

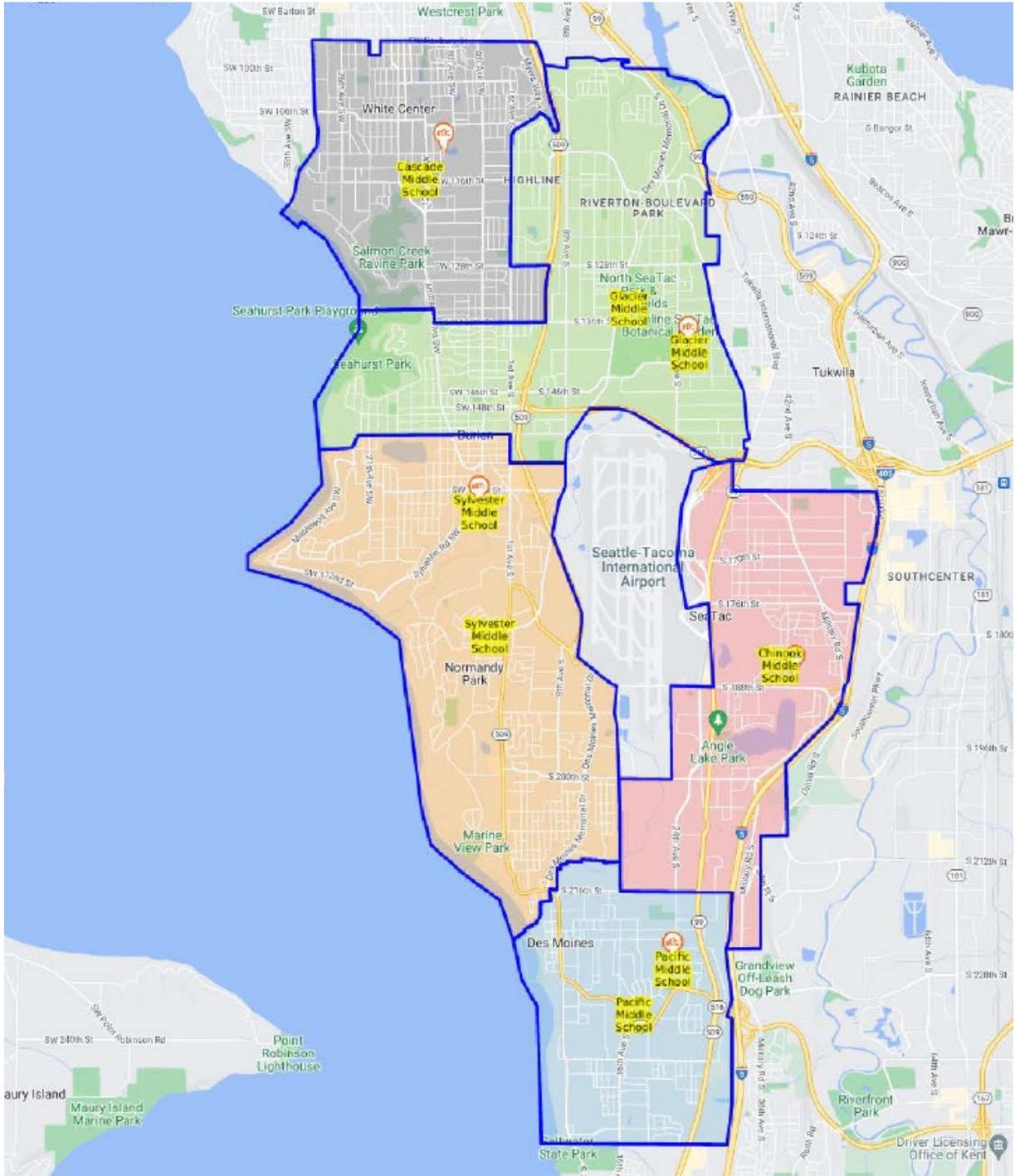
APPENDIX A

***DISTRICT
ATTENDANCE
BOUNDARY
MAPS***

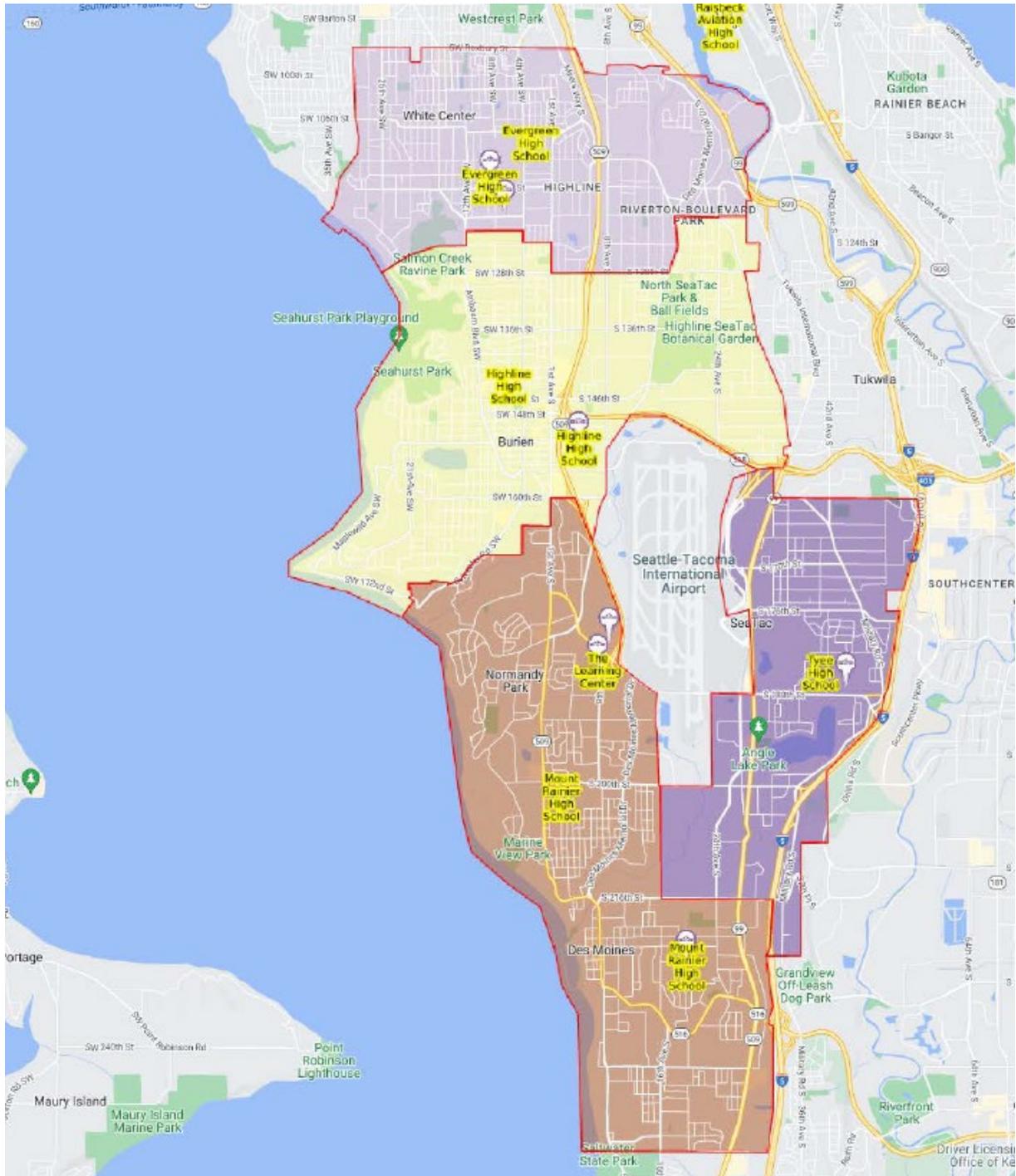
ELEMENTARY SCHOOL ATTENDANCE BOUNDARIES (2022)



MIDDLE SCHOOL ATTENDANCE BOUNDARIES (2022)



HIGH SCHOOL ATTENDANCE BOUNDARIES (2022)



APPENDIX B

POPULATION AND ENROLLMENT DATA

Highline Enrollment Projection

Births	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
King County	24,244	24,899	25,190	25,057	24,514	24,630	25032	24,910	25,348	25,487	26,011
K Enroll as %	5.96%	6.20%	6.72%	6.46%	6.34%	6.16%	5.96%	5.85%	5.44%	4.88%	4.89%

Preferred Forecast

Actual Births			Projected Births							
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
	25,273	24,337	24,090	23,686	23,568	24,043	24,237	24691	24904	25158
	5.08%	5.07%	5.17%	5.19%	5.25%	5.25%	5.25%	5.25%	5.25%	5.25%

	Oct11	Oct12	Oct13	Oct14	Oct15	Oct16	Oct17	Oct18	Oct19	Oct20	Oct21
K	1445	1543	1694	1618	1553	1516	1492	1456	1378	1244	1271
1	1456	1475	1564	1723	1643	1515	1518	1447	1478	1380	1250
2	1374	1430	1491	1594	1683	1622	1506	1449	1429	1435	1309
3	1362	1368	1429	1498	1580	1676	1583	1455	1419	1364	1405
4	1393	1323	1385	1436	1490	1540	1630	1548	1389	1393	1331
5	1323	1408	1319	1391	1369	1439	1464	1525	1501	1319	1288
6	1381	1316	1420	1307	1262	1363	1390	1384	1409	1406	1205
7	1253	1317	1241	1369	1271	1234	1289	1270	1331	1405	1359
8	1220	1267	1319	1270	1377	1284	1253	1247	1285	1301	1367
9	1589	1585	1665	1643	1604	1457	1337	1332	1384	1368	1438
10	1498	1424	1456	1510	1510	1420	1445	1318	1309	1394	1361
11	1482	1442	1408	1446	1356	1527	1375	1412	1361	1307	1408
12	1450	1586	1506	1517	1360	1594	1501	1430	1516	1429	1484
Total	18,226	18,484	18,897	19,322	19,058	19,187	18,783	18,273	18,189	17,745	17,476

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
K	1285	1233	1245	1230	1236	1261	1271	1295	1306	1320
1	1284	1276	1225	1237	1228	1234	1259	1269	1293	1304
2	1215	1263	1255	1217	1247	1238	1244	1269	1279	1303
3	1246	1197	1244	1248	1228	1258	1249	1255	1280	1291
4	1368	1188	1176	1234	1257	1237	1267	1258	1264	1289
5	1266	1312	1116	1138	1213	1235	1215	1245	1236	1242
6	1191	1210	1261	1078	1105	1177	1199	1179	1208	1200
7	1175	1155	1180	1235	1061	1088	1159	1180	1161	1189
8	1342	1178	1164	1194	1256	1080	1107	1179	1200	1181
9	1494	1474	1307	1298	1325	1394	1198	1228	1308	1332
10	1424	1494	1489	1327	1324	1352	1422	1222	1252	1334
11	1380	1450	1538	1540	1378	1375	1404	1477	1269	1301
12	1530	1506	1599	1704	1714	1535	1532	1564	1645	1413
Total	17,198	16,937	16,798	16,680	16,572	16,462	16,524	16,619	16,702	16,699

Change	125	258	413	425	-264	129	-404	-510	-84	-444	-269	-278	-261	-139	-118	-107	-110	62	95	83	-3
% Change	0.7%	1.4%	2.2%	2.2%	-1.4%	0.7%	-2.1%	-2.7%	-0.5%	-2.4%	-1.5%	-1.6%	-1.5%	-0.8%	-0.7%	-0.6%	-0.7%	0.4%	0.6%	0.5%	0.0%

Totals by Level

K-5	8,353	8,547	8,882	9,260	9,318	9,308	9,193	8,880	8,594	8,135	7,854	7,662	7,468	7,261	7,305	7,408	7,462	7,505	7,591	7,658	7,748
6-8	3,854	3,900	3,980	3,946	3,910	3,881	3,932	3,901	4,025	4,112	3,931	3,708	3,544	3,604	3,507	3,422	3,344	3,464	3,538	3,569	3,570
9-12	6,019	6,037	6,035	6,116	5,830	5,998	5,658	5,492	5,570	5,498	5,691	5,827	5,925	5,933	5,868	5,742	5,656	5,556	5,491	5,474	5,380

Preferred Forecast

Highline Comparison of FTE and Headcount Enrollment from October

October

October Numbers

FTE as a Percent

FTE Forecast

Grade	HeadCount			FTE			FTE as a Percent of Headcount				FTE Forecast									
	Oct19	Oct20	Oct21	Oct19	Oct20	Oct21	Oct19	Oct20	Oct21	Avg %	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
K	1378	1244	1271	1377.5	1244.0	1270.2	100.0%	100.0%	99.9%	99.9%	1284.6	1232.6	1244.5	1229.6	1235.4	1260.3	1270.5	1294.3	1305.4	1318.8
1	1478	1380	1250	1477.8	1380.0	1250.0	100.0%	100.0%	100.0%	100.0%	1283.9	1275.9	1225.0	1236.8	1228.0	1233.9	1258.7	1268.9	1292.7	1303.8
2	1429	1435	1309	1429.0	1435.0	1309.0	100.0%	100.0%	100.0%	100.0%	1214.9	1262.8	1254.9	1216.8	1246.6	1237.8	1243.6	1268.7	1279.0	1302.9
3	1419	1364	1405	1419.0	1363.1	1404.1	100.0%	99.9%	99.9%	100.0%	1245.6	1196.0	1243.1	1247.7	1227.5	1257.6	1248.7	1254.6	1279.9	1290.2
4	1389	1393	1331	1389.0	1393.0	1330.1	100.0%	100.0%	99.9%	100.0%	1367.9	1187.3	1175.5	1233.9	1256.6	1236.3	1266.6	1257.6	1263.6	1289.1
5	1501	1319	1288	1501.0	1317.1	1287.1	100.0%	99.9%	99.9%	99.9%	1265.5	1310.6	1115.3	1137.6	1211.7	1234.0	1214.1	1243.8	1235.0	1240.9
6	1409	1406	1205	1408.1	1406.0	1203.2	99.9%	100.0%	99.9%	99.9%	1189.4	1209.4	1259.6	1077.1	1104.1	1176.0	1197.7	1178.3	1207.2	1198.7
7	1331	1405	1359	1328.9	1404.3	1358.3	99.8%	100.0%	99.9%	99.9%	1174.6	1154.4	1178.8	1233.8	1060.2	1086.8	1157.6	1178.9	1159.8	1188.2
8	1285	1301	1367	1283.6	1299.8	1365.5	99.9%	99.9%	99.9%	99.9%	1340.4	1176.7	1162.8	1193.2	1255.0	1078.4	1105.4	1177.4	1199.1	1179.7
9	1384	1368	1438	1380.7	1368.0	1437.0	99.8%	100.0%	99.9%	100.0%	1493.7	1473.8	1306.7	1297.5	1324.9	1393.6	1197.5	1227.5	1307.5	1331.5
10	1309	1394	1361	1305.5	1393.9	1356.6	99.7%	100.0%	99.7%	99.8%	1418.8	1491.9	1486.5	1324.3	1321.5	1349.4	1419.3	1219.7	1250.2	1331.7
11	1361	1307	1408	1205.5	1223.2	1270.8	88.6%	93.6%	90.3%	91.9%	1260.0	1333.2	1413.4	1415.2	1267.0	1264.3	1291.0	1357.9	1166.9	1196.1
12	<u>1516</u>	<u>1429</u>	<u>1484</u>	<u>1259.8</u>	<u>1301.4</u>	<u>1304.9</u>	<u>83.1%</u>	<u>91.1%</u>	<u>87.9%</u>	<u>89.5%</u>	<u>1339.1</u>	<u>1348.2</u>	<u>1431.3</u>	<u>1524.9</u>	<u>1534.3</u>	<u>1373.7</u>	<u>1370.7</u>	<u>1399.7</u>	<u>1472.2</u>	<u>1265.1</u>
Total	18189	17745	17476	17765	17529	17147	97.7%	98.8%	98.1%	98.2%	16878.5	16652.7	16497.2	16368.3	16272.9	16182.1	16241.5	16327.4	16418.5	16436.7
				Change	-236.6	-381.9					-268.31	-225.79	-155.52	-128.86	-95.41	-90.87	59.46	85.87	91.10	18.20
				Pct	-1.3%	-2.2%					1.6%	-1.3%	-0.9%	-0.8%	-0.6%	-0.6%	0.4%	0.5%	0.6%	0.1%

* Note: FTE Numbers include Satellite

APPENDIX C

STUDENT GENERATION RATE

The District did not prepare updated student generation rate data for the 2022 Capital Facilities Plan as the District is not requesting the collection of school impact fees. Future CFP updates may include updated student generation rates to support impact fee calculations.

Six-Year Capital Facilities Plan

2022 - 2027



Peter Kirk Elementary School – Opened Fall 2019

Board Adopted: June 6, 2022

Lake Washington School District #414

Serving Redmond, Kirkland, Sammamish, and King County, Washington

Lake Washington School District #414

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Lake Washington School District's Six-Year Capital Facilities Plan 2022-2027

**For information about this plan, call the district Support Services Center
(425.936.1102)**

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I. Executive Summary

This Six-Year Capital Facilities Plan (the plan) has been prepared by the Lake Washington School District (the district). It is the organization's primary facility planning document in compliance with the requirements of the State of Washington's Growth Management Act and King County Code 21A.43. It is also used as a basis for requesting the collection of school impact fees. This plan was prepared using data available in the spring of 2022.

King County was the first jurisdiction in the State of Washington to adopt a Growth Management Act school impact fee ordinance in 1991 (with fee collection first becoming effective in 1992). The King County Council adopted the ordinance, including the school impact fee formula, following a stakeholder process that included representatives from school districts and the development community. The adopted formula requires that the calculated fee be reduced by fifty percent. This discount factor was negotiated as a part of the stakeholder process. Most cities in King County (and in other areas) adopted the King County school impact fee formula, including the discount factor, in whole as a part of their school impact fee ordinances.

In order for school impact fees to be collected in the unincorporated areas of King County, the King County Council must adopt this plan. The cities of Redmond, Kirkland and Sammamish have each adopted a school impact fee policy and ordinance similar to the King County model.

Pursuant to the requirements of the Growth Management Act and the local implementing ordinances, this plan will be updated on an annual basis with any changes in the fee schedule adjusted accordingly. See *Appendix B* for the current single-family calculation and *Appendix C* for the current multi-family calculation.

The district's plan establishes a standard of service in order to ascertain current and future capacity. This plan reflects the current student/teacher standard of service ratio and service model for other special programs. Future state funding decisions could have an additional impact on class sizes and facility needs.

I. Executive Summary (*continued*)

While the State Superintendent of Public Instruction establishes square foot guidelines for funding, those guidelines do not account for the local program needs in the district. The Growth Management Act and King County Code 21A.43 authorize the district to determine a standard of service based on the district's specific needs.

The district's current standard provides the following (see *Section III* for specific information):

Grade Level	Target Teacher-Student Ratio
K-1	20 Students
2-3	23 Students
4-5	27 Students
6-8	30 Students
9-12	32 Students

School capacity is based on the district standard of service and the existing inventory of available classrooms, including both permanent and relocatable (portable) classrooms. As shown in *Appendix A1* and *A2*, the district's overall total capacity is 39,266. The total net available capacity is 34,313 including net permanent capacity of 30,517 and 3,796 in relocatables. Student headcount enrollment as of October 1, 2021 was 30,018.

The district experienced actual enrollment loss of 139 students in 2021 due to the COVID-19 pandemic. A six-year enrollment projection, as required for this plan, is shown in *Table 1*. The district expects enrollment to recover to pre-COVID levels with the return to in-person learning. During the six-year window from 2022 to 2027, enrollment is projected to increase by 1,937 students to a total of 32,487. Growth is projected at all levels.

The Lake Washington School District is the fastest growing school district in King County and one of the fastest growing school districts in the state. In the five years from 2014 to 2019, the district went from being the sixth largest school district to the second largest school district in the state. Enrollment growth has resulted in overcrowding in many district schools.

I. Executive Summary *(continued)*

In December 2014, a Long-Term Facilities Planning Task Force, comprised of community members and representatives from each of the district's schools, was convened to develop recommendations on long-term facilities planning. From December 2014 to October 2015, this Task Force and a smaller Working Subcommittee met 20 times to learn about and have detailed discussions on topics ranging from construction costs to classroom space usage to facilities funding. In November 2015, the Board of Directors accepted the recommendations of the Task Force.

The recommendations provide a 15-year framework to address growing enrollment, provide needed space to reduce class size and reduce the reliance on relocatables. The recommendations prioritize building new schools and enlarging aging schools to address capacity needs. Subsequent to the work of the Task Force, the district proposed a bond measure for April 2016. Voters approved that bond measure which includes funding for the following projects:

- Timberline Middle School, a new middle school
- Rebuilding and expanding Juanita High School
- Rebuilding and expanding Kirk Elementary School
- Rebuilding and expanding Mead Elementary School
- Remodeling Old Redmond Schoolhouse for preschool classrooms.
- Barton Elementary School, a new elementary school
- Baker Elementary School, a new elementary school
- Rebuilding Explorer Community Elementary School.

In addition, within the six-year window of this plan, the framework of the long-term plan included a bond measure proposed for 2018. The following projects were presented to District voters in February 2018, however, the bond measure did not receive the 60% voter approval needed to pass:

- A new elementary school in the Lake Washington Learning Community
- An addition at Lake Washington High School
- Rebuild and enlarge Alcott Elementary School
- Rebuild and enlarge Kamiakin Middle School
- A Choice high school in Sammamish
- Property for new schools

I. Executive Summary (continued)

In April 2019, voters approved a six-year Capital Project Levy measure which incorporated two projects from the 2018 bond as well as additional projects needed to provide for critical capacity needs. Voters approved the Levy measure which included funding for the following projects:

- A 20-classroom addition to Lake Washington High School
- An eight-classroom addition to Franklin Elementary School
- An eight-classroom addition to Rose Hill Elementary School
- A four-classroom addition to Twain Elementary School
- A four-classroom addition to Carson Elementary School
- Given that the Long-Term Facilities Planning Task Force recommendations were based on assumptions from 2014 and enrollment and growth patterns continue to change, the district formed a new Facilities Advisory Committee (FAC) in November 2019 to review and update the 2014 Task Force Recommendations. The FAC made recommendations for future facility planning informed by enrollment trends, community expectations and district programs. The facility strategy aligned with the district's strategic plan and made recommendations to accommodate our rapid enrollment growth and to continue providing quality learning environments. In January 2021, the FAC provided its recommendations to the board. These recommendations include the following projects to increase permanent capacity by approximately 4,600 through 2030:
 - Rebuild or expand Kamiakin Middle School
 - Rebuild and enlarge Alcott Elementary School
 - A new Choice high school in Redmond/Eastlake Area
 - A new Elementary school in the Lake Washington Area
 - Build Elementary Capacity in the Redmond Area
 - Refurbish Juanita High School Field House/Pool
 - Rebuild or expand Evergreen Middle School
 - Rebuild and enlarge Smith Elementary school
 - Rebuild and enlarge Rockwell Elementary school
 - A new Choice high school in Lake Washington Area
 - An addition of 8 classrooms at Kirkland Middle School
 - A potential addition of 14 classrooms at Redmond High School

I. Executive Summary (*continued*)

- New Early Learning Centers in Juanita and Lake Washington Areas

The Superintendent and School Board considered these recommendations while planning for future ballot measures to fund construction and developed a Building Excellence Plan for construction needs through 2030

In February 2022, voters approved step one in the Building Excellence Plan, a six-year-year Capital Projects Levy measure. This measure provides critical classroom capacity at the elementary, middle, and high school levels:

- An addition at Finn Hill Middle School
- An addition at Kirkland Middle School
- An addition at Redmond Middle School
- A new elementary school on Redmond Elementary School campus
- Additional high school capacity – eastside area
- Additional high school capacity – westside area
- Acquisition of property for future schools

The finance plan shown on *Table 6* demonstrates how the Lake Washington School District plans to finance improvements for the years 2022 through 2027. The financing components include secured and unsecured funding.

II. Six-Year Enrollment Projection and Long-Term Planning

Six-Year Enrollment Projection

The district developed long-term enrollment projections to assess facility capacity needs. Based on these projections the district expects enrollment to increase by over 1,937 students from the 2022 school year through 2027.

The district experienced actual enrollment loss of 139 students in 2021 due to the COVID-19 pandemic. A six-year enrollment projection, as required for this plan, is shown in *Table 1*. The district expects enrollment to recover to pre-COVID levels with the return to in-person learning. During the six-year window from 2022 to 2027, enrollment is projected to increase by 1,937 students resulting in a 6.3% increase over the current student population. Growth is expected to impact all levels.

Student enrollment projections have been developed using two methods: (1) *cohort survival* – which applies historical enrollment trends to the classes of existing students progressing through the system; and (2) *development tracking* – which projects students anticipated from new development. The cohort survival method was used to determine base enrollments. Development tracking uses information on known and anticipated housing development. This method allows the district to more accurately project student enrollment resulting of new development by school attendance area.

Cohort Survival

King County live birth data is used to predict future kindergarten enrollment. Actual King County live births through 2020 are used to project kindergarten enrollment through the 2025-2026 school year. After 2026, the number of live births is based on King County projections. Historical data is used to estimate the future number of kindergarten students that will generate from county births. For other grade levels, cohort survival trends compare students in a particular grade in one year to the same group of students in prior years. From this analysis a cohort survival trend is determined. This trend shows if the cohort of students is increasing or decreasing in size. This historical trend can then be applied to predict future enrollment.

II. Six-Year Enrollment Projection and Long-Term Planning *(continued)*

Development Tracking

In order to ensure the accuracy and validity of enrollment projections, a major emphasis has been placed on the collection and tracking of data of 112 known new housing developments within the district. This information is obtained from the cities and county and provides the foundation for a database of known future developments, as well as city and county housing growth targets. This assures the district's plan is consistent with the comprehensive plans of the local permitting jurisdictions. Contact is made with each developer annually to determine the number of homes to be built and the anticipated development schedule.

Student Generation Rates

Developments built within the district that are near completion, or have been completed, within the last five years are typically used to forecast the number of students generated by new development. The district updates these figures in each plan update. However, for purposes of this 2022 update, the district is choosing to continue to use the 2020 student generation rate data due to COVID-related enrollment disruptions that likely present an inaccurate data set of the students generated from recent new development. The 2020 district wide statistics show that each new single-family home currently generates a 0.370 elementary student, 0.153 middle school student, and 0.147 senior high student, for a total of 0.670 school-age child per single family home (see *Appendix B*). New multi-family housing units generate an average of 0.082 elementary student, 0.035 middle school student, and 0.033 senior high student for a total of 0.151 school age child per multi-family home (see *Appendix C*). These student generation factors (see *Appendix D*) are used to forecast the number of students expected from the new developments that are planned over the next six years.

II. Six-Year Enrollment Projection and Long-Term Planning
*(continued)***Enrollment Projection Scenarios**

The district works with Flo Analytics, an outside planning, GIS and data analytic consulting firm, to review enrollment trends and demographics, provide land use and development mapping and to prepare 10-year enrollment forecast. Flo Analytics 6-year enrollment projections along with a 10-year high, medium, and low projection are shown in *Table 1* and *Table 1A*.

III. Current District “Standard of Service”

King County Code 21A.06 refers to a “standard of service” that each school district must establish in order to ascertain its overall capacity. The standard of service identifies the program year, the class size, the number of classrooms, students and programs of special need, and other factors determined by the district, which would best serve the student population. Relocatables (i.e. portable classroom units) may be included in the capacity calculation using the same standards of service as permanent facilities.

The standard of service outlined below reflects only those programs and educational opportunities provided to students that directly affect the capacity of the school buildings. The special programs listed below require classroom space and as a result reduce the total permanent capacity of the buildings that house them. Newer buildings have been constructed to accommodate some of these programs. Older buildings require additional reduction of capacity to accommodate these programs. At both the elementary and secondary levels, the district considers the ability of students to attend neighborhood schools to be a component of the standard of service.

The district’s standard of service, for capital planning purposes, and the projects identified in this plan, include space needed to serve students in All Day Kindergarten. Beginning in the 2016-2017 school year, the State funded All Day Kindergarten for all students.

Standard of Service for Elementary Students

School capacity at elementary schools is calculated on an average class size in grades K-5 of 23; based on the following student/teacher staffing ratios:

- Grades K - 1 @ 20:1
- Grades 2 - 3 @ 23:1
- Grades 4 - 5 @ 27:1

III. Current District "Standard of Service" (continued)

The elementary standard of service includes spaces to accommodate:

- Special Education for students with disabilities which may be served in a self-contained classroom
- Music instruction provided in a separate classroom
- Art/Science rooms in modernized schools
- Resource rooms to serve students in:
 - Safety Net / Remedial programs
 - Special Education programs
 - English Language Learners (ELL)
- Gifted education (pull-out Quest programs)
- Special Education, Head Start and Ready Start Preschool

Standard of Service for Secondary Students

School capacity at secondary school is based on the following class size provisions:

- Class size for grades 6-8 should not exceed 30 students
- Class size for grades 9-12 should not exceed 32 students

In the secondary standard of service model:

- Special Education for students with disabilities may be provided in a self-contained classroom

Identified students will also be provided other special educational opportunities in classrooms designated as follows:

- Resource rooms
- English Language Learners (ELL)

Room Utilization at Secondary Schools

It is not possible to achieve 100% utilization of regular teaching stations at secondary schools due to scheduling conflicts for student programs, the

III. Current District "Standard of Service" (continued)

need for specialized rooms for certain programs, and the need for teachers to have a workspace during their planning periods.

The district has determined a standard utilization rate of 70% for non-rebuilt secondary schools. For secondary schools that have been rebuilt, rebuilt and enlarged, or have been remodeled to accommodate teacher planning spaces, the standard utilization rate is 83%.

IV. Inventory and Evaluation of Current Facilities

As of April 2022, the district has total classrooms of 1,630, including 1,468 permanent classrooms and 162 relocatable classrooms (see *Appendix A-1*). These classrooms represent a theoretical capacity to serve 39,266 if all classrooms were only used as general classroom spaces. However, the district's standard of service provides for the use of classrooms for special programs, such as Special Education, English Language Learners and Safety Net programs. These programs serve students at much lower student to teacher ratios than general education classrooms or serve the same students for a portion of the day when they are pulled out of the regular classroom.

As a result, the net capacity of these school buildings is adjusted. A total of 233 classroom spaces are used for special programs as shown in Appendix A-2. The remaining classrooms establish the net available capacity for general education purposes and represent the district's ability to house projected student enrollment based on the Standard of Service defined in *Section III, Current District Standard of Service*.

After providing space for special programs the district has a net available classroom capacity to serve 34,313 students. This includes 3,796 in relocatable (portable) capacity and 30,517 in permanent capacity of which 516 is for self-contained program capacity.

Enrollment in 2021 was 30,550 and is expected to increase to 32,487 in 2027 (see *Table 1*).

The physical condition of the district's facilities is documented in the 2021 State Study and Survey of School Facilities completed in accordance with WAC 392-341-025. As schools are modernized or replaced, the survey of school facilities is updated. That report is incorporated herein by reference.

The district also owns and operates the L.E. Scarr Resource Center (the "Resource Center") located at 16250 NE 74th Street in the Redmond Town Center. The Resource Center houses district administrative offices, board meeting facilities, teacher and staff training, community conference facilities, and direct support to families regarding programs, services and enrollment. Utilization of the Resource Center for the district's educational program purposes has increased in recent years and continues to grow. The

IV. Inventory and Evaluation of Current Facilities *(continued)*

Resource Center has limited dedicated parking on-site and secure and dedicated parking is insufficient to meet the educational program needs at that site. The district holds limited parking rights on an existing gravel lot located on an adjacent parcel (Lot 11) as well as additional non-exclusive rights for limited parking in other portions of the Redmond Town Center. District employees and Resource Center visitors regularly use Lot 11 (with parking at that location, even beyond district users, often close to or at capacity) and other easement locations for parking but those options are often insufficient. During the pandemic utilization of parking throughout the Redmond Town Center has been less than typical but the district expects this circumstance to be short-term. Dedicated and secure parking for access to the Resource Center is an ongoing issue and district priority.

The district operates the Support Services Center on district-owned property located at 15212 NE 95th Street in Redmond. The Support Services Center houses district operations for facilities, construction, maintenance, transportation, and related support services. The district's bus fleet is housed at the Support Services Center.

V. Six-Year Planning and Construction Plan

Enrollment projections show that enrollment will increase at all grade spans. Based on the enrollment projections contained in *Table 5*, student enrollment is anticipated to reach 32,487 by 2027. The district current inventory of existing net permanent capacity is 30,517.

To address existing and future capacity needs as well as maintain and enhance educational program functioning, the district contemplates using the following strategies:

- Construction of new schools
- Additions for existing schools
- Rebuilding and enlarging existing schools
- Use of relocatables as needed
- Boundary adjustments
- Property acquisition

Construction of new capacity in one area of the district could indirectly create available capacity at existing schools in other areas of the district through area specific boundary adjustments.

As urban property continues to be scarce across the district and the district competes with private parties for developable land, it will be necessary to incorporate more urban school designs into future projects. The district is working with each of our jurisdictions with an intent to ensure flexibility in requirements such as zoning, height, setbacks parking, etc. This flexibility will allow innovative approaches to design and open space. Additionally, the district continues to explore public/private partnerships to provide space for student learning and educational programming needs.

V. Six-Year Planning and Construction Plan <i>(continued)</i>
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Use of Relocatables

Relocatables were added at various locations to accommodate growth and help relieve capacity issues:

School	Year Installed	Location	Number
Lake Washington HS	2016	Kirkland	4
Evergreen MS	2016	King County	2
Alcott ES	2016	King County	1
Keller ES	2016	Kirkland	1
Lakeview ES	2018	Kirkland	2
Muir ES	2018	Kirkland	2
Rose Hill ES	2018	Kirkland	2
Twain ES	2018	Kirkland	3
Rush ES	2018	Kirkland	1
Kirkland MS*	2020	Kirkland	2
Rose Hill MS*	2020	Redmond	6
Inglewood MS*	2020	Sammamish	2
Sandburg ES	2020	Kirkland	1
Bell ES	2020	Kirkland	3
Frost ES	2020	Kirkland	3
Thoreau ES	2020	Kirkland	3

* Portables moved from Lake Washington High School

V. Six-Year Planning and Construction Plan (continued)

Construction of New Schools/Additions/Rebuilding and Enlarging

Facility	Completion Date	Location	Added Capacity
Redmond ES Addition (7 classrooms)	Fall 2016	Redmond	161
Replacing Explorer Community ES	Fall 2017	King County	-
Clara Barton ES (New)	Fall 2018	Redmond	690
Ella Baker ES (New)	Fall 2018	King County	690
Rebuild and expand Kirk ES	Fall 2019	Kirkland	299
Rebuild and expand Mead ES	Fall 2019	Sammamish	230
Timberline MS (New)	Fall 2019	King County	896
Rebuild and expand Juanita HS	Phase I: Fall 2019 Phase II: Fall 2020	Kirkland	504
Remodeling Old Redmond Schoolhouse for Preschool	Fall 2020	Redmond	-
Lake Washington HS Addition (20 classrooms)	Fall 2020	Kirkland	500
Franklin ES Addition (8 classrooms)	Fall 2021	Kirkland	184
Rose Hill ES Addition (8 classrooms)	Fall 2021	Kirkland	184
Twain ES Addition (4 classrooms)	Fall 2021	Kirkland	92

V. Six-Year Planning and Construction Plan *(continued)*

There is one remaining project from the April 2019 Capital Construction Levy, Carson Elementary addition which will open in Fall 2022. In addition, in February 2022, voters approved step one in the **Building Excellence Plan**, a six-year-year Capital Projects Levy measure. This measure provides critical classroom capacity at the elementary, middle, and high school levels. The district has funding to construct the following projects within the period of this plan:

Project	Completion Date	Location	Added Capacity
Carson ES Addition (4 classrooms)	Fall 2022	Sammamish	92
Redmond Middle School Additions (8 classrooms)	TBD	Redmond	200
Kirkland Middle School Addition (8 classrooms)	TBD	Kirkland	200
Finn Hill Middle School Addition (8 classrooms)	TBD	Kirkland	200
New Elementary school on Redmond Elementary School campus	TBD	Redmond	550
Additional high school capacity	TBD	East and West side	1,200
Acquisition of property for future schools	TBD	TBD	

The Facility Advisory Committee recommended construction projects to be built through 2030. The Superintendent and School Board considered these recommendations and developed a Building Excellence Plan for construction needs through 2030. The following are projects from step 2 of the plan to be built within the six-year planning timeline although funding still needs to be secured.

Project	Location	Added Capacity
Rebuild or expand Kamiakin MS	Kirkland	330
Rebuild and enlarge Alcott ES	King County	207
New High School	TBD	1,800

V. Six-Year Planning and Construction Plan *(continued)*

In addition, the table below list the remaining projects in step 2 and 3 of the Building Excellence Plan however they are anticipated to be outside the six-year timeframe:

Project	Location	Added Capacity
New Lake Washington Area Elementary School	Kirkland	690
Rebuild and Enlarge Smith ES	Sammamish	253
New Early Learning Center	TBD	276
Expand High School Capacity	Kirkland	400
Rebuild and Enlarge Evergreen MS	King County	79
Rebuild and Enlarge Rockwell ES	Redmond	230
New Early Learning Center	TBD	276
New Elementary School (2)	TBD	1,380

The district may also need to purchase and use relocatables to address capacity needs at sites able to accommodate additional relocatables.

Property Acquisition and Planning

The district has ongoing needs related to property acquisition to address needs related to existing and new school facilities, support facilities, and educational programming needs. The district recently purchased Site 44, which is planned for a future comprehensive high school. The district will continue to evaluate additional site acquisition during the six-year planning period. The district also filed in King County Superior Court on April 20, 2022 a petition in eminent domain to secure dedicated and secure parking on King County tax parcel no. 720241-0200 ("Lot 11"), located immediately adjacent to the Resource Center. As noted previously herein, the district holds certain limited rights to park on the existing gravel parking lot located on Lot 11. If secured via the condemnation action, the district anticipates continued present parking use of Lot 11, with no contemplated improvements, and all use subject to the City of Redmond's existing Open Space Easement.

V. Six-Year Planning and Construction Plan *(continued)*

The *Finance Plan* in Table 6 notes potential land acquisition at an amount to be determined, which would include any future site acquisition and any just compensation agreed to or determined in the condemnation action. Future updates to this CFP will include any changed or additional information related to property acquisition and planning.

VI. Relocatable and Transitional Classrooms

The district facility inventory includes 162 relocatables (i.e. portable classroom units). Relocatables provide standard capacity and special program space as outlined in *Section III* (see *Appendix A-1*).

Relocatable classrooms have been used over the prior six-year planning timeline to address capacity needs throughout the district (details identified in *Section V: Use of Portables*).

The district's long-term plan anticipates providing new and expanded permanent facilities to serve student enrollment. When these permanent facilities are funded and completed, the district may be able to reduce the reliance on relocatables.

For a definition of relocatables and permanent facilities, see *Section 2* of *King County Code 21A.06*.

As enrollment fluctuates, relocatables provide flexibility to accommodate immediate needs and interim housing. Because of this, new school and rebuilt/enlarged school sites are planned for the potential of adding up to four relocatables to accommodate the changes in demographics. The use and need for relocatable classrooms will be balanced against program needs.

VII. Six-Year Classroom Capacities: Availability / Deficit Projection

As demonstrated in *Appendix A-2*, the district currently has permanent capacity (classroom and special education) to serve 14,032 students at the elementary level, 7,509 students at the middle school level, and 8,976 students at the high school level. Current enrollment at each grade level is identified in *Appendix A-2*. Completed projects, as shown in Table 5, would result in an increased permanent capacity for 4,781 students in 2027. Relocatable facilities will be used to address capacity needs that cannot be immediately served by permanent capacity.

Differing growth patterns throughout the district may cause some communities to experience overcrowding. This is especially true in portions of the district where significant housing development has taken place. A strong residential building market, growth, and the number of developments under construction continues to increase. The continued development of north and northwest Redmond, the Sammamish Plateau, the downtown and Totem Lake areas of Kirkland, and in-fill and short plats in multiple municipalities will put additional pressure on schools in those areas.

VIII. Impact Fees and the Finance Plan

The school impact fee formula calculates a proportionate share of the costs of system improvements that are reasonably related to new development. The formula multiplies the per student costs of site acquisition and construction costs for new capacity projects by a student generation rate to identify the per dwelling unit share of the facilities that are needed to serve new growth. (The student generation rate is the average number of students generated by dwelling unit type – new single family and multi-family dwelling units.) The formula then provides a credit against the calculated costs per dwelling unit for any School Construction Assistance Program funding that the district expects to receive for a new capacity project from the State of Washington and for the estimated taxes that a new homeowner will pay toward the debt service on school construction bonds. The calculated fee (see *Appendix B* and *Appendix C*) is then discounted, as required by ordinance, by fifty percent.

For the purposes of this plan and the impact fee calculations, the actual construction cost data from recently completed projects (Peter Kirk Elementary School, Timberline Middle School, and Juanita High School all opened in 2019) have been used (see *Appendix E*). The district has also incorporated into the school site acquisitions costs the cost of land previously purchased, Site 44, that is planned to be used to construct a future comprehensive high school to be constructed within the six-year planning period.

The finance plan shown on *Table 6* demonstrates how the Lake Washington School District plans to finance improvements for the years 2022 through 2027. The financing components include secured and unsecured funding. This plan is based on current and future project approval, securing state construction assistance, and collection of impact fees under the state's Growth Management Act.

IX. Appendices

Appendices A 1-2: Calculations of Capacities for Elementary Schools,
Middle Schools, and Senior High Schools

Appendix B: Calculations of Impact Fees for Single Family
Residences

Appendix C: Calculations of Impact Fees for Multi-Family
Residences

Appendix D: Student Generation Factor Calculations

Appendix E: Calculation Back-Up

	TOTAL ALL CLASSROOMS						
	Number of Classrooms			Capacity			
Elementary Schools	Permanent	Relocatable	Total	Permanent	Relocatable	Total	
				23	23		
ALCOTT	26	12	38	598	276	874	
AUDUBON	26	3	29	598	69	667	
BELL	27	3	30	621	69	690	
BLACKWELL	24	3	27	552	69	621	
CARSON	23	4	27	529	92	621	
CLARA BARTON	34	0	34	782	0	782	
COMMUNITY	3	0	3	69	0	69	
DICKINSON	23	4	27	529	92	621	
DISCOVERY	3	0	3	69	0	69	
EINSTEIN	24	1	25	552	23	575	
ELLA BAKER	34	0	34	782	0	782	
EXPLORER	4	0	4	92	0	92	
FRANKLIN	31	3	34	713	69	782	
FROST	24	4	28	552	92	644	
JUANITA	23	0	23	529	0	529	
KELLER	21	1	22	483	23	506	
KIRK	34	0	34	782	0	782	
LAKEVIEW	22	6	28	506	138	644	
MANN	22	4	26	506	92	598	
MCAULIFFE	23	7	30	529	161	690	
MEAD	34	0	34	782	0	782	
MUIR	23	2	25	529	46	575	
REDMOND	31	8	39	713	184	897	
ROCKWELL	25	5	30	575	115	690	
ROSA PARKS	27	10	37	621	230	851	
ROSE HILL	32	4	36	736	92	828	
RUSH	28	4	32	644	92	736	
SANDBURG	25	1	26	575	23	598	
SMITH	26	8	34	598	184	782	
THOREAU	22	3	25	506	69	575	
TWAIN	30	7	37	690	161	851	
WILDER	23	8	31	529	184	713	
Totals	777	115	892	17,871	2,645	20,516	
Middle Schools	Number of Classrooms			Capacity			
	Permanent	Relocatable	Total	Capacity Percent	Permanent (30 x Capacity %)	Relocatable (30 x Capacity %)	Total
ENVIRONMENTAL****	5	0	5	83%	125	0	125
EVERGREEN	38	13	51	83%	946	324	1,270
FINN HILL****	28	0	28	83%	697	0	697
INGLEWOOD	54	2	56	83%	1,345	50	1,395
INTERNATIONAL****	21	0	21	83%	523	0	523
KAMIAKIN	30	7	37	70%	630	147	777
KIRKLAND****	28	2	30	83%	697	50	747
NORTHSTAR	4	0	4	70%	84	0	84
REDMOND****	37	7	44	83%	921	174	1,095
TIMBERLINE	39	0	39	83%	971	0	971
RENAISSANCE	4	0	4	70%	84	0	84
ROSE HILL****	41	6	47	83%	1,021	149	1,170
STELLA SCHOLA	3	0	3	83%	75	0	75
Totals	332	37	369		8,119	894	9,013
Senior High Schools	Number of Classrooms			Capacity			
	Permanent	Relocatable	Total	Capacity Percent	Permanent (32 x Capacity %)	Relocatable (32 x Capacity %)	Total
EMERSON HIGH	10	2	12	70%	224	45	269
EASTLAKE	96	0	96	83%	2,550	0	2,550
FUTURES	3	0	3	70%	67	0	67
JUANITA	74	0	74	83%	1,965	0	1,965
LAKE WASHINGTON****	79	0	79	83%	2,098	0	2,098
REDMOND****	73	8	81	83%	1,939	212	2,151
TESLA STEM****	24	0	24	83%	637	0	637
Totals	359	10	369		9,480	257	9,737
TOTAL DISTRICT	1,468	162	1,630		35,470	3,796	39,266
Key:	Total Enrollment on this chart does not include Emerson K-12, contractual, and WANIC students						
	Self-contained rooms have a capacity of 12						
	Non-modernized secondary schools have standard capacity of 70%						
	****Modernized secondary schools have standard capacity of 83%						

Lake Washington School District

Calculations of Capacities for
Elementary, Middle, and High Schools

Capital Facilities Plan 2022-2027

	Permanent Classrooms	SPECIAL PROGRAM CLASSROOMS USED							Number of Classrooms		NET AVAILABLE CAPACITY				ENROLLMENT Oct 2021
		Self Cont.	Resource Rooms	ELL Rooms	Pre-School	Music Rooms	Arts/Sci Rooms	Pull-out Quest	Net Permanent	Relocatable	Net Permanent	Self Contained Classroom	Relocatable	Total	
Elementary Schools															
ALCOTT	26	0	2	1	0	2	0	0	21	12	483	0	276	759	646
AUDUBON	26	0	2	1	0	1	1	0	21	3	483	0	69	552	498
BELL	27	0	2	1	4	1	1	0	18	3	414	0	69	483	429
BLACKWELL	24	0	1	1	0	1	0	0	21	3	483	0	69	552	491
CARSON	23	2	1	1	3	1	1	0	14	4	322	24	92	438	497
CLARA BARTON	34	2	1	1	0	1	1	0	28	0	644	24	0	668	557
COMMUNITY	3	0	0	0	0	0	0	0	3	0	69	0	0	69	70
DICKINSON	23	2	3	1	0	2	0	0	15	4	345	24	92	461	313
DISCOVERY	3	0	0	0	0	0	0	0	3	0	69	0	0	69	66
EINSTEIN	24	0	2	1	0	1	0	0	20	1	460	0	23	483	494
ELLA BAKER	34	0	1	1	0	1	1	0	30	0	690	0	0	690	517
EXPLORER	4	0	0	0	0	0	0	0	4	0	92	0	0	92	64
FRANKLIN	31	2	2	1	0	1	1	0	24	3	552	24	69	645	419
FROST	24	2	2	1	0	1	1	0	17	4	391	24	92	507	427
JUANITA	23	0	1	1	3	1	1	0	16	0	368	0	0	368	308
KELLER	21	2	2	1	0	1	1	0	14	1	322	24	23	369	324
KIRK	34	0	1	1	0	1	1	0	30	0	690	0	0	690	601
LAKEVIEW	22	0	1	1	0	1	1	0	18	6	414	0	138	552	470
MANN	22	2	2	1	0	1	1	0	15	4	345	24	92	461	317
MCAULIFFE	23	2	1	1	0	1	0	1	17	7	391	24	161	576	527
MEAD	34	0	1	1	0	1	1	0	30	0	690	0	0	690	620
MUIR	23	0	3	1	0	1	1	0	17	2	391	0	46	437	364
REDMOND	31	2	4	1	0	2	0	0	22	8	506	24	184	714	591
ROCKWELL	25	2	2	1	0	2	0	0	18	5	414	24	115	553	473
ROSA PARKS	27	1	2	1	0	2	1	0	20	10	460	12	230	702	586
ROSE HILL	32	2	1	1	0	1	1	0	26	4	598	24	92	714	466
RUSH	28	0	2	1	0	1	1	0	23	4	529	0	92	621	656
SANDBURG	25	0	3	1	1	1	1	0	18	1	414	0	23	437	400
SMITH	26	0	4	1	0	2	0	0	19	8	437	0	184	621	648
THOREAU	22	0	2	1	0	1	0	1	17	3	391	0	69	460	430
TWAIN	30	4	2	1	0	1	1	0	21	7	483	48	161	692	655
WILDER	23	0	2	0	2	2	0	1	16	8	368	0	184	552	331
Totals	777	27	55	28	13	36	19	3	596	115	13,708	324	2,645	16,677	14,255
		Number of Classrooms													
Middle Schools	Permanent Classrooms	Self Cont.	Resource Rooms	ELL Rooms					Net Permanent Classrooms	Relocatable Classrooms	Net Permanent Classrooms	Self Contained Classroom	Relocatable Capacity	Total	Oct 2021
ENVIRONMENTAL****	5	0	0	0					5	0	125	0	0	125	140
EVERGREEN	38	2	4	1					31	13	772	24	324	1,120	765
FINN HILL****	28	1	1	1					25	0	623	12	0	635	681
INGLEWOOD	54	1	2	1					50	2	1,245	12	50	1,307	1,193
INTERNATIONAL ****	21	0	0	0					21	0	523	0	0	523	437
KAMIAKIN	30	2	1	1					26	7	546	24	147	717	639
KIRKLAND****	28	1	1	0					26	2	647	12	50	709	563
NORTHSTAR	4	0	0	0					4	0	84	0	0	84	88
REDMOND ****	37	1	0	1					35	7	872	12	174	1,058	977
TIMBERLINE	39	1	2	1					35	0	872	12	0	884	793
RENAISSANCE	4	0	0	0					4	0	84	0	0	84	94
ROSE HILL ****	41	1	2	1					37	6	921	12	149	1,082	964
STELLA SCHOLA	3	0	0	0					3	0	75	0	0	75	90
Totals	332	10	13	7					302	37	7,389	120	894	8,403	7,424
		Number of Classrooms													
Senior High Schools	Permanent Classrooms	Self Cont.	Resource Rooms	ELL Rooms					Net Permanent Classrooms	Relocatable Classrooms	Net Permanent Classrooms	Self Contained Classroom	Relocatable Capacity	Total	Oct 2021
EMERSON HIGH	10	0	2	0					8	2	179	0	45	224	25
EASTLAKE	96	2	5	1					88	0	2,337	24	0	2,361	2,240
FUTURES	3	0	0	0					3	0	67	0	0	67	23
JUANITA	74	2	3	1					68	0	1,806	24	0	1,830	1,568
LAKE WASHINGTON***	79	1	2	1					75	0	1,992	12	0	2,004	1,814
REDMOND ****	73	1	0	1					71	8	1,886	12	212	2,110	2,056
TESLA STEM ****	24	0	0	0					24	0	637	0	0	637	613
Totals	359	6	12	4					337	10	8,904	72	257	9,233	8,339
TOTAL DISTRICT	1,468	43	80	39	13	36	19	3	1,235	162	30,001	516	3,796	34,313	30,018

Key:
 Total Enrollment on this chart does not include Emerson K-12, contractual, and WANIC students
 Self-contained rooms have a capacity of 12
 Non-modernized secondary schools have standard capacity of 70%
 ****Modernized secondary schools have standard capacity of 83%

Estimated School Impact Fee Calculation Based on King County Code 21.A.43

Single Family Residence ("SFR")

School Site Acquisition Cost:

	<u>Facility Acreage</u>	<u>Cost/ Acre</u>	<u>Facility Size</u>	<u>Site Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	7	\$0	690	\$0	0.3700	\$0
Middle	15	\$0	900	\$0	0.1530	\$0
Senior	30	\$1,600,000	1800	\$26,667	0.1470	\$3,920
TOTAL						\$3,920

School Construction Cost:

	<u>Percent Permanent</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	90%	\$48,793,520	690	\$63,644	0.3700	\$23,548
Middle	90%	\$82,580,700	900	\$82,581	0.1530	\$12,635
Senior	90%	\$123,655,100	1800	\$61,828	0.1470	\$9,089
TOTAL						\$45,272

Temporary Facility Cost:

	<u>Percent Temporary</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	10%	\$225,000	23	\$978	0.3700	\$362
Middle	10%	\$225,000	30	\$750	0.1530	\$115
Senior	10%	\$225,000	32	\$703	0.1470	\$103
TOTAL						\$580

State Assistance Credit Calculation:

	<u>Const Cost Allocation</u>	<u>Sq. Ft./ Student</u>	<u>Funding Assistance</u>	<u>Credit/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	246.83	90.0	28.13%	\$6,249	0.3700	\$2,312
Middle	246.83	108.0	28.13%	\$7,499	0.1530	\$1,147
Senior	246.83	130.0	28.13%	\$9,026	0.1470	\$1,327
TOTAL						\$4,786

**Estimated School Impact Fee Calculation
Based on King County Code 21.A.43**

Single Family Residence ("SFR")

Tax Payment Credit Calculation:

Average SFR Assessed Value	\$1,106,117
Current Capital Levy Rate (2022)/\$1000	\$0.80
Annual Tax Payment	\$884.89
Years Amortized	10
Current Bond Interest Rate	2.45%

Present Value of Revenue Stream	\$7,765
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Impact Fee Summary for Single Family Residence:

Site Acquisition Cost	\$3,920
Permanent Facility Cost	\$45,272
Temporary Facility Cost	\$580
State Assistance Credit	(\$4,786)
Tax Payment Credit	(\$7,765)

Sub-Total	\$37,221
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50% Local Share	\$18,610
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SFR Impact Fee	\$18,610
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Estimated School Impact Fee Calculation Based on King County Code 21.A.43

Multiple Family Residence ("MFR")

School Site Acquisition Cost:

	<u>Facility Acreage</u>	<u>Cost/ Acre</u>	<u>Facility Size</u>	<u>Site Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	7	\$0	690	\$0	0.0820	\$0
Middle	15	\$0	900	\$0	0.0350	\$0
Senior	30	\$1,600,000	1800	\$26,667	0.0330	\$880
TOTAL						\$880

School Construction Cost:

	<u>Percent Permanent</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	90%	\$48,793,520	690	\$63,644	0.0820	\$5,219
Middle	90%	\$82,580,700	900	\$82,581	0.0350	\$2,890
Senior	90%	\$123,655,100	1800	\$61,828	0.0330	\$2,040
TOTAL						\$10,149

Temporary Facility Cost:

	<u>Percent Temporary</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	10%	\$225,000	23	\$978	0.0820	\$80
Middle	10%	\$225,000	30	\$750	0.0350	\$26
Senior	10%	\$225,000	32	\$703	0.0330	\$23
TOTAL						\$130

State Assistance Credit Calculation:

	<u>Const Cost Allocation</u>	<u>Sq. Ft./ Student</u>	<u>Funding Assistance</u>	<u>Credit/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	246.83	90.0	28.13%	\$6,249	0.0820	\$512
Middle	246.83	108.0	28.13%	\$7,499	0.0350	\$262
Senior	246.83	130.0	28.13%	\$9,026	0.0330	\$298
TOTAL						\$1,073

**Estimated School Impact Fee Calculation
Based on King County Code 21.A.43**

Multiple Family Residence ("MFR")

Tax Payment Credit Calculation:

Average MFR Assessed Value	\$415,241
Current Capital Levy Rate (2022)/\$1000	\$0.80
Annual Tax Payment	\$332.19
Years Amortized	10
Current Bond Interest Rate	2.45%

Present Value of Revenue Stream	\$2,915
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Impact Fee Summary for Multiple Family Residence:

Site Acquisition Cost	\$880
Permanent Facility Cost	\$10,149
Temporary Facility Cost	\$130
State Assistance Credit	(\$1,073)
Tax Payment Credit	(\$2,915)

Sub-Total	\$7,171
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50% Local Share	\$3,586
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MFR Impact Fee	\$3,586
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2020 MITIGATION DEVELOPMENT SUMMARY
STUDENT GENERATION FACTORS
 Five Year History

SINGLE FAMILY DEVELOPMENTS	CITY/ COUNTY	# PLANNED	# COMPL.	# OCCUP.	2020 STUDENTS				2020 RATIO			
					ELEM	MIDDLE	SENIOR	TOTAL	ELEM	MIDDLE	SENIOR	TOTAL
Ashford Chase	S	36	36	36	26	7	6	39	0.722	0.194	0.167	1.083
Barrington Park	S	44	44	44	22	12	11	45	0.500	0.273	0.250	1.023
Benjamin Estates	K	23	23	23	3	2	2	7	0.130	0.087	0.087	0.304
Bradford Place	S	16	16	16	11	5	1	17	0.688	0.313	0.063	1.063
Brauerwood Estates	S	33	33	33	25	9	10	44	0.758	0.273	0.303	1.333
Brixton	S	32	32	32	21	8	6	35	0.656	0.250	0.188	1.094
Brookside at The Woodlands	R	22	22	22	15	7	4	26	0.682	0.318	0.182	1.182
Callan Ridge	R	28	28	28	3	6	4	13	0.107	0.214	0.143	0.464
Canterbury Park	S	115	114	102	39	17	14	70	0.382	0.167	0.137	0.686
Clear Creek	K	19	19	19	6	2	0	8	0.316	0.105	0.000	0.421
Crestview	R	31	31	31	16	7	0	23	0.516	0.226	0.000	0.742
Duke's Landing	R	18	18	18	2	4	4	10	0.111	0.222	0.222	0.556
English Landing II	S	25	25	25	5	3	3	11	0.200	0.120	0.120	0.440
English Landing I	R	50	50	50	24	13	4	41	0.480	0.260	0.080	0.820
Gabrielle's Place	S	14	14	14	8	5	0	13	0.571	0.357	0.000	0.929
Glenshire at English Hill Div II	R	16	16	16	7	2	8	17	0.438	0.125	0.500	1.063
Glenshire at English Hill Div III	R	9	9	9	2	1	4	7	0.222	0.111	0.444	0.778
Greystone Manor I	R	90	90	90	49	28	22	99	0.544	0.311	0.244	1.100
Greystone Manor II	R	94	83	61	23	8	6	37	0.377	0.131	0.098	0.607
Hawthorne Park	R	38	26	25	8	5	6	19	0.320	0.200	0.240	0.760
Heather's Ridge	K	41	41	41	8	1	3	12	0.195	0.024	0.073	0.293
Hedgewood	R	11	11	11	2	1	3	6	0.182	0.091	0.273	0.545
Hedgewood East	R	15	15	15	3	1	0	4	0.200	0.067	0.000	0.267
Highland Ridge	K	18	18	18	3	1	2	6	0.167	0.056	0.111	0.333
Inglewood Landing	S	21	21	21	7	0	1	8	0.333	0.000	0.048	0.381
Kirkwood Terrace	KC	12	12	12	5	1	3	9	0.417	0.083	0.250	0.750
Lake Vista	S	18	18	18	10	3	2	15	0.556	0.167	0.111	0.833
Marinwood	K	48	48	48	9	4	4	17	0.188	0.083	0.083	0.354
Meritage Ridge	K	36	36	36	7	0	0	7	0.194	0.000	0.000	0.194
Morningside Estates	S	22	22	22	12	5	3	20	0.545	0.227	0.136	0.909
Panorama Estates	K	18	18	18	5	0	0	5	0.278	0.000	0.000	0.278
Pinnacle at Inglewood Hill	S	37	37	37	16	6	3	25	0.432	0.162	0.081	0.676
Preserve at Kirkland	K	35	35	35	4	1	7	12	0.114	0.029	0.200	0.343
Radke	K	20	20	20	0	1	1	2	0.000	0.050	0.050	0.100
Ray Meadows	R	27	27	27	2	0	2	4	0.074	0.000	0.074	0.148
Reese's Run	S	22	22	22	13	5	7	25	0.591	0.227	0.318	1.136
Sagebrook	R	15	15	15	10	4	2	16	0.667	0.267	0.133	1.067
Sammamish Ridge Estates	S	12	8	7	0	0	1	1	0.000	0.000	0.143	0.143
Sequoia Glen Cryder	R	52	52	52	23	10	3	36	0.442	0.192	0.058	0.692
Shadow Creek	R	15	15	15	8	3	3	14	0.533	0.200	0.200	0.933
Sheldon Estates / Hillbrooke Crest	R	15	15	15	10	2	1	13	0.667	0.133	0.067	0.867
Sycamore Park	R	12	12	12	4	1	1	6	0.333	0.083	0.083	0.500

2020 MITIGATION DEVELOPMENT SUMMARY
STUDENT GENERATION FACTORS
 Five Year History

SINGLE FAMILY DEVELOPMENTS	CITY/ COUNTY	# PLANNED	# COMPL.	# OCCUP.	2020 STUDENTS				2020 RATIO			
					ELEM	MIDDLE	SENIOR	TOTAL	ELEM	MIDDLE	SENIOR	TOTAL
The Retreat	R	14	14	14	2	0	0	2	0.143	0.000	0.000	0.143
The Rise	R	23	23	23	4	1	1	6	0.174	0.043	0.043	0.261
Verona I/Vistas I/Vistas II	R	46	38	38	6	5	22	33	0.158	0.132	0.579	0.868
Vintner's Ridge	K	51	51	51	9	4	8	21	0.176	0.078	0.157	0.412
Willowmere Park	R	53	53	53	16	6	9	31	0.302	0.113	0.170	0.585
Willows Bluff	K	26	26	26	7	0	2	9	0.269	0.000	0.077	0.346
Wisti Lane	K	18	18	18	7	0	4	11	0.389	0.000	0.222	0.611
Woodhaven	KC	62	62	62	26	12	7	45	0.419	0.194	0.113	0.726
TOTALS		1,568	1,532	1,496	553	229	220	1,002	0.370	0.153	0.147	0.670

MULTI-FAMILY DEVELOPMENTS	CITY/ COUNTY	# OF UNITS	% OCCUP/ # COMPL.	# OCCUP.	2020 STUDENTS				2020 STUDENTS			
					ELEM	MIDDLE	SENIOR	TOTAL	ELEM	MIDDLE	SENIOR	TOTAL
Alexan at Marymoor Apartments	R	222	95%	211	6	1	1	8	0.028	0.005	0.005	0.038
Allez Apartments	R	148	96%	143	4	0	1	5	0.028	0.000	0.007	0.035
Arete Apartments	K	62	98%	61	3	1	2	6	0.049	0.016	0.033	0.098
Artesa Condos	K	13	13	13	3	0	0	3	0.231	0.000	0.000	0.231
Capri Apartments	K	73	97%	71	4	0	0	4	0.056	0.000	0.000	0.056
Carter on the Park Apartments	R	180	96%	173	4	1	2	7	0.023	0.006	0.012	0.040
Core 83 Apartments	R	120	100%	120	2	4	4	10	0.017	0.033	0.033	0.083
Heron Flats & Lofts	R	95	95%	90	5	1	0	6	0.056	0.011	0.000	0.067
Kestrel Ridge Townhomes	S	35	35	35	6	2	3	11	0.171	0.057	0.086	0.314
Kirkland Crossing Apartments	K	185	99%	183	2	0	0	2	0.011	0.000	0.000	0.011
Marymoore Ridge Condos	R	44	44	44	7	2	1	10	0.159	0.045	0.023	0.227
Mile House Apartments	R	177	98%	173	2	1	1	4	0.012	0.006	0.006	0.023
Old Town Lofts Apartments	R	149	95%	142	3	2	0	5	0.021	0.014	0.000	0.035
Pure Apartments	R	105	97%	102	2	0	0	2	0.020	0.000	0.000	0.020
Ravello Apartments	R	20	75%	15	0	1	2	3	0.000	0.067	0.133	0.200
Redmond Ridge Apartments	KB	109	90%	98	83	55	35	173	0.847	0.561	0.357	1.765
Rose Terrace Condos	K	12	12	12	1	0	0	1	0.083	0.000	0.000	0.083
Rosehaven at Bradford Place Condos	K	16	16	16	1	0	3	4	0.063	0.000	0.188	0.250
Sky Sammamish Apartments	S	159	91%	145	10	5	10	25	0.069	0.034	0.069	0.172
Southeast Village Townhomes	S	75	70	70	21	5	6	32	0.300	0.071	0.086	0.457
State Street Condos	K	27	27	27	1	1	1	3	0.037	0.037	0.037	0.111
Station House Lofts	R	196	93%	183	7	2	0	9	0.038	0.011	0.000	0.049
The Luke Apartments	R	208	97%	201	9	2	1	12	0.045	0.010	0.005	0.060
The Rise Duplex	K	38	38	38	5	1	6	12	0.132	0.026	0.158	0.316
The Samm Apartments	S	92	92%	85	0	0	1	1	0.000	0.000	0.012	0.012
The Walk Condos	K	20	20	20	2	2	0	4	0.100	0.100	0.000	0.200
Villas @ Mondavia Townhomes	R	84	84	84	23	5	9	37	0.274	0.060	0.107	0.440
Voda Apartments	K	127	93%	118	4	1	0	5	0.034	0.008	0.000	0.042
Waterfront Condos	K	18	18	18	0	0	1	1	0.000	0.000	0.056	0.056
TOTALS		2,809		2,691	220	95	90	405	0.082	0.035	0.033	0.151

Peter Kirk Elementary School

<i>690 student capacity</i>	
Construction Cost (bid 2018, actual const. costs)	\$38,231,000
Projected Construction Cost in 2023 @ 690 student capacity @ 5% per year	\$48,793,520

Timberline Middle School

<i>900 student capacity</i>	
Construction Cost (bid 2017, actual const. costs)	\$61,623,000
Projected Construction Cost in 2023 @ 900 student capacity @ 5% per year	\$82,580,700

Juanita High School

<i>1,800 student capacity</i>	
Construction Cost (bid 2018 actual const. costs)	\$96,887,000
Projected Construction Cost in 2023 @ 1,800 student capacity @ 5% per year	\$123,655,100

X. Tables

Table 1, 1A: Six-Year Enrollment Projections and Ten-Year Low, Medium, High Enrollment Forecast

Table 2: Enrollment History

Table 3: Inventory and Capacities of Existing Schools

Table 4, 4A: Inventory of Undeveloped Land and District Map

Table 5: Projected Capacity to House Students

Table 6: Six-Year Finance Plan

Six-Year Enrollment Projections

	<u>2021*</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
County Live Births**	26,011	25,274	24,337	24,090	23,748	23,307	23,969
change	(524)	(737)	(937)	(247)	(342)	(441)	662
Kindergarten ***	2,150	2,197	2,165	2,191	2,160	2,120	2,180
Grade 1 ****	2,358	2,385	2,442	2,407	2,437	2,403	2,351
Grade 2	2,393	2,456	2,486	2,546	2,510	2,543	2,502
Grade 3	2,504	2,445	2,512	2,541	2,603	2,568	2,595
Grade 4	2,417	2,552	2,492	2,563	2,591	2,655	2,613
Grade 5	2,462	2,435	2,565	2,504	2,578	2,605	2,664
Grade 6	2,474	2,487	2,462	2,594	2,532	2,610	2,630
Grade 7	2,364	2,483	2,498	2,476	2,609	2,546	2,619
Grade 8	2,438	2,376	2,499	2,512	2,493	2,628	2,557
Grade 9	2,353	2,408	2,343	2,467	2,480	2,464	2,599
Grade 10	2,273	2,383	2,443	2,378	2,508	2,520	2,495
Grade 11	2,206	2,175	2,261	2,316	2,260	2,373	2,379
Grade 12	2,158	2,190	2,122	2,204	2,257	2,202	2,303
Total Enrollment	30,550	30,972	31,290	31,699	32,018	32,237	32,487
Yearly Increase		422	318	409	319	219	250
Yearly Increase		1.38%	1.03%	1.31%	1.01%	0.68%	0.78%
Cumulative Increase		422	740	1,149	1,468	1,687	1,937

* Number of Individual Students (10/1/21 Headcount).

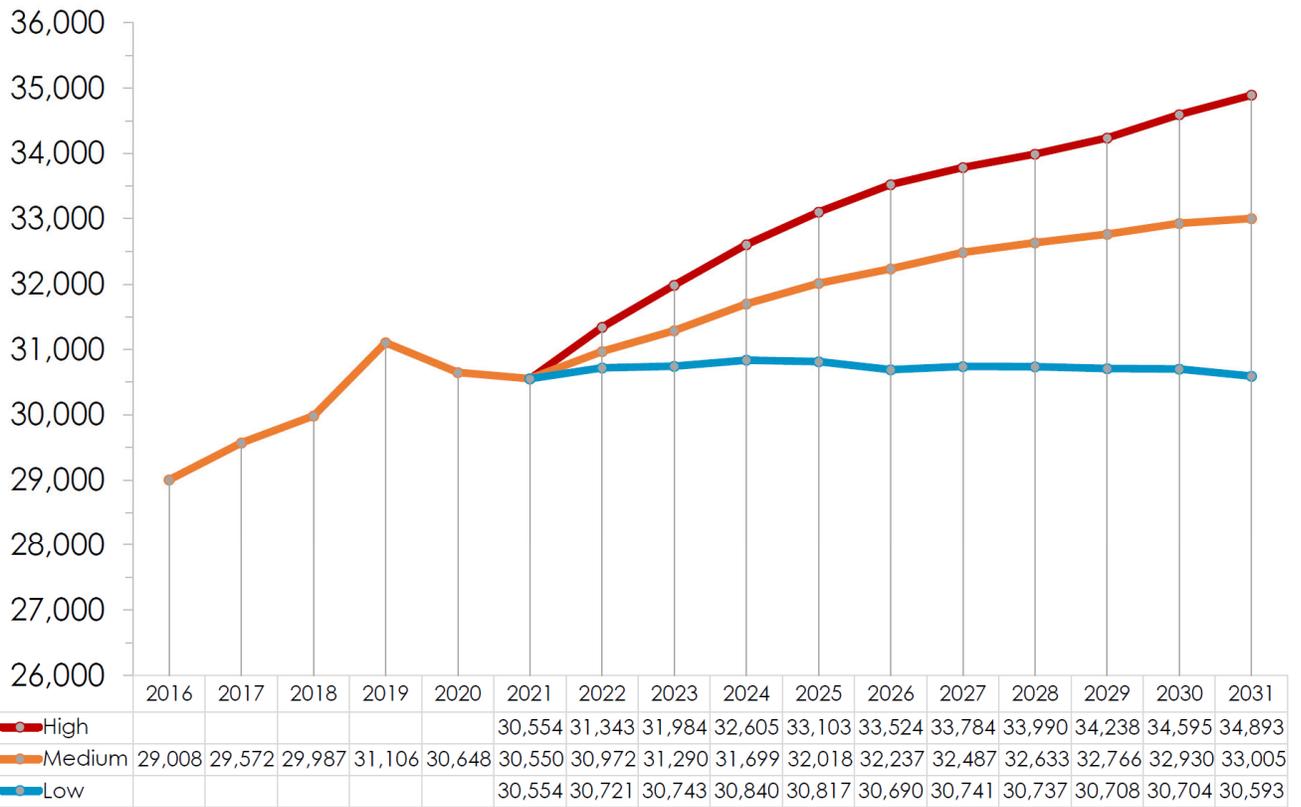
** County Live Births estimated. 2024 and prior year birth rates are actual births 5 years prior to enrollment year.

*** Kindergarten enrollment is calculated at 8.7% of County Live Births plus anticipated developments.

**** First Grade enrollment is based on District's past history of first grade enrollment to prior year kindergarten enrollment.

Source: Flo Analytics

Ten-Year Low, Medium, High Enrollment Forecast



Source: Flo Analytics

Enrollment History *										
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
County Live Births **	24,899	25,222	25,057	24,514	24,630	25,032	24,910	25,348	25,487	26,011
Kindergarten / Live Birth	7.86%	8.08%	8.02%	8.97%	9.46%	8.93%	9.41%	9.31%	8.30%	8.27%
	Period Average									8.66%
Kindergarten	1,957	2,037	2,009	2,198	2,329	2,236	2,343	2,359	2,116	2,150
Grade 1	2,150	2,218	2,292	2,292	2,537	2,503	2,474	2,646	2,429	2,358
Grade 2	2,174	2,228	2,284	2,405	2,414	2,585	2,599	2,595	2,578	2,393
Grade 3	2,207	2,236	2,270	2,363	2,492	2,465	2,587	2,667	2,511	2,504
Grade 4	2,125	2,231	2,258	2,315	2,427	2,536	2,479	2,638	2,564	2,417
Grade 5	2,003	2,137	2,257	2,258	2,349	2,470	2,479	2,473	2,574	2,462
Grade 6	2,002	1,979	2,123	2,213	2,270	2,329	2,468	2,543	2,398	2,474
Grade 7	1,929	2,047	2,023	2,114	2,258	2,301	2,298	2,460	2,472	2,364
Grade 8	1,860	1,924	2,053	2,002	2,121	2,229	2,303	2,342	2,399	2,438
Grade 9	1,802	1,868	1,933	1,999	2,002	2,083	2,175	2,287	2,279	2,353
Grade 10	1,714	1,795	1,853	1,961	2,022	2,023	2,089	2,210	2,280	2,273
Grade 11	1,730	1,649	1,727	1,780	1,896	1,869	1,851	1,995	2,117	2,206
Grade 12	1,742	1,699	1,634	1,930	1,889	1,941	1,842	1,885	1,972	2,158
Total Enrollment	25,395	26,048	26,716	27,830	29,006	29,570	29,987	31,100	30,689	30,550
Yearly Change		653	668	1,114	1,176	564	417	1,113	(411)	(139)
* October 1st Headcount	Average increase in the number of students per year									573
** Number indicates actual births	Total increase for period									5,155
5 years prior to enrollment year.	Percentage increase for period									20%
	Average yearly increase									2.26%

2021-22 Inventory and Capacities of Existing Schools

			<u>Total</u> <u>Capacity**</u>	<u>Net Avail</u> <u>Capacity**</u>
*	<u>Juanita Area</u>	Address		
25	Frost Elementary	11801 NE 140th	644	507
03	Juanita Elementary	9635 NE 132nd	529	368
04	Keller Elementary	13820 108th NE	506	369
26	Muir Elementary	14012 132nd NE	575	437
06	Discovery Community	12801 84th NE	69	69
06	Sandburg Elementary	12801 84th NE	598	437
02	Thoreau Elementary	8224 NE 138th	575	460
60	Environmental & Adventure	8040 NE 132nd	125	125
63	Finn Hill Middle School	8040 NE 132nd	697	635
67	Kamiakin Middle School	14111 132nd NE	777	717
82	Futures School	10601 NE 132nd	67	67
82	Juanita High School	10601 NE 132nd	1,965	1,830
	<u>Kirkland Area</u>			
07	Bell Elementary	11212 NE 112th	690	483
96	Community School	11133 NE 65th	69	69
16	Franklin Elementary	12434 NE 60th	782	645
09	Kirk Elementary	1312 6th Street	782	690
10	Lakeview Elementary	10400 NE 68th	644	552
15	Rose Hill Elementary	8044 128th NE	828	714
18	Rush Elementary	6101 152nd NE	736	621
14	Twain Elementary	9525 130th NE	851	692
96	International Community School	11133 NE 65th	523	523
65	Kirkland Middle School	430 18th Avenue	747	709
80	Northstar Middle School	12033 NE 80th	84	84
69	Rose Hill Middle School	13505 NE 75th	1,170	1,082
61	Stella Schola Middle School	13505 NE 75th	75	75
80	Emerson High	10903 NE 53rd St	269	224
84	Lake Washington High	12033 NE 80th	2,098	2,004
	<u>Redmond Area</u>			
53	Alcott Elementary	4213 228th NE	874	759
19	Audubon Elementary	3045 180th NE	667	552
28	Clara Barton Elementary	12101 172nd Ave NE	782	668
46	Dickinson Elementary	7040 208th NE	621	461
24	Einstein Elementary	18025 NE 116th	575	483
31	Ella Baker Elementary	9595 Eastridge Dr. NE	782	690
46	Explorer Community School	7040 208th NE	92	92
22	Mann Elementary	17001 NE 104th	598	461
23	Redmond Elementary	16800 NE 80th	897	714
21	Rockwell Elementary	11125 162nd NE	690	553
41	Rosa Parks Elementary	22845 NE Cedar Park Crescent	851	702
32	Wilder Elementary	22130 NE 133rd	713	552
74	Evergreen Middle School	6900 208th NE	1,270	1,120
71	Redmond Middle School	10055 166th NE	1,095	1,058
85	Redmond High School	17272 NE 104th	2,151	2,110
73	Tesla STEM High School	400 228th Ave NE	637	637
	<u>Sammamish Area</u>			
54	Blackwell Elementary	3225 205th PL NE	621	552
52	Carson Elementary	1035 244th Ave NE	621	438
57	McAuliffe Elementary	23823 NE 22nd	690	576
58	Mead Elementary	1725 216th NE	782	690
56	Smith Elementary	23305 NE 14th	782	621
77	Inglewood Middle School	24120 NE 8th	1,395	1,307
86	Renaissance	400 228th NE	84	84
72	Timberline Middle School	9900 Redmond Ridge Drive	971	884
86	Eastlake High School	400 228TH NE	2,550	2,361

* Note: See Table 4a for District Map. Locations indicated by numbers stated in this column.

** Note: "Total Capacity" = Total permanent/portable capacity as constructed
(Total Capacity does not account for space used by special programs)
"Net Available Capacity" = Total Capacity minus uses for special programs
(Net Available Capacity accounts for space used by special programs)

Inventory of Undeveloped Land

Area	Site #	Acreage	Address	Jurisdiction	Status
Juanita	None				
Kirkland	None				
Redmond	33	20.0	194th NE/NE 122nd	King County	No School Use ¹
	75	37.8	22000 Novelty Hill Road	King County	In Reserve ²
	90	26.9	NE 95th and 196th Ave NE	King County	No School Use ¹
	91	3.4	NE 95 th Street and 173 rd Place NE	King County	In Reserve ²
	44	25.4	188 th Ave NE and NE 70 th	Redmond	In Reserve
Sammamish	59	15.5	Main and 228 th NE	Sammamish	In Reserve

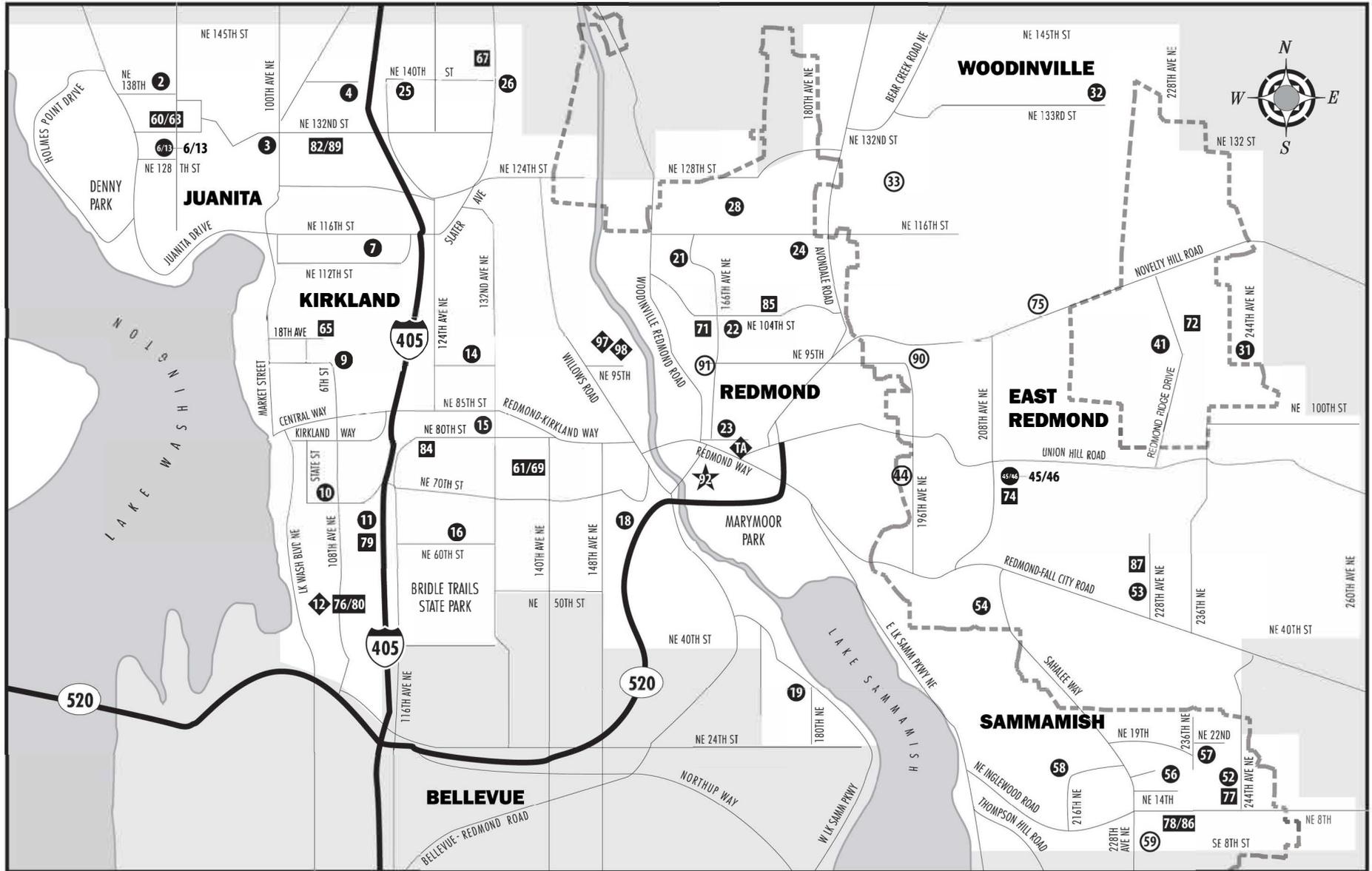
King County School Siting Task Force Findings:

Site 33	20.0 acres located 1/4 mile east of Avondale Road; no school use allowed; potential conservation value.
Site 75	37.8 acres located on the north side of Novelty Hill Road & adjacent to south boundary of Redmond Ridge. The district must work with King County to find an alternative site within the UGA. If an alternative site cannot be feasibly located, the district can use the site for a "small (5 acre) environmental school" while placing the remainder of the use into permanent conservation.
Site 90	26.9 acres located 1/4 mile south of Novelty Hill Road and 1/2 mile east of Redmond City Limits; no school use allowed.
Site 91	N/A

¹ Property unable to be used for a school site due to the King County School Siting Task Force recommendations as adopted by the King County Council.

² Refers to district owned sites on which school construction is not anticipated within the six-year term of the current Capital Facilities Plan. The property is being held for the district's long term needs.

LAKE WASHINGTON SCHOOL DISTRICT



Projected Permanent Capacity to House Students

	2021	2022	2023	2024	2025	2026	2027
Permanent Capacity	30,598						
Addition - Carson Elementary School		92					
Addition - Finn Hill Middle School				200			
Addition - Kirkland Middle School				200			
Addition - Redmond Middle School				200			
New Redmond Elementary School					552		
Additional High School Capacity - Eastside Area					600		
Additional High School Capacity - Westside Area							600
**New Fifth Comprehensive High School							1800
** Rebuild/Enlarge - Alcott Elementary School						207	
** Rebuild/Enlarge - Kamiakin Middle School							330
Permanent Capacity Subtotal	30,598	30,690	30,690	31,290	32,442	32,649	35,379
Total Enrollment	30,550	30,972	31,290	31,699	32,018	32,237	32,487
Permanent Surplus/(Deficit) <u>without</u> Projects	48	(374)	(692)	(1,101)	(1,420)	(1,639)	(1,889)
Permanent Surplus / (Deficit) <u>with</u> Projects	48	(282)	(600)	(409)	424	412	2,892

** Projects that are not funded

Six-Year Finance Plan

Fiscal Year *	2022	2023	2024	2025	2026	2027	Total	State	Local ^
2019 Levy Projects (voter approved)									
Site 52 Addition - Carson Elementary School	500,000	0	0	0	0	0	500,000	0	500,000
2022 Levy Projects (voter approved)									
Site 63 Addition - Finn Hill Middle School	3,250,000	9,830,000	590,000	10,000	0	0	13,680,000	0	13,680,000
Site 65 Addition - Kirkland Middle School	3,250,000	9,830,000	590,000	10,000	0	0	13,680,000	0	13,680,000
Site 71 Addition - Redmond Middle School	3,250,000	9,830,000	590,000	10,000	0	0	13,680,000	0	13,680,000
Site 23 New Redmond Elementary School	2,150,000	8,590,000	41,820,000	4,180,000	60,000	0	56,800,000	0	56,800,000
Site 59 Additional High School Capacity - Eastside Area	2,020,000	8,060,000	39,900,000	3,920,000	50,000	0	53,950,000	0	53,950,000
Site TBD Additional High School Capacity - Westside Area	0	910,000	2,180,000	8,710,000	43,100,000	4,240,000	59,140,000	0	59,140,000
Proposed Projects **									
Site TBD New 5th Comprehensive High School	0	0	16,310,000	45,970,000	223,730,000	22,380,000	308,390,000	0	308,390,000
Site 53 Rebuild/Enlarge - Alcott Elementary	0	0	16,020,000	58,530,000	5,760,000	90,000	80,400,000	0	80,400,000
Site 67 Rebuild/Enlarge - Kamiakin Middle School	0	0	7,780,000	21,940,000	108,550,000	10,680,000	148,950,000	0	148,950,000
Relocatable Classrooms (as needed)									
Relocatables	1,350,000	1,350,000	1,350,000	1,350,000	1,350,000	1,350,000	8,100,000	0	8,100,000
Property Acquisition									
Land							TBD		TBD
TOTALS	\$15,770,000	\$48,400,000	\$127,130,000	\$144,630,000	\$382,600,000	\$38,740,000	\$757,270,000	\$0	\$757,270,000

* Fiscal year is from September of the year stated through August of the following year (e.g. "2022" means "September 2022 through August 2023").

** These projects are unfunded but are shown because of need.

^ Includes secured and unsecured local bond funding and impact fees. Impact fees may be applied to growth related capacity projects.



KENT SCHOOL DISTRICT
EQUITY | EXCELLENCE | COMMUNITY

Six-Year Capital Facilities Plan 2021-2022 through 2027-2028

June 2022

Kent School District No. 415
12033 SE 256th Street
Kent, Washington 98030-6643
(253) 373-7526

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Six-Year Capital Facilities Plan

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I - Executive Summary

This Six-Year Capital Facilities Plan has been prepared by the Kent School District as the organization's capital facilities planning document, in compliance with the requirements of Washington's Growth Management Act, King County Code K.C.C. 21A.43 and Cities of Kent, Covington, Renton, Auburn, Black Diamond, Maple Valley, and SeaTac. This annual Plan update was prepared using data available in the spring of 2022 for the 2022-2023 school year. This annual update of the Plan reflects no new major capital projects, a zero-dollar impact fee rate due to declining enrollment and new capacity study.

This Plan is consistent with prior long-term capital facilities plans adopted by the Kent School District. This Plan is not intended to be the sole planning document for all the district's needs. The district may prepare interim and periodic Long-Range Capital Facilities Plans consistent with Board Policies, considering a longer or shorter period, other factors and trends in the use of facilities, and other needs of the district as may be required.

Prior Capital Facilities Plans of the Kent School District have been adopted by Metropolitan King County Council and Cities of Kent, Covington, Auburn, and Renton and included in the Capital Facilities Plan element of the Comprehensive Plans of each jurisdiction. This Plan has also been submitted to the cities of Black Diamond, Maple Valley, and SeaTac for their information and inclusion in their Comprehensive Plans.

In order for impact fees to be collected in the unincorporated areas of Kent School District, the Metropolitan King County Council must adopt this Plan and a fee- implementing ordinance for the District. For impact fees to be collected in the incorporated portions of the District, the cities of Kent, Covington, Renton and Auburn must also adopt this Plan and their own school impact fee ordinances.

This Capital Facilities Plan establishes a standard of service in order to ascertain current and future capacity. While the State Superintendent of Public Instruction establishes square footage guidelines for capacity, those guidelines do not account for local program needs in the District. The Growth Management Act, King County and City codes and ordinances authorize the District to make adjustments to the standard of service based on specific needs for students of the District.

This Plan includes the standard of service as established by Kent School District. Program capacity is based on an average capacity and updated to reflect changes to special programs served in each building. Portables in the capacity calculation use the same standard of service as the permanent facilities.

The capacity of each school in the District is calculated based on the District's standard of service and the existing inventory of permanent facilities. The District's program capacity of permanent facilities reflects program changes and the state's mandated reduction of class size to meet the standard of service for Kent School District. Portables provide additional interim capacity.

Kent School District is the fifth largest (FTE basis) district in the state. Enrollment is electronically reported monthly to the Office of the Superintendent of Public Instruction ("OSPI") on Form P-223. Although funding apportionment is based on Annual Average Full Time Equivalent (AAFTE), enrollment on October 1 is a widely recognized "snapshot in time" that is used to report the District's enrollment for the year as reported to OSPI.

The District's standard of service, enrollment history and projections, and use of interim facilities are reviewed in detail in various sections of this Plan. The District plans to continue to satisfy concurrency requirements through the interim use of portables.

This Plan currently represents projects in process funded primarily by the Kent School District's 2016 Bond, as well as the 2018 Capital Construction Levy. Additional information about these projects can be found on the district's capital projects homepage ([link](#)). Additionally, project updates sent to our community of stakeholders can be accessed on the KSD website ([link](#)).

Based on revised student generation rates, and district enrollment projects, the district has updated the proposed student impact fee rate for the coming year. For a short overview, see Section IX (Summary of Changes to the June 2021 Capital Facilities Plan).

II - Six - Year Enrollment Projection

For capital facilities planning, enrollment growth projections are based on cohort survival and student yield from documented residential construction projected over the next six years (*See Table 2*). For this Plan, the district relied substantially on the results from Dr. Les Kendrick's study of long-range enrollment forecasts for the Kent School District in the Winter of 2021.

King County live births and the District's relational percentage average were used to determine the number of kindergartners entering the system (*See Table 1*). 8.26% of 25,273 King County live births in 2017 is projected for 2,087 students expected in Kindergarten for October 1, 2022. This is a decrease of 738 live births in King County over the previous year (*See Table 2*).

Early Childhood Education students (also identified as "ECE"), "Early Childhood Special Education ("ECSE") students are forecast and reported to OSPI separately on Form P-223H for Special Education Enrollment. Capacity is reserved to serve students in the ECE programs at elementary schools.

In addition to live birth data, enrollment projections for October 1, 2022 going forward rely upon the results of the enrollment study by Dr. Kendrick, utilizing the "medium growth" methodology.

Within practical limits, the District has kept abreast of proposed developments. The District will continue to track new development activity to determine impact to schools. Information on new residential developments and the completion of these proposed developments in all jurisdictions will be considered in the District's future analysis of growth projections.

The Kent School District serves eight permitting jurisdictions: unincorporated King County, the cities of Kent, Covington, Renton, and Auburn and smaller portions of the cities of SeaTac, Black Diamond, and Maple Valley.

STUDENT GENERATION FACTOR

"Student Factor" is defined by King County code as "the number derived by a school district to describe how many students of each grade span are expected to be generated by a dwelling unit" based on district records of average actual student generated rates for developments completed within the last ten years.

Following these guidelines, the student generation rate for Kent School District is as follows:

Single Family	Elementary	.270
	Middle School	.105
	Senior High	<u>.075</u>
	Total	.450
Multi-Family	Elementary	.082
	Middle School	.035
	Senior High	<u>.029</u>
	Total	.146

The student generation factor is based on 2,967 SFD (Single Family Detached) units built between 2012 and 2022. There are 801 K-6 students geocoded to those homes. Therefore, the SFD student yield for students in grades K thru 6 is 0.270, translating to 0.27 student for every new SFD unit built or 27 students for every 100. Apartments and Condos were calculated independently, then combined for the Multi-Family attached student yields.

In preparing the 2021-2022 to 2026-2027 Capital Facilities Plan the District contracted with Davis Demographics, a noted expert in demographic studies for school districts, to analyze and prepare the student generation factor. EDC included both "garden" and "urban style" apartments in the calculation for multi-family residences.

Within the district's borders there are several income-based and multi-family housing projects coming on-line in 2022/2023. Once developed with occupancy occurring the District does recognize that the student generation for multi-family housing may impact future Capital Facilities Plan updates.

KENT SCHOOL DISTRICT No. 415
OCTOBER REPORT 1251H (HEADCOUNT) ENROLLMENT HISTORY

For 2022 CFP - Headcount Enrollment History

LB = Live Births	LB in 2008	LB in 2009	LB in 2010	LB in 2011	LB in 2012	LB in 2013	LB in 2014	LB in 2015	LB in 2016
October HC Enrollment	2013	2014	2015	2016	2017	2018	2019	2020	2021
King County Live Births ¹	25,222	25,057	24,514	24,630	25,032	24,910	25,348	25,487	26,011
Increase / Decrease	323	-165	-543	116	402	280	316	139	524
Kindergarten / Birth % ¹	8.40%	8.34%	8.34%	8.17%	8.14%	7.98%	7.93%	6.68%	7.06%
Kindergarten	2,119	2,090	2,045	2,013	2,037	1,989	2,010	1,703	1,836
Grade 1	2,186	2,127	2,131	2,067	2,056	2,061	2,036	1,882	1,768
Grade 2	2,055	2,190	2,163	2,163	2,077	2,008	2,091	1,980	1,817
Grade 3	1,922	2,070	2,176	2,195	2,143	2,043	1,995	2,001	1,938
Grade 4	2,087	1,956	2,089	2,195	2,218	2,118	2,038	1,912	1,924
Grade 5	2,008	2,116	1,958	2,103	2,189	2,169	2,120	1,937	1,872
Grade 6	2,079	2,023	2,058	1,952	2,120	2,184	2,164	2,024	1,894
Grade 7 Middle School	2,046	2,104	1,974	2,021	1,922	2,044	2,166	2,010	1,925
Grade 8 " "	2,121	2,091	2,100	2,021	2,043	1,882	2,073	2,086	1,937
Grade 9 Senior High	2,483	2,428	2,093	2,105	2,006	2,004	1,888	2,006	2,042
Grade 10 " "	2,046	2,151	2,165	2,099	2,080	1,946	2,035	1,813	1,959
Grade 11 " "	1,873	1,802	1,818	1,865	1,823	1,732	1,663	1,744	1,583
Grade 12 " "	1,539	1,576	1,742	1,730	1,810	1,654	1,634	1,484	1,655
Total Enrollment ²	26,564	26,724	26,512	26,529	26,524	25,834	25,913	24,582	24,150
Yearly Headcount Increase / Decrease	-48	160	-212	17	-5	-690	79	-1,331	-432
Cumulative Increase	-267	-107	-319	-302	-307	-997	-918	-2,249	-2,681
<i>Change to Full Day Kindergarten for all schools</i>									
¹ This number indicates actual births in King County 5 years prior to enrollment year as updated by Washington State Department of Health, Center for Health Statistics. Kent School District percentage based on actual Kindergarten enrollment 5 years later.									
² Enrollment reported to OSPI on Form P-223 generates basic education funding and excludes Early Childhood Special Education ("ECSE" & "B2" or Birth to 2 Preschool Inclusive Education) and excludes College-only Running Start students.									

KENT SCHOOL DISTRICT No. 415 SIX - YEAR ENROLLMENT PROJECTION

2021 - 2027 Enrollment Projections							
Full Day Kindergarten at all Elem	LB in 2016	LB in 2017	LB in 2018	LB in 2019	LB in 2020	Est LB in 2021	Est. LB in 2022
	ACTUAL ENROLLMENT	PROJECTED ENROLLMENT					
October	2021	2022	2023	2024	2025	2026	2027
King County Live Births	26,011	25,273	24,337	24,090	24,031	24,344	24,669
Increase / Decrease	524	-738	-936	-247	-59	313	325
Kindergarten / Birth %	7.06%	8.26%	8.19%	8.22%	8.23%	8.13%	8.13%
FD Kindergarten	1,836	2,087	1,993	1,979	1,978	1,980	2,006
Grade 1	1,768	2,096	2,143	2,041	2,027	2,024	2,026
Grade 2	1,817	2,079	2,103	2,146	2,044	2,028	2,025
Grade 3	1,938	2,008	2,088	2,107	2,150	2,046	2,030
Grade 4	1,924	2,003	2,020	2,096	2,115	2,156	2,052
Grade 5	1,872	2,033	2,000	2,013	2,089	2,106	2,146
Grade 6	1,894	1,964	2,060	2,021	2,035	2,109	2,126
Grade 7 <small>Middle School</small>	1,925	2,007	1,976	2,068	2,029	2,041	2,115
Grade 8 " "	1,937	2,072	2,032	1,997	2,090	2,049	2,060
Grade 9 <small>Senior High</small>	2,042	2,274	2,263	2,216	2,178	2,276	2,232
Grade 10 " "	1,959	2,138	2,116	2,102	2,058	2,021	2,112
Grade 11 " "	1,583	1,669	1,859	1,836	1,824	1,784	1,751
Grade 12 " "	1,655	1,320	1,465	1,628	1,608	1,596	1,561
Total Enrollment Projection	24,150	25,750	26,118	26,250	26,225	26,216	26,242
Yearly Increase/Decrease	-432	1,600	368	132	-25	-9	26
Yearly Increase/Decrease %	-1.76%	6.63%	1.43%	0.51%	-0.10%	-0.03%	0.10%
Total Enrollment Projection*	24,150	25,750	26,118	26,250	26,225	26,216	26,242
<i>*Does not include iGrad, RS</i>							
Live births for King County are estimates for year 2021 & 2022 Projection Source: Les Kendrick Demographic Study 2021 ("Medium Growth Model")							

III - Current Kent School District "Standard of Service"

In order to determine the capacity of facilities in a school district, King County Code 21A.06.1225 references a "standard of service" that each school district must establish in order to ascertain its overall capacity. The standard of service identifies the program year, the class size, the number of classrooms, students and programs of special need, and other factors determined by the district which would best serve the student population.

This Plan includes the standard of service as established by Kent School District. The District has identified schools with significant special needs programs as "impact" schools and the standard of service targets a lower-class size at those facilities. Portables included in the capacity calculation use the same standard of service as the permanent facilities.

The standard of service defined herein will continue to evolve in the future. Kent School District is continuing a long-term strategic planning process combined with review of changes to capacity and standard of service. This process will affect various aspects of the District's standard of service and future changes will be reflected in future capital facilities plans.

Current Standards of Service for Elementary Students

- Class size ratio for grades K - 3 is planned for an average of 23 students per class, not to exceed 26.
- Class size ratio for grades 4 - 6 is planned for an average of 27 students per class, not to exceed 29.

Some special programs require specialized classroom space and the program capacity of some of the buildings housing these programs is reduced. Some students, for example, leave their regular classroom for a short period of time to receive instruction in special programs and space must be allocated to serve these programs.

Students may also be provided music instruction and physical education in a separate classroom or facility.

Some identified students will also be provided educational opportunities in classrooms for special programs such as those designated as follows:

- English Learners (EL)
- Education for Disadvantaged Students (Title I) – Federal Program
- Learning Assisted Programs (LAP) – State Program
- Highly Capable Students – State Program
- Reading, math or science Labs
- Dual Language Programs in four elementary schools and one middle school

Inclusive Education Service for Elementary and Secondary students with disabilities may be provided in a separate or self-contained classroom sometimes with a capacity of 10-15 students, depending on the program.

Current District Standards of Service for Secondary Students

The standards of service outlined below reflect only those programs and educational opportunities provided to secondary students which directly affect the capacity of the school buildings per the negotiated collective bargaining agreement with KEA.

- The average class size ratio for grades 7–8 is 30 students per class and 143 students per day, with a maximum daily class load/enrollment of 150 based on five class periods per day.
- The average class size ratio for grades 9-12 is 32 students per class and 153 students per day, with a maximum daily class load/enrollment of 160 based on five class periods per day.

Like Inclusive Education Programs listed above, many other secondary programs require specialized classroom space which can reduce the functional capacity of the permanent school buildings, such as technology labs, performing arts activities, a variety of career and technical education programs, and other specialized programs.

Space or Classroom Utilization

As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during their planning periods, it is not possible to achieve 100% utilization of regular teaching stations at secondary schools. Based on the analysis of actual utilization of classrooms, the Kent School District has determined that the standard utilization rate is 95% for secondary schools. Functional capacity at elementary schools reflects 100% utilization at the elementary level.

IV - Inventory and Capacity of Existing Schools

Currently, the District has permanent functional capacity to house 39,946 students and interim (portable) capacity to house 4,360. This capacity is based on the District's Standard of Service as set forth in Section III. Included in this Plan is an inventory of the District's schools by type, address and current capacity (*See Table 3*). The ratio between permanent capacity and portable capacity is 89.1%-10.9%.

The functional capacity is periodically updated for changes in the programs, additional classrooms, and new schools. Functional capacity has been updated in this Plan to reflect program changes implemented in the Fall of 2021.

Calculation of Elementary, Middle School and Senior High School capacities are set forth in Appendices A, B, and C. Maps of existing schools are included.

For clarification, the following is a brief description of some of the non-traditional programs for students in Kent School District:

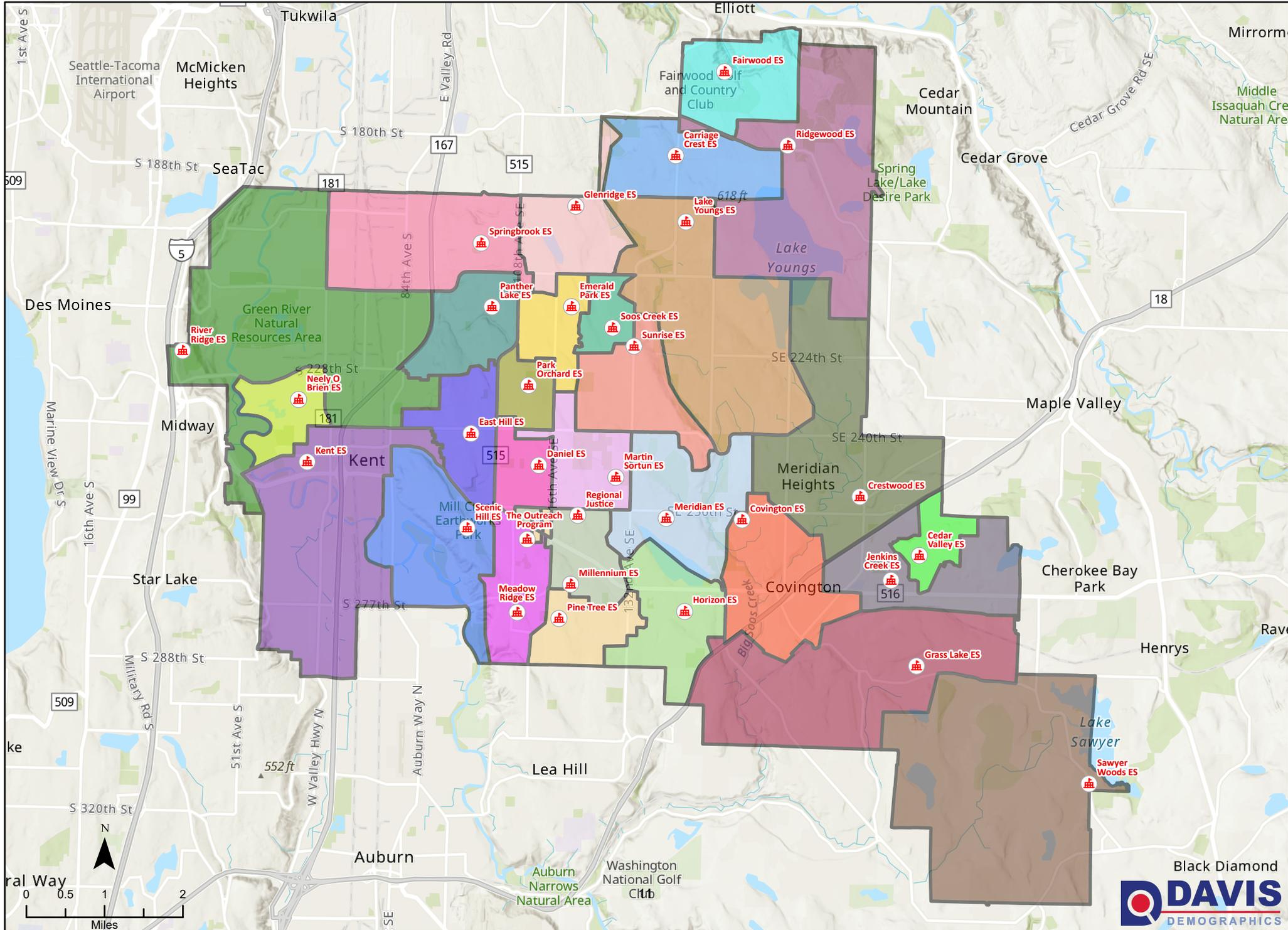
The 2021-2022 school year began with our newly branded Academy Program within the district, housed at our new Kent Laboratory Academy. The project was approved by the Kent Board of Directors in 2019 by utilizing funding from the 2016 Bond Project "20 Classrooms". The new facility has 24 classrooms and will now be utilized for many types of Academy related programs. The previous facility of this program (Kent Phoenix Academy Campus) will have the voter approved 2018 Levy Projects completed and has added to our current capacity for our District at the secondary level in the future.

iGrad - Kent School District has developed the Individualized Graduation and Degree Program or "iGrad". iGrad is an Open Door (Drop-out Reengagement) School that offers a second plus chance to students aged 16-21 who have dropped out of high school or are at risk of not earning a high school diploma by age 21. iGrad is not included in this Capital Facilities Plan, because it is served as a leased space at the Kent Hill Plaza Shopping Center. Over the past three years, enrollment in the iGrad program has averaged over 300 students.

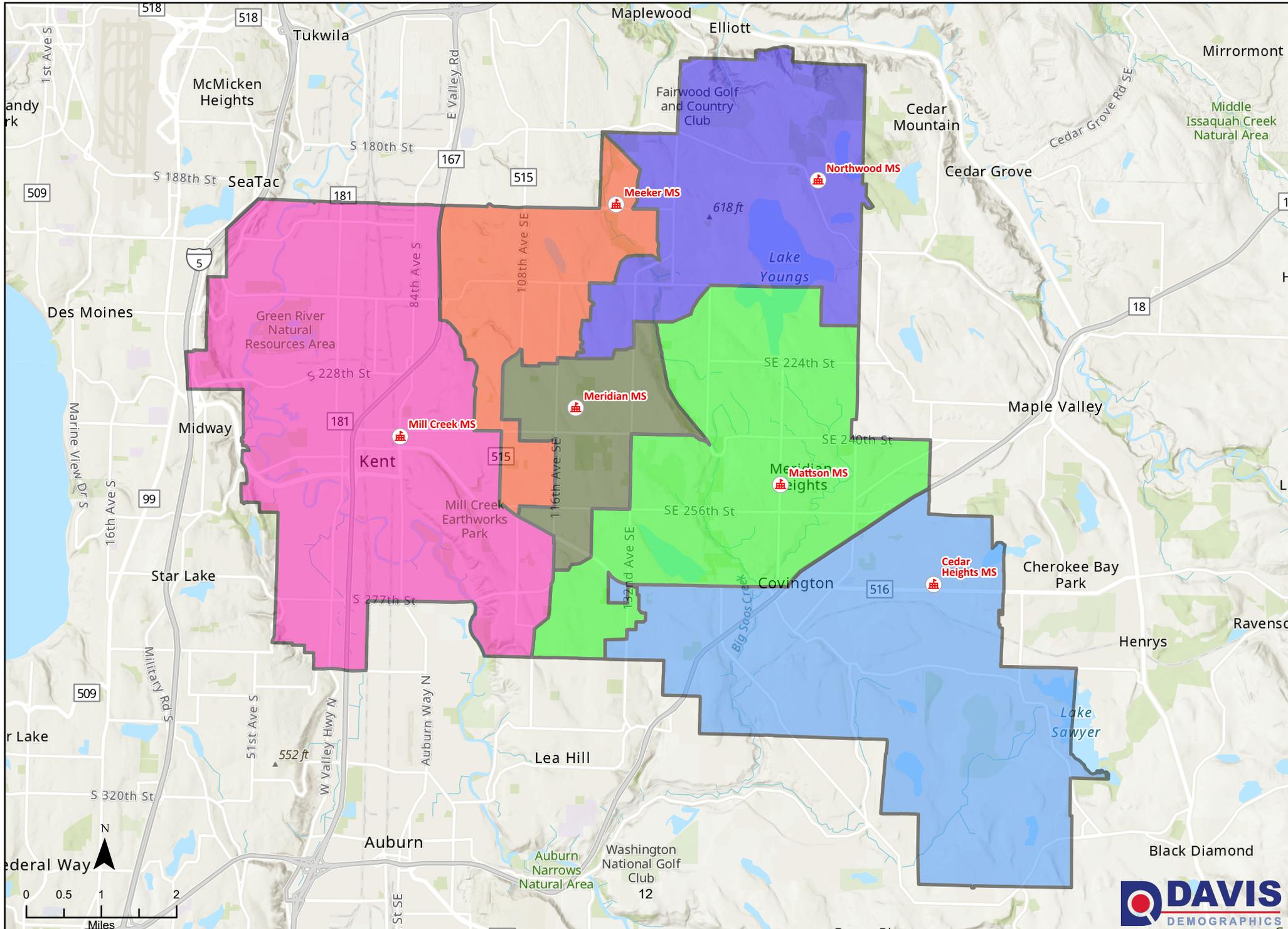
KENT SCHOOL DISTRICT No. 415
INVENTORY and CAPACITY of EXISTING SCHOOLS

					2021 - 2022
SCHOOL	Year Opened	ABR	ADDRESS		
					Functional Capacity
Carriage Crest Elementary	1990	CC	18235 - 140th Avenue SE, Renton 98058		626
Cedar Valley Elementary	1971	CV	26500 Timberlane Way SE, Covington 98042		568
Covington Elementary	2018	CO	25811 156th Avenue SE, Covington 98042		744
Crestwood Elementary	1980	CW	25225 - 180th Avenue SE, Covington 98042		629
East Hill Elementary	1953	EH	9825 S 240th Street, Kent 98031		779
Emerald Park	1999	EP	11800 SE 216th Street, Kent 98031		653
Fairwood Elementary	1969	FW	16600 - 148th Avenue SE, Renton 98058		528
George T. Daniel Elementary	1992	DE	11310 SE 248th Street, Kent 98030		640
Glenridge Elementary	1996	GR	19405 - 120th Avenue SE, Renton 98058		591
Grass Lake Elementary	1971	GL	28700 - 191st Place SE, Kent 98042		595
Horizon Elementary	1990	HE	27641 - 144th Avenue SE, Kent 98042		634
Jenkins Creek Elementary	1987	JC	26915 - 186th Avenue SE, Covington 98042		668
Kent Elementary	1999	KE	24700 - 64th Avenue South, Kent 98032		760
Lake Youngs Elementary	1965	LY	19660 - 142nd Avenue SE, Kent 98042		725
Martin Sortun Elementary	1987	MS	12711 SE 248th Street, Kent 98030		768
Meadow Ridge Elementary	1994	MR	27710 - 108th Avenue SE, Kent 98030		706
Meridian Elementary	1939	ME	25621 - 140th Avenue SE, Kent 98042		820
Millennium Elementary	2000	ML	11919 SE 270th Street, Kent 98030		688
Neely-O'Brien Elementary	1990	NO	6300 South 236th Street, Kent 98032		864
Panther Lake Elementary	2009	PL	12022 SE 216th Street, Kent, 98031		813
Park Orchard Elementary	1963	PO	11010 SE 232nd Street, Kent 98031		728
Pine Tree Elementary	1967	PT	27825 - 118th Avenue SE, Kent 98030		732
Ridgewood Elementary	1987	RW	18030 - 162nd Place SE, Renton 98058		661
River Ridge Elementary	2021	RR	00000 - 22420 Military Rd S SeaTac, WA		886
Sawyer Woods Elementary	1994	SW	31135 - 228th Ave SE, Black Diamond 98010		549
Scenic Hill Elementary	1960	SH	26025 Woodland Way South, Kent 98030		837
Soos Creek Elementary	1971	SC	12651 SE 218th Place, Kent 98031		591
Springbrook Elementary	1969	SB	20035 - 100th Avenue SE, Kent 98031		730
Sunrise Elementary	1992	SR	22300 - 132nd Avenue SE, Kent 98042		719
Elementary TOTAL					20,232
Cedar Heights Middle School	1993	CH	19640 SE 272 Street, Covington 98042		1,170
Mattson Middle School	1981	MA	16400 SE 251st Street, Covington 98042		1,020
Meeker Middle School	1970	MK	12600 SE 192nd Street, Renton 98058		1,170
Meridian Middle School	1958	MM	23480 - 120th Avenue SE, Kent 98031		1,110
Mill Creek Middle School	2005	MC	620 North Central Avenue, Kent 98032		1,200
Northwood Middle School	1996	NW	17007 SE 184th Street, Renton 98058		1,140
Kent Phoenix Acedamy	1966	KPA	11000 SE 264th Street, Kent 98030		1,140
Middle School TOTAL					7,950
Kent-Meridian High School	1951	KM	10020 SE 256th Street, Kent 98030		2,595
Kentlake Senior High School	1997	KL	21401 SE 300th Street, Kent 98042		2,714
Kentridge Senior High School	1968	KR	12430 SE 208th Street, Kent 98031		2,996
Kentwood Senior High School	1981	KW	25800 - 164th Avenue SE, Covington 98042		2,917
Senior High TOTAL					11,222
Kent Laboratory Academy	2021	KLA	00000 - 208th St Kent, WA 98030		542
DISTRICT TOTAL					39,946

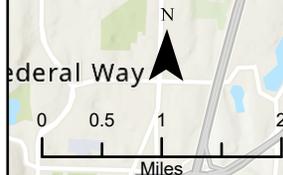
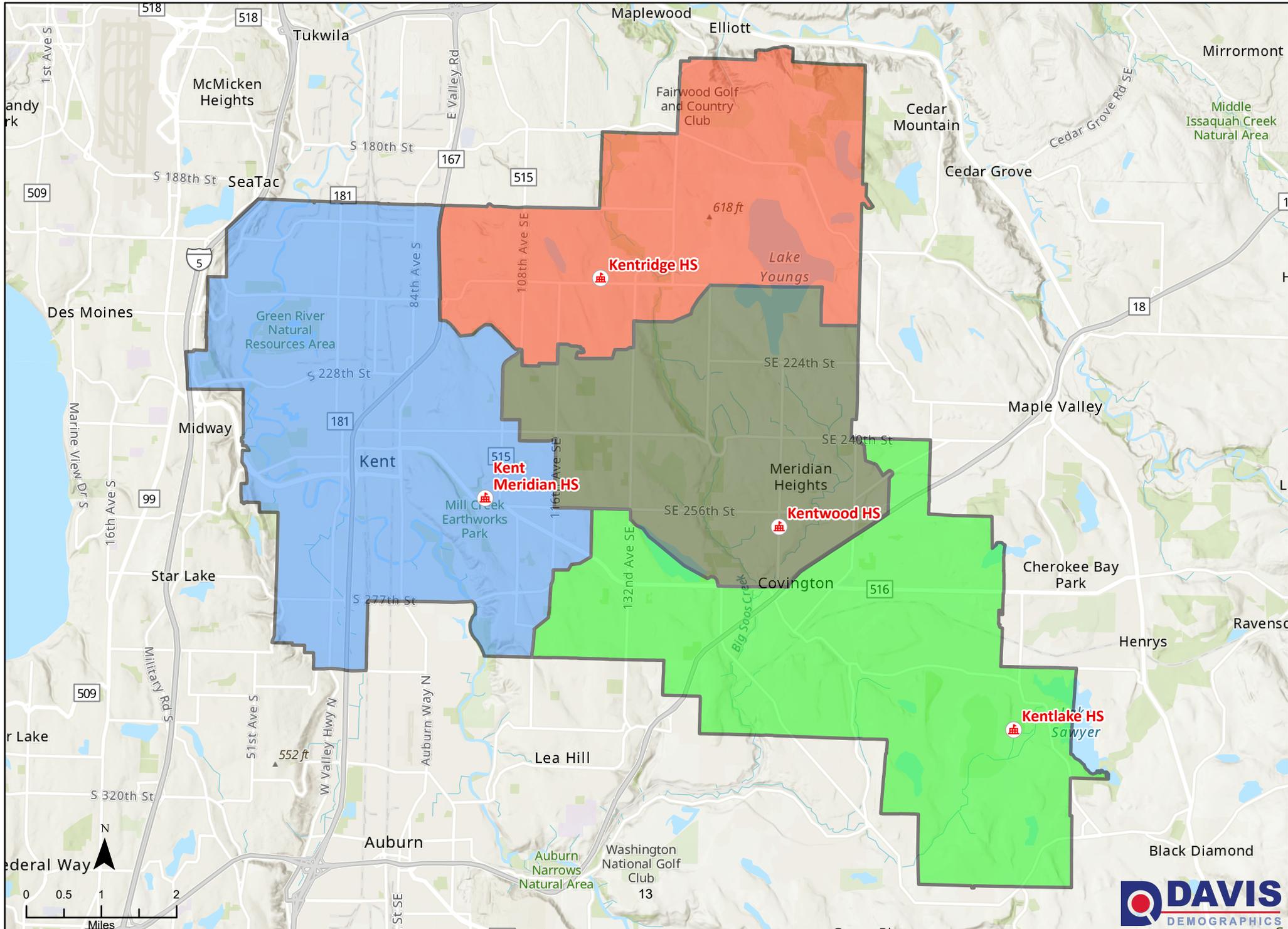
Elementary School Boundaries



Middle School Boundaries



High School Boundaries



V - Six-Year Planning and Construction Plan

In November [2016](#), the voters of the Kent School District approved a bond measure for \$252 million. This new bonding authority provided for the replacement for Covington Elementary school, which opened in August of 2018. The new River Ridge Elementary school and our new Kent Laboratory Academy opened August 2021.

As a critical component of capital facilities planning, county and city planners and decision-makers are encouraged to consider safe walking conditions for all students when reviewing applications and design plans for new roads and developments. This should include sidewalks for pedestrian safety to and from school and bus stops as well as bus pull-outs and turn-arounds.

Included in this Plan is an inventory of potential projects and sites identified by the District which are potentially acceptable site alternatives in the future (*See Table 4 & Sitemap*).

Voter approved bond issues have included funding for the purchase of sites for some of these and future schools, and the sites acquired to date are included in this Plan. Some funding is secured for purchase of additional sites, but some may be funded with impact fees as needed. Not all undeveloped properties meet current school construction requirements, and some property may be traded or sold to meet future facility needs.

The Board will continue an annual review of standards of service and those decisions will be reflected in each update of the Capital Facilities Plan.

Our District is in the initial stages of a future Capital Measure which is aligned to Strategic Plan and continues to make a priority to revitalize, rejuvenate and rebuild our aging schools as well as begin a process to remove interim classroom portables and find room or create permanent structures to reduce and eventually eliminate the more than 172 portable classrooms in our district. We will continue to determine capacity versus enrollment as well as programs to ensure this goal to reduce and or eliminate all portables in our district is obtained in the next several years.

As a part of the planning process, the District has been tracking a few major development projects which have affected enrollment and will continue to increase students' forecasts. On Meeker Street in Kent we have seen several major apartment complexes, ETHOS and Midtown 64 Apartments. These continue to have an impact on enrollment as they fill up their newly built facilities. Alexian Gateway Project is located on the corner of Military Road and Veterans Drive in Kent and will start occupancy in school year 2023-2024, with 283 planned units.

In Covington, we are tracking a multi-family house development which has been approved and construction has begun. The 1700-unit Lakepointe Urban Community will fall within our enrollment boundary and proposed completion of Phase 4 is shown to be 2027.

Construction in the Kent School District boundaries have been steadily rising over the last three years and planned communities are now being recognized through the planning teams in multiple city and county jurisdictions we serve.

APARTMENT PROJECTS WITH MULTIPLE BUILDINGS SHALL HAVE MONUMENT SIGNS SHOWING THE STREET ADDRESSES OF EACH BUILDING AT EACH VEHICLE ENTRANCE TO THE SITE. EACH ETHICAL ENTRANCE SHALL ALSO HAVE AN ILLUMINATED SITE PLAN AND / OR DIRECTLY SIGNS. THE SIGNS SHALL SHOW THE LOCATION OF THE SIGN / THE VIEWER'S CURRENT LOCATION) AND ALL BUILDING ADDRESSES. DWELLING NUMBERS SHALL BE INCLUDED. THE MONUMENT SIGNS SHALL HAVE A CONTRASTING BACKGROUND COLOR. ALL SITE SIGNAGE TO BE PER OWNER'S SPECIFICATION AND DESIGN AND UNDER SEPARATE PERMIT.

* INDICATE APPROXIMATE LOCATION OF ILLUMINATED BUILDING ADDRESS SIGNAGE. SIGNAGE FOR BUILDINGS MUST INCLUDE THE ENTIRE BUILDING ADDRESS AND STREET NAME. THE BUILDING ADDRESS SHALL BE NO LESS THAN SIX (6) INCHES IN HEIGHT. THE BUILDING SIGN SHALL HAVE A CONTRASTING BACKGROUND COLOR.

KATERRA

542 1st AVE. SOUTH, FLOOR 4
SEATTLE, WASHINGTON 98104

ALL DRAWINGS, SPECIFICATIONS, PLANS, ETC., HEREBY SUBMITTED TO THE CITY OF SEATTLE FOR REVIEW AND APPROVAL. THE CITY OF SEATTLE DOES NOT WARRANT THE ACCURACY OF THE INFORMATION PROVIDED HEREON. THE CITY OF SEATTLE DOES NOT WARRANT THE ACCURACY OF THE INFORMATION PROVIDED HEREON. THE CITY OF SEATTLE DOES NOT WARRANT THE ACCURACY OF THE INFORMATION PROVIDED HEREON.

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OLD MILITARY ROAD SOUTH

VETERANS DRIVE

- LEGEND**
- ONE BEDROOM UNITS
 - TWO BEDROOM UNITS
 - THREE BEDROOM UNITS
 - ♿ TYPE A UNITS
 - NO UNIT - GARAGE ONLY
 - * BUILDING SIGNAGE



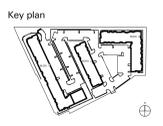
1. UNIT NUMBERS READ TOP TO BOTTOM (FLOOR 1-4) AS INDICATED ON THE UNIT STACK

1 UNIT NUMBERING PLAN
SCALE: 3/64" = 1'-0"

Consultant

Owner

TCR
TRAMMELL CROW RESIDENTIAL



ALEXAN GATEWAY APARTMENTS

23000 MILITARY RD S,
KENT, WA 98032

Drawn By RM
Project Manager RM
Job Number 075-18001
Date Of Original 12/13/19

Revisions

Mark	Date	Description
0	06/12/2019	PERMIT SET
2	01/09/2020	REV. 3 FTCD UPDATES
6	05/22/2020	PC1 CORRECTIONS

IFC SET
10/30/2020

UNIT NUMBERING/ ADDRESSING SHEET(1,2,3)

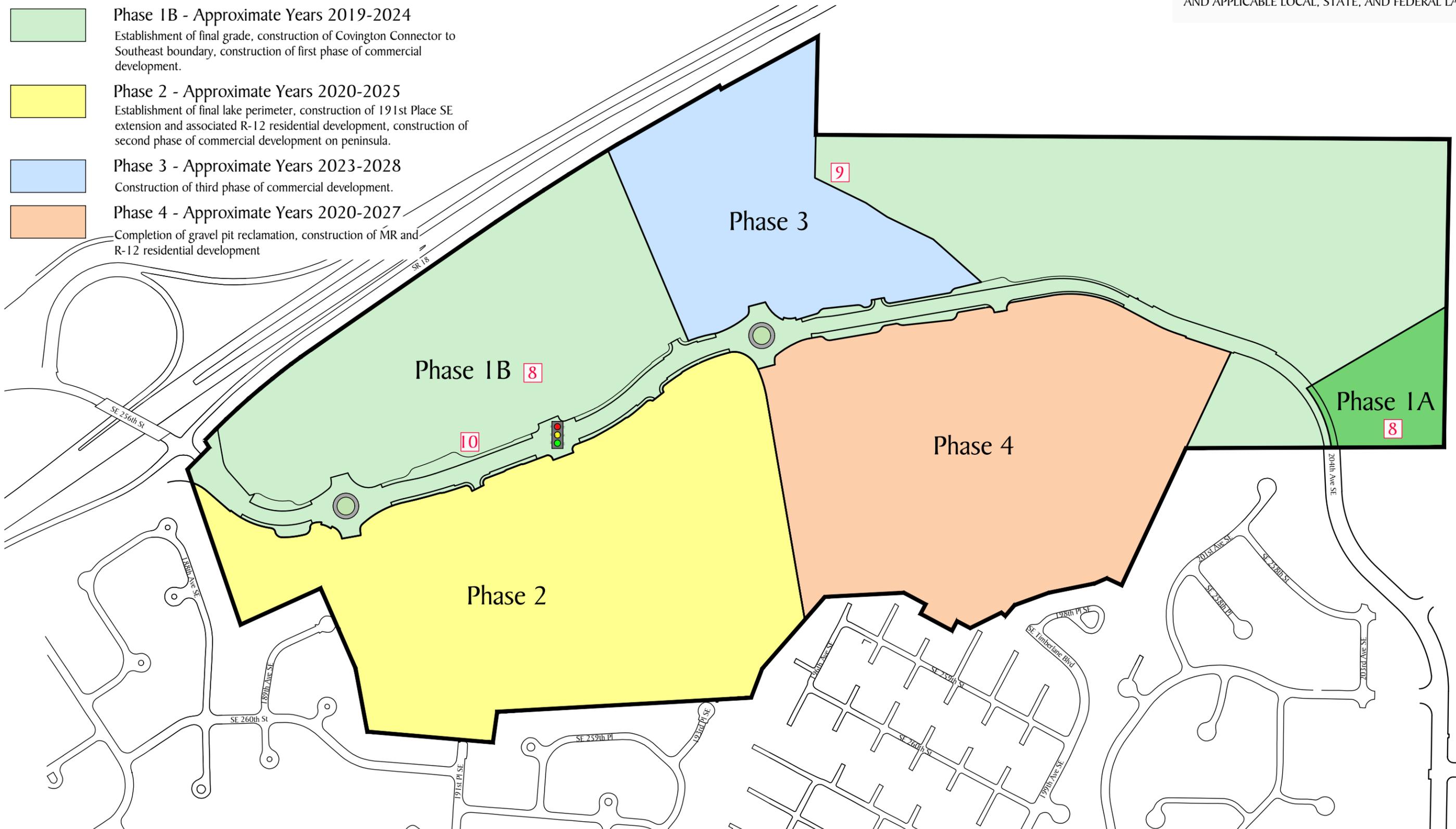
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Phasing Legend



- Phase 1A - Maple Hills Division 5**
Preliminary Plat approval in third quarter 2021. Construction and Final Plat Recording 2022.
- Phase 1B - Approximate Years 2019-2024**
Establishment of final grade, construction of Covington Connector to Southeast boundary, construction of first phase of commercial development.
- Phase 2 - Approximate Years 2020-2025**
Establishment of final lake perimeter, construction of 191st Place SE extension and associated R-12 residential development, construction of second phase of commercial development on peninsula.
- Phase 3 - Approximate Years 2023-2028**
Construction of third phase of commercial development.
- Phase 4 - Approximate Years 2020-2027**
Completion of gravel pit reclamation, construction of MR and R-12 residential development

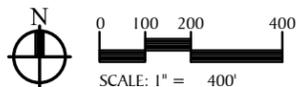
NOTE:
THE LOCATION OF DEVELOPMENT, INCLUDING ROADWAYS AND TRAILS, IS APPROXIMATE AND DOES NOT VEST TO THEIR SPECIFIC LOCATION. THE LOCATION OF ALL DEVELOPMENT WILL BE BASED ON EXISTING CONDITIONS AT THE TIME OF APPLICATION AND THE TERMS OF THE PLANNED ACTION, THE DEVELOPMENT AGREEMENT, AND APPLICABLE LOCAL, STATE, AND FEDERAL LAWS.



Lakepointe Urban Village



Phasing Map

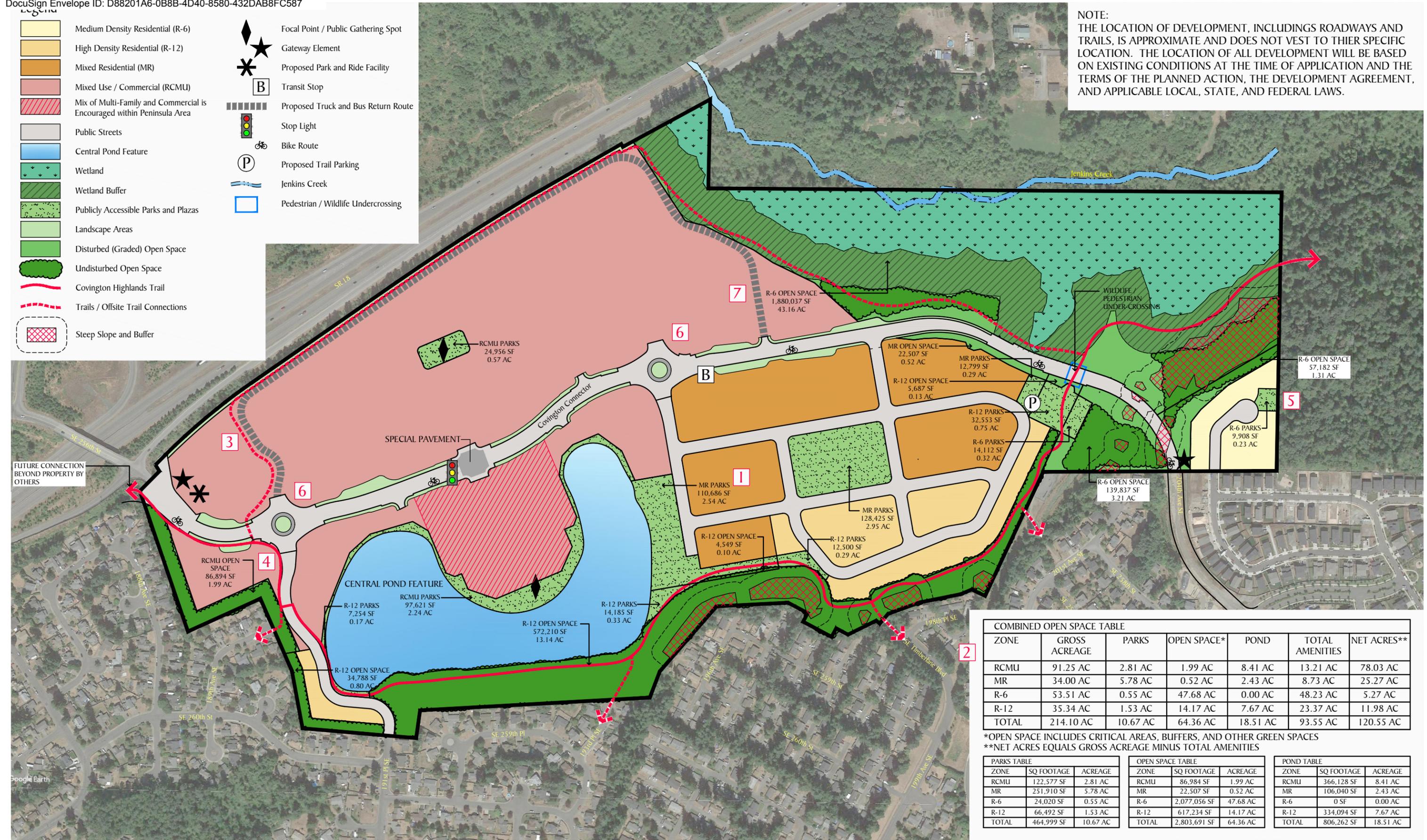


January 30, 2017
Updated September 15, 2021

LEGEND

- Medium Density Residential (R-6)
- High Density Residential (R-12)
- Mixed Residential (MR)
- Mixed Use / Commercial (RCMU)
- Mix of Multi-Family and Commercial is Encouraged within Peninsula Area
- Public Streets
- Central Pond Feature
- Wetland
- Wetland Buffer
- Publicly Accessible Parks and Plazas
- Landscape Areas
- Disturbed (Graded) Open Space
- Undisturbed Open Space
- Covington Highlands Trail
- Trails / Offsite Trail Connections
- Steep Slope and Buffer
- Focal Point / Public Gathering Spot
- Gateway Element
- B Transit Stop
- P Proposed Trail Parking
- Proposed Truck and Bus Return Route
- Stop Light
- Bike Route
- Jenkins Creek
- Pedestrian / Wildlife Undercrossing

NOTE:
 THE LOCATION OF DEVELOPMENT, INCLUDING ROADWAYS AND TRAILS, IS APPROXIMATE AND DOES NOT VEST TO THEIR SPECIFIC LOCATION. THE LOCATION OF ALL DEVELOPMENT WILL BE BASED ON EXISTING CONDITIONS AT THE TIME OF APPLICATION AND THE TERMS OF THE PLANNED ACTION, THE DEVELOPMENT AGREEMENT, AND APPLICABLE LOCAL, STATE, AND FEDERAL LAWS.



COMBINED OPEN SPACE TABLE						
ZONE	GROSS ACREAGE	PARKS	OPEN SPACE*	POND	TOTAL AMENITIES	NET ACRES**
RCMU	91.25 AC	2.81 AC	1.99 AC	8.41 AC	13.21 AC	78.03 AC
MR	34.00 AC	5.78 AC	0.52 AC	2.43 AC	8.73 AC	25.27 AC
R-6	53.51 AC	0.55 AC	47.68 AC	0.00 AC	48.23 AC	5.27 AC
R-12	35.34 AC	1.53 AC	14.17 AC	7.67 AC	23.37 AC	11.98 AC
TOTAL	214.10 AC	10.67 AC	64.36 AC	18.51 AC	93.55 AC	120.55 AC

*OPEN SPACE INCLUDES CRITICAL AREAS, BUFFERS, AND OTHER GREEN SPACES
 **NET ACRES EQUALS GROSS ACREAGE MINUS TOTAL AMENITIES

PARKS TABLE		
ZONE	SQ FOOTAGE	ACREAGE
RCMU	122,577 SF	2.81 AC
MR	251,910 SF	5.78 AC
R-6	24,020 SF	0.55 AC
R-12	66,492 SF	1.53 AC
TOTAL	464,999 SF	10.67 AC

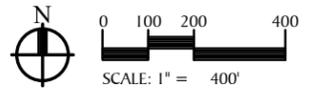
OPEN SPACE TABLE		
ZONE	SQ FOOTAGE	ACREAGE
RCMU	86,984 SF	1.99 AC
MR	22,507 SF	0.52 AC
R-6	2,077,056 SF	47.68 AC
R-12	617,234 SF	14.17 AC
TOTAL	2,803,691 SF	64.36 AC

POND TABLE		
ZONE	SQ FOOTAGE	ACREAGE
RCMU	366,128 SF	8.41 AC
MR	106,040 SF	2.43 AC
R-6	0 SF	0.00 AC
R-12	334,094 SF	7.67 AC
TOTAL	806,262 SF	18.51 AC

Lakepointe Urban Village



Master Development Plan



January 30, 2017
 Updated September 15, 2021

VI - Portable Classrooms

The Plan references use of portables as interim capacity for facilities.

Currently, the District utilizes portables to house students more than functional capacity and for program purposes at some school locations (*Please see Appendices A, B, C*).

Based on enrollment projections, implementation of full day kindergarten programs, lower state mandated class sizes, functional capacity, and no need for additional interim capacity, the District anticipates no need to purchase or lease additional portables during the next six-year period to ensure capacity requirement (Noted in section V. Six Yr. Planning Construction).

During the time period covered by this Plan, the District does not anticipate that all of the District's portables will be replaced by permanent facilities. During the useful life of some of the portables, the school-age population may decline in some communities and increase in others, and these portables provide the flexibility to accommodate the immediate needs of the community.

Portables may be used as interim facilities:

1. To prevent overbuilding or overcrowding of permanent school facilities.
2. To cover the gap between the times of demand for increased capacity and completion of permanent school facilities to meet that demand.
3. To meet unique program requirements.

Portables currently in the District's inventory are continually evaluated resulting in some being improved and some replaced or when possible, be removed due to life expectancy. The Districts goal is to reduce and or eliminate all portables so we may provide an equitable learning environment for all.

The Plan projects that the District will use portables to accommodate interim housing needs for the next six years and beyond. The use of portables, their impacts on permanent facilities, life cycle and operational costs, and the interrelationship between portables, emerging technologies, and educational restructuring will continue to be examined.

VII - Projected Six-Year Classroom Capacity

As stated in Section IV, the functional capacity study is periodically updated for changes in special programs and reflects class size requirements, class size fluctuations etc. As shown in the Inventory and Capacity chart in Table 3, the functional capacity is also reflected in the capacity and enrollment comparison charts (*See Tables 5 & 5 a-b-c*).

Enrollment is electronically reported to OSPI on Form P-223 on a monthly basis and funding apportionment is based on Annual Average FTE (AAFTE). The first school day of October is widely recognized as the enrollment “snapshot in time” to report enrollment for the year.

Kent School District continues to be the fifth largest district (both FTE and headcount basis) in the state of Washington. The P-223 Headcount for October 2021 was 24,150 with kindergarten students counted at 1.0 and excluding ECSE and college-only Running Start students.

In October 2021, there were an additional 1,397 students in 11th and 12th grade participating in the Running Start program at different colleges and receiving credits toward both high school and college graduation. Of these students, 517 attended classes only at the college (“college-only”) and are excluded from FTE and headcount for capacity and enrollment comparisons. Kent School District has one of the highest Running Start program participation rates in the state.

Based on the enrollment forecasts, permanent facility inventory and capacity, current standard of service, portable capacity, and future additional classroom space, the District plans to continue to satisfy required capacity through the interim use of portables (*See Table 5 and Tables 5 a-b-c*).

While the district currently shows available capacity to address projected need on a purely statistical basis, there are variety of extenuating factors that need to be considered. First, the district is currently undertaking a study to understand how much of our existing physical space capacity is occupied by program needs, present and future. Our current capacity estimate is an accurate depiction of total available space; however, we are aware that it potentially overstates our ability to accommodate actual classroom growth. Our analysis of this program use will not be complete until the completion of this year’s plan, but we expect actual available classroom space to be significantly less. Secondly, the Kent School District currently makes significant use of portables, which we do not consider as part of our permanent standard of service. We have included portable space in our capacity figures, but long-term we do not consider that a permanent space solution. Thirdly, Kent is unusual in that it incorporates neighborhoods intersecting with at least 6 municipalities, including Kent, Auburn, Black Diamond, Maple Valley, Renton, and SeaTac. The district covers 73 square miles and includes over 40 schools. Within this large geographic area, we expect to have pockets of localized capacity need that are not necessarily reflected in the aggregate figures. As one example, the

Lakepointe Urban Village development in Covington may require new classroom capacity even as space may exist in schools on the far other end of the district's boundaries. Finally, COVID-19 has created significant enrollment loss in our community which we believe is temporary; a status shared by most of our neighboring districts. The district is not discontinuing its plans to accommodate for the return of those students, and future normal growth on top of that.

**KENT SCHOOL DISTRICT No. 415
PROJECTED ENROLLMENT and CAPACITY**

TOTAL DISTRICT

SCHOOL YEAR	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	Actual	P R O J E C T E D					
Permanent Functional Capacity 1	35,586	35,586	35,586	35,586	35,586	35,586	35,586
Changes to Permanent Capacity ¹							
Capacity Increase (F)							
Additional Permanent Classrooms	0	0	0	0	0	0	0
Permanent Program Capacity Subtotal	35,586	35,586	35,586	35,586	35,586	35,586	35,586

Interim Portable Capacity							
Elementary Portable Capacity Required	3,405	3,405	3,405	3,405	3,405	3,405	3,405
Middle School Portable Capacity Required	315	315	315	315	315	315	315
Senior High School Portable Capacity Required	640	640	640	640	640	640	640
Interim Portable Capacity Total	4,360	4,360	4,360	4,360	4,360	4,360	4,360

TOTAL CAPACITY ¹	39,946						
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TOTAL ENROLLMENT/ PROJECTION 2	24,150	25,750	26,118	26,250	26,225	26,216	26,242
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DISTRICT AVAILABLE CAPACITY	15,796	14,196	13,828	13,696	13,721	13,730	13,704
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1 Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.

2 Projection Source: Les Kendrick Demographic Study, 2021 ("Medium Growth Model")

KENT SCHOOL DISTRICT No. 415
PROJECTED ENROLLMENT and CAPACITY

ELEMENTARY - Grades K - 6

SCHOOL YEAR							
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	Actual	P	R	O	J	E	C
		T	E	D			
Elementary Permanent Capacity ¹	16,827	16,827	16,827	16,827	16,827	16,827	16,827
Additional Permanent Classrooms ²	0	0	0	0	0	0	0
Subtotal	16,827	16,827	16,827	16,827	16,827	16,827	16,827
Interim Portable Capacity	3,405	3,405	3,405	3,405	3,405	3,405	3,405
TOTAL CAPACITY ^{1/2}	20,232						
ENROLLMENT / PROJECTION ³	13,049	14,270	14,407	14,403	14,438	14,449	14,411
SURPLUS (DEFICIT) CAPACITY	7,183	5,962	5,825	5,829	5,794	5,783	5,821

¹ Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.

² Additional classrooms will be placed at schools with the greatest need for alleviate overcrowding

³ Projection Source: Les Kendrick Demographic Study, 2021 ("Medium Growth Model")

Enrollment & Projections reflect FULL Day Kindergarten at ALL Elementary schools @ 1.0 & exclude ECSE Preschoolers.

**KENT SCHOOL DISTRICT No. 415
PROJECTED ENROLLMENT and CAPACITY**

MIDDLE SCHOOL - Grades 7 - 8

SCHOOL YEAR	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-2028
	Actual	P R O J E C T E D					

Middle School Permanent Capacity ¹	7,635	7,635	7,635	7,635	7,635	7,635	7,635
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Changes to Middle School Capacity	0	0	0	0	0	0	0
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Subtotal	7,635	7,635	7,635	7,635	7,635	7,635	7,635
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Portable Interim Capacity ¹

TOTAL CAPACITY ^{1 & 3}	7,635						
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ENROLLMENT / PROJECTION ²	3,862	4,079	4,008	4,065	4,119	4,090	4,175
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SURPLUS (DEFICIT) CAPACITY	3,773	3,556	3,627	3,570	3,516	3,545	3,460
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No Classroom Portables required at middle schools at this time. Some Portables used for classroom and program purposes.

- 1 Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.
- 2 Projection Source: Les Kendrick Demographic Study, 2021 ("Medium Growth Model")
- 3 Surplus capacity due to grade level reconfiguration - All 9th grade students moved to the high schools in Fall 2004.

**KENT SCHOOL DISTRICT No. 415
PROJECTED ENROLLMENT and CAPACITY**

SENIOR HIGH - Grades 9 - 12

SCHOOL YEAR	2021-22	2022-23	2023-24	2024-25	2025-2026	2026-27	2027-28			
	Actual	P	R	O	J	E	C	T	E	D
Senior High Permanent Capacity ¹	10,582	10,582	10,582	10,582	10,582	10,582	10,582	10,582	10,582	10,582
Changes to High School Capacity	0	0	0	0	0	0	0	0	0	0
Subtotal	10,582	10,582	10,582	10,582	10,582	10,582	10,582	10,582	10,582	10,582
Portables Interim Capacity ¹										
TOTAL CAPACITY ¹	10,582									
ENROLLMENT / PROJECTION ³	7,239	7,401	7,703	7,782	7,668	7,677	7,656			
SURPLUS (DEFICIT) CAPACITY	3,343	3,181	2,879	2,800	2,914	2,905	2,926			

No Classroom Portables required at this time. Some Portables used for classroom and program purposes.

¹ Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.

³ Projection Source: Les Kendrick Demographic Study, 2021 ("Medium Growth Model")

VIII - Finance Plan

The finance plan shown on *Table 6* demonstrates how the Kent School District plans to finance improvements for the years 2021-2022 through 2027-2028. The financing components include secured and unsecured funding and impact fees. The plan is based on future bond issues, state school construction assistance, collection of impact fees under the State Growth Management Act and voluntary mitigation fees paid pursuant to State Environmental Policy Act.

In November 2016, the District held a special election to approve the authorization of \$252,000,000 in bonding authority. The projects described below are part of this authorization. The first series of bonds (\$80 million) were issued in February 2017, which funded the Covington Elementary Replacement School, as well as other infrastructure projects. Impact fees were used at both River Ridge Elementary School and Kent Laboratory Academy projects due to escalation in construction pricing across the Pacific Northwest.

According to RCW 82.02.090, the definition of an impact fee is ". . . a payment of money imposed upon development as a condition of development approval to pay for public facilities needed to serve new growth and development, and that is reasonably related to the new development that creates additional demand and need for public facilities, that is a proportionate share of the cost of the public facilities, and that is used for facilities that reasonably benefit the new development. 'Impact fee' does not include a reasonable permit or application fee." Mitigation or impact fees can be calculated on the basis of "unhoused student need" or "the maintenance of a district's level of service" as related to new residential development.

A mitigation/impact fee may be imposed based upon a determination of insufficient existing permanent and/or interim portable school space or to pay for permanent and/or newly acquired interim portable school space previously constructed as a result of growth in the district. A district's School Board must first approve the application of the mitigation or impact fees and, in turn, approval must then be granted by the other general government jurisdictions having responsibility within the district, counties, cities and towns. (Kent, Covington, Renton, Auburn, Black Diamond, Maple Valley, and SeaTac)

Though the current enrollment projections increase for both elementary and secondary schools are relatively flat, the ongoing need to provide permanent instructional facilities to house students is a driving need as the shifts in our family populations continue, due to ongoing development. Previously collected Impact fees may be used to support and address the challenges related to the number of interim instructional facilities currently in use, the replacement of some of these aged facilities, the maintenance of the district's level of services, and the potential expansions to existing facilities in future years.

The Kent School District 2021-2022 CFP update includes continued execution of the 2016 Capital Bond Projects and anticipation of the data collection and review of our Facility Assessment Reports within the coming months. With the opening of our River Ridge Elementary School and the Kent

Laboratory Academy, we are advancing opportunities to add capacity for our programs and student-based needs. The District Facilities and Capital Planning Teams have been preparing to complete an initial plan (Spring 2022) as we move the next steps of creating a Capital Bond Planning Task Force (CBPTF) – which will include District personnel, design professionals, teaching staff, student voice as well as community members to being well collaborated discussions to this platform. Our initial plan has revealed priorities including school replacement due to age, and the need for added permanent facilities to (1) reduce and eliminate our need for portables and (2) accommodate future growth as housing in the Kent region continues to expand. Once the CBPTF has it will be brought before the District’s Board of Directors for comments, discussion, and approval. A Capital Bond Measure would follow soon after approval. Future updates to this Capital Facilities Plan will include details of any adopted planning.

For the Six-Year Finance Plan, costs of future schools are based on estimates from Kent School District Capital Planning Team. Please see pages 13-14 for a summary of the cost basis.

Cost Basis Summary

For impact fee calculations, construction estimated costs are based on the last elementary school built in Kent, adjusted for inflation, and projected cost future elementary school, as well as average pricing of nearby school districts recently built new middle and new high school projects.

Project	Projected Cost
New Elementary School	\$68,000,000
New Middle School	\$155,000,000
New High School	\$220,000,000

Site Acquisition Cost

The site acquisition cost is based on an average cost of sites purchased or built on within the last ten years. Please see Table 7 for a list of site acquisition costs and averages.

District Adjustment

The impact fee calculations on Appendix B & C result in a zero-dollar impact fee total for this year but may be adjusted if needed per RCW 36.70A.130(2)(b) provision.

**KENT SCHOOL DISTRICT No. 415
SIX-YEAR FINANCE PLAN**

									Secured	Unsecured	Impact	
SCHOOL FACILITIES	*	2022	2023	2024	2025	2026	2027	2028	TOTAL	Local & State	State ² or Local ³	Fees ⁵
											Estimated	Estimated
PERMANENT FACILITIES												
No School Projects at this time.									\$0			
TEMPORARY FACILITIES												
Additional portables ³⁻⁴									\$0			
OTHER												
N / A												
Totals		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

* F = Funded U = Unfunded

NOTES:

- ² The District anticipates receiving some State Funding Construction Assistance for some projects.
- ³ Facility needs are pending review. Some of these projects may be funded with impact fees.
- ⁴ Cost of portables based on current cost and adjusted for inflation for future years.
- ⁵ Fees in this column are based on amount of fees collected to date and estimated fees on future units.

KENT SCHOOL DISTRICT No. 415
Site Acquisitions & Costs
Average of Sites Purchased, Sold or Built on within last 10 Years

Type & # on Map	School / Site	Year Open / Purchased / Sold	Location	Acreage	Cost/Price	Avg cost-price/acre	Total Average Cost / Acre																																																																
Elementary																																																																							
12 / Urban	Property Sale-29.7 acres of Plemons-Yeh site	2016	SSE 124th Ave and 284th ST SE	29.70	\$947,536	\$31,904																																																																	
7 / Rural	Property Sale - Scarsella site	2015	2900 Kent Black Diamond RD SE	13.25	\$330,000	\$24,906																																																																	
3 / Rural	Property Sale - Old Covington Parcel A, #362206-9081	2019	17070 SE Wax Rd, Covington	8.00	\$3,869,697	\$483,712																																																																	
3 / Rural	Property Sale - Old Covington Parcel , #362206-9081	2021	17070 SE Wax Rd, Covington	8.00	\$4,230,082	\$528,760																																																																	
6 / Rural	Property purchased for new elementary	2019	5 lots purchased Military Road South SeaTac WA	10.00	\$1,770,355	\$177,036																																																																	
			Elementary Site Subtotal	68.95	\$11,147,670		\$161,678 Elem site average																																																																
Middle School																																																																							
	No Acquisitions for Middle School			0.00	\$0																																																																		
			Middle School Site Subtotal	0.00	\$0		\$0 Middle Schl Site Avg.																																																																
Senior High																																																																							
	No Acquisitions for Senior Highs			0.00	\$0	\$0																																																																	
			Senior High Site Subtotal	0.00	\$0		\$0 Sr Hi Site Average																																																																
<p align="center">Note: All rural sites were purchased prior to adoption of Urban Growth Area. Numbers correspond to locations on Site Bank & Acquisitions Map on Page 17.</p>																																																																							
<table border="1"> <thead> <tr> <th colspan="2">Properties purchased prior to 2010</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1 / Urban</td> <td>Site - Covington area North (So of Mattson MS)</td> <td>1984</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 / Rural</td> <td>Site - Ham Lake east (Pollard)</td> <td>1992</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4 / Urban</td> <td>Site - Shady Lake (Sowers-Blaine-Drahota-Paroline)</td> <td>1995</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5 / Rural</td> <td>Site - SE of Lake Morton area (West property)</td> <td>1993</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10 / Urban</td> <td>Site - Yeh-Williams (W of 132 Ave SE at SE 288)</td> <td>1999</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>12 / Urban</td> <td>Site - SE 256th Covington (Halleson)</td> <td>2000</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>12a / Urban</td> <td>Site - 156th Ave. SE Covington (Wikstrom)</td> <td>2004</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Properties purchased prior to 2010								1 / Urban	Site - Covington area North (So of Mattson MS)	1984						2 / Rural	Site - Ham Lake east (Pollard)	1992						4 / Urban	Site - Shady Lake (Sowers-Blaine-Drahota-Paroline)	1995						5 / Rural	Site - SE of Lake Morton area (West property)	1993						10 / Urban	Site - Yeh-Williams (W of 132 Ave SE at SE 288)	1999						12 / Urban	Site - SE 256th Covington (Halleson)	2000						12a / Urban	Site - 156th Ave. SE Covington (Wikstrom)	2004					
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**KENT SCHOOL DISTRICT
FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS**

Student Generation Factors - Single Family

Elementary (Grades K - 6)	0.270
Middle School (Grades 7 - 8)	0.105
Senior High (Grades 9 - 12)	0.075
Total	0.450

Student Generation Factors - Multi-Family

Elementary	0.082
Middle School	0.035
Senior High	0.029
Total	0.146

Projected Increased Student Capacity

Elementary	0
Middle School	850
Senior High (Academy)	0

OSPI - Square Footage per Student, see side cha

Elementary	115
Middle School	148
Senior High	173
Special Education	??

Required Site Acreage per Facility

Elementary (required)	12
Middle School (required)	25
Senior High (required)	40

Average Site Cost / Acre

Elementary	\$161,678
Middle School	\$0
Senior High	\$0

New Facility Construction Cost

Elementary	\$68,000,000
Middle School	\$155,000,000
Senior High	\$220,000,000

Temporary Facility Capacity & Cost

Elementary @ 24	\$315,000
Middle School @ 29	\$315,000
Senior High @ 31	\$315,000

Temporary Facility Square Footage

Elementary	123,702
Middle School	10,256
Senior High	21,296
Total	155,254
	4.4%

State Funding Assistance Credit

District Funding Assistance Percentage	51.86%
--	---------------

Construction Cost Allocation

CCA - Cost/Sq. Ft.	\$246.83
--------------------	-----------------

Permanent Facility Square Footage

Elementary	1,567,594
Middle School	760,483
Senior High/Other	1,077,315
Total	3,405,392
	95.6%

District Average Assessed Value

Single Family Residence	\$574,784
-------------------------	------------------

Total Facilities Square Footage

Elementary	1,691,296
Middle School	770,739
Senior High/Other	1,098,611
Total	3,560,646

District Average Assessed Value

Multi-Family Residence	\$360,790
------------------------	------------------

Bond Levy Tax Rate/\$1,000

Current Rate / 1,000 Tax Rate	\$0.93
	0.0009

Developer Provided Sites / Facilities

Value	0
Dwelling Units	0

General Obligation Bond Interest Rate

Current Bond Interest Rate	2.45%
----------------------------	--------------

CPI Inflation Factor

Per OSPI Website	4.70%
------------------	--------------

KENT SCHOOL DISTRICT IMPACT FEE CALCULATION for SINGLE FAMILY RESIDENCE

Site Acquisition Cost per Single Family Residence

Formula: $((\text{Acres} \times \text{Cost per Acre}) / \text{Facility Capacity}) \times \text{Student Generation Factor}$

	Required Site Acreage	Average Site Cost/Acre	Facility Capacity	Student Factor	
A 1 (Elementary)	12	\$161,678	0	0.270	
A 2 (Middle School)	25	\$0	850	0.105	\$0.00
A 3 (Senior High)	40	\$0	0	0.075	
Total	77	\$161,678	850	0.450	
					A ⇨ <u>\$0.00</u>

Permanent Facility Construction Cost per Single Family Residence

Formula: $((\text{Facility Cost} / \text{Facility Capacity}) \times \text{Student Factor}) \times (\text{Permanent} / \text{Total Square Footage Ratio})$

	Construction Cost	Facility Capacity	Student Factor	Footage Ratio	
B 1 (Elementary)	\$68,000,000	0	0.270	0.903	
B 2 (Middle School)	\$155,000,000	850	0.105	0.984	\$18,840.71
B 3 (Senior High)	\$220,000,000	0	0.075	0.998	
Total	\$443,000,000	850	0.450		
					B ⇨ <u>\$18,840.71</u>

Temporary Facility Cost per Single Family Residence (Portables)

Formula: $((\text{Facility Cost} / \text{Facility Capacity}) \times \text{Student Factor}) \times (\text{Temporary} / \text{Total Square Footage Ratio})$

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
C 1 (Elementary)	\$315,000	24	0.270	0.097	\$343.74
C 2 (Middle School)	\$315,000	29	0.105	0.016	\$18.25
C 3 (Senior High)	\$315,000	31	0.075	0.020	\$15.24
Total	\$945,000	84	0.450		
					C ⇨ <u>\$377.23</u>

State Funding Assistance Credit per Single Family Residence (formerly "State Match")

Formula: $\text{Area Cost Allowance} \times \text{SPI Square Feet per student} \times \text{Funding Assistance \%} \times \text{Student Factor}$

	Construction Cost Allocation	SPI Sq. Ft. / Student	Assistance %	Student Factor	
D 1 (Elementary)	\$246.83	115	0.5186	0.270	\$3,974.59
D 2 (Middle School)	\$246.83	148	0.5186	0.105	\$1,989.21
D 3 (Senior High)	\$246.83	173	0.5186	0.075	\$1,660.88
Total					
					D ⇨ <u>\$7,624.68</u>

Tax Credit per Single Family Residence

Average SF Residential Assessed Value (AAV)	\$574,784	
Net Present Value (per EQ) (NPV)	8.77	
Current Debt Service Rate / 1,000 (r)	0.09%	
<i>(Below used to calculate NPV)</i>		
Current Bond Interest Rate	2.45%	
Years Amortized (10 Years)- Used in NPV Calculation	10	
		TC ⇨ <u>\$4,675.64</u>

Developer Provided Facility Credit

Facility / Site Value	Dwelling Units	
0	0	FC ⇨ <u>0</u>

Fee Recap **

A = Site Acquisition per SF Residence	\$0.00	
B = Permanent Facility Cost per Residence	\$18,840.71	
C = Temporary Facility Cost per Residence	\$377.23	
Subtotal	<u>\$19,217.94</u>	
D = State Match Credit per Residence	\$7,624.68	
TC = Tax Credit per Residence	\$4,675.64	
Subtotal	<u>\$12,300.32</u>	
Total Unfunded Need	\$6,917.62	
50% Developer Fee Obligation		\$3,459
FC = Facility Credit (if applicable)		\$0
District Adjustment		(\$3,459)
Net Fee Obligation per Residence - Single Family		\$0.00

KENT SCHOOL DISTRICT IMPACT FEE CALCULATION for MULTI-FAMILY RESIDENCE

Site Acquisition Cost per Multi-Family Residence Unit

Formula: $((\text{Acres} \times \text{Cost per Acre}) / \text{Facility Capacity}) \times \text{Student Generation Factor}$

	Required Site Acreage	Average Site Cost/Acre	Facility Capacity	Student Factor	
A 1 (Elementary)	12	\$161,678	0	0.082	
A 2 (Middle School)	25	\$0	850	0.035	\$0.00
A 3 (Senior High)	40	\$0	0	0.029	
Total	77	\$161,678	850	0.146	
					A ⇒ \$0.00

Permanent Facility Construction Cost per Multi-Family Residence Unit

Formula: $((\text{Facility Cost} / \text{Facility Capacity}) \times \text{Student Factor}) \times (\text{Permanent} / \text{Total Square Footage Ratio})$

	Construction Cost	Facility Capacity	Student Factor	Footage Ratio	
B 1 (Elementary)	\$68,000,000	0	0.082	0.903	
B 2 (Middle School)	\$155,000,000	850	0.035	0.984	\$6,280.24
B 3 (Senior High)	\$220,000,000	0	0.029	0.998	
Total	\$443,000,000	850	0.146		
					B ⇒ \$6,280.24

Temporary Facility Cost per Multi-Family Residence Unit

Formula: $((\text{Facility Cost} / \text{Facility Capacity}) \times \text{Student Factor}) \times (\text{Temporary} / \text{Total Square Footage Ratio})$

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
C 1 (Elementary)	\$315,000	24	0.082	0.097	\$104.40
C 2 (Middle School)	\$315,000	29	0.035	0.016	\$6.08
C 3 (Senior High)	\$315,000	31	0.029	0.020	\$5.89
Total	\$945,000	84	0.146		
					C ⇒ \$116.37

State Funding Assistance Credit per Multi-Family Residence (formerly "State Match")

Formula: $\text{Area Cost Allowance} \times \text{SFI Square Feet per student} \times \text{Funding Assistance \%} \times \text{Student Factor}$

	Area Cost Allowance	SFI Sq. Ft. / Student	Equalization %	Student Factor	
D 1 (Elementary)	\$246.83	115	0.5186	0.082	\$1,207.10
D 2 (Middle School)	\$246.83	148	0.5186	0.035	\$663.07
D 3 (Senior High)	\$246.83	173	0.5186	0.029	\$642.21
					D ⇒ \$2,512.37

Tax Credit per Multi Family Residence

Average MF Residential Assessed Value (AAV)	\$360,790	
Net Present Value (per EQ) (NPV)	8.77	
Current Debt Service Rate / 1,000 (r)	0.09%	
<i>(Below used to calculate NPV)</i>		
Current Bond Interest Rate	2.45%	
Years Amortized (10 Years)- Used in NPV Calculation	10	
		TC ⇒ \$2,934.88

Developer Provided Facility Credit

Facility / Site Value	Dwelling Units	
0	0	FC ⇒ 0

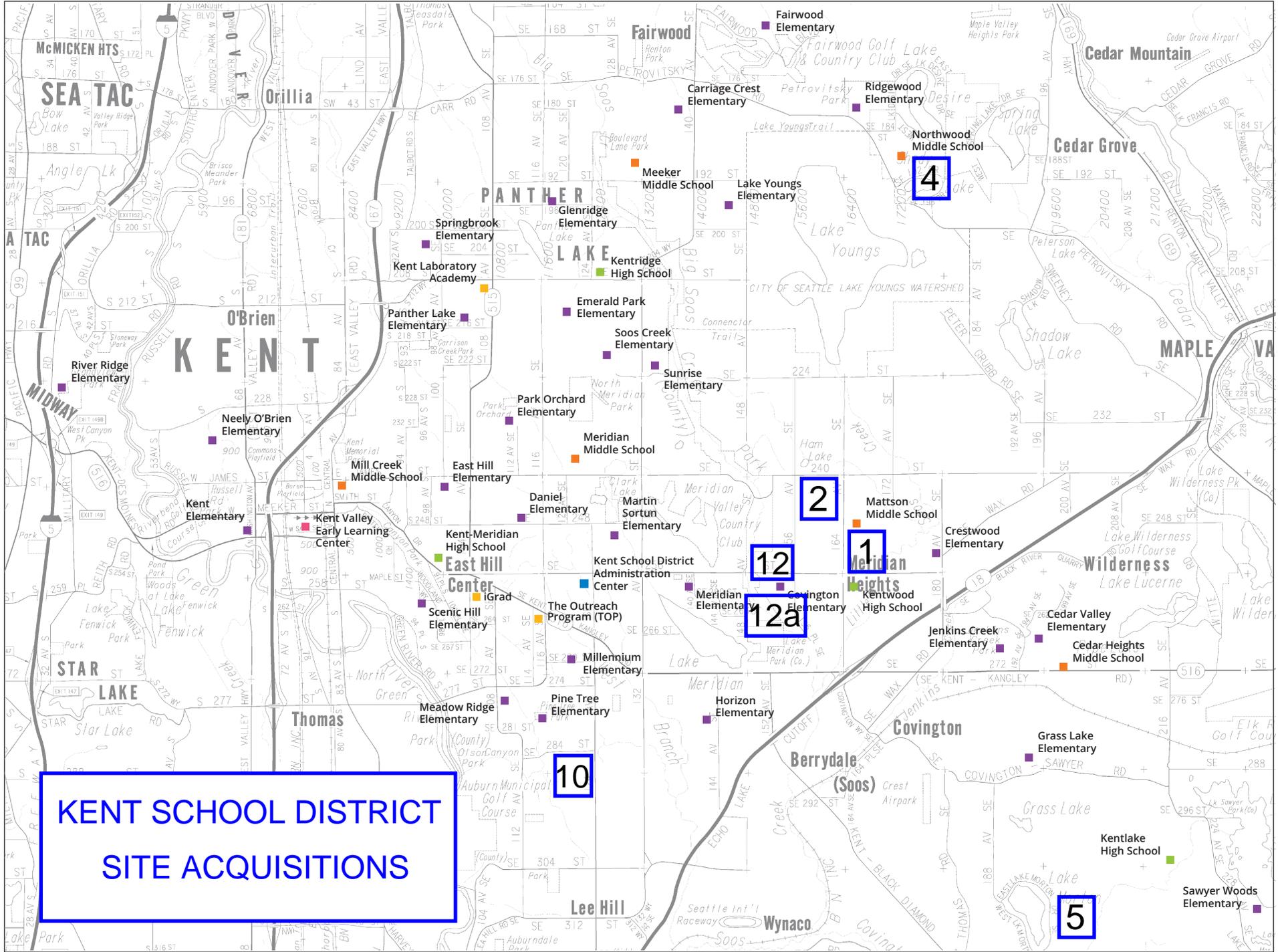
Fee Recap **

A = Site Acquisition per Multi-Family Unit	\$0.00	
B = Permanent Facility Cost per MF Unit	\$6,280.24	
C = Temporary Facility Cost per MF Unit	\$116.37	
Subtotal		\$6,396.61
D = State Match Credit per MF Unit	\$2,512.37	
TC = Tax Credit per MF Unit	\$2,934.88	
Subtotal		\$5,447.26

Total Unfunded Need	\$949.35	
50% Developer Fee Obligation		\$475
FC = Facility Credit (if applicable)		0
District Adjustment		(\$475)
Net Fee Obligation per Residential Unit - Multi-family		\$0.00

KENT SCHOOL DISTRICT No. 415
Site Acquisitions and Projects Planned to Provide Additional Capacity

				Projected Completion Date	Projected Program Capacity	% for new Growth
SCHOOL / FACILITY / SITE		LOCATION	Type	Status		
# on Map	ELEMENTARY			Approximate		
	MIDDLE SCHOOL & SENIOR HIGH					
	TEMPORARY FACILITIES			Additional Capacity		
	Portables ¹					
# on Map	2 OTHER SITES ACQUIRED			Land Use Designation	Type	Land Use Jurisdiction
12	256th - Covington (Halleson)	25435 SE 256th, Covington 98042		Rural	To be sold	King County
12a	156th - Covington (Wikstrom)	25847 156th Ave. SE, Covington 98042		Rural	To be sold	King County
Notes:						
¹ TBD - To be determined - Some sites are identified but placement, timing and/or configuration of portables has not been determined.						
² Numbers correspond to sites on Site Bank Map on Page 19. Other Map site locations are parcels identified in Table 7 on Page 29.						



IX - Summary of Changes to June 2021 Capital Facilities Plan

The Capital Facilities Plan (the "Plan") is updated annually based on previous Plans in effect since 1993. The primary changes from the June 2021 Plan are summarized here.

Changes to capacity continue to reflect fluctuations in class size ratio as well as program changes. Changes in portables or transitional capacity reflect use, lease or purchase, sale, surplus and/or movement between facilities.

The district worked with contractor Davis Demographics, LLC to update student generation factors. The updated rates are included in the body of the Plan.

The student headcount enrollment forecast is updated annually. All Elementary schools now have Full Day Kindergarten so six-year Kindergarten projections were previously modified to meet the requirements for Full Day Kindergarten programs at all elementary schools.

The district expects to receive some State Funding Assistance (formerly called "state matching funds") for projects in this Plan and tax credit factors are updated annually. Unfunded site and facility needs will be reviewed in the future.

The impact fees for 2022 calendar year will result in a zero-dollar impact fee for both Single-Family and Multi-Family due to reduced enrollment and the new capacity study completed in 2021.

X - Appendices

Changes to Impact Fee Calculation Factors Include:

ITEM	Grade/ Type	FROM	TO	Increase/ Decrease	Comments
Student Generation Factor	Elem	0.277	0.270	-0.007	
Single Family (SF)	MS	0.071	0.105	0.034	
	SH	0.086	0.075	-0.011	
	Total	0.434	0.450	0.016	<i>Increase</i>
Student Generation Factor	Elem	0.258	0.082	-0.176	
Multi-Family (MF)	MS	0.058	0.035	-0.023	
	SH	0.100	0.029	-0.071	
	Total	0.416	0.146	-0.270	<i>Decrease</i>
State Funding Assistance Ratios ("State Match")		53.79%	52.49%	-1.30%	Per OSPI Website
Area Cost Allowance		\$242.26	\$246.83	4.570	Per OSPI Website Link
Average Assessed Valuation (AV)	SF	\$268,271	\$574,784	306,513	Per King County
AV - Average of Condominiums & Apts.	MF	\$226,726	\$360,790	134,064	Per King County
Debt Service Capital Levy Rate / \$1000		\$1.41	\$0.93	(\$0.48)	Per King Co. Assessor Report
General Obligation Bond Interest Rate		2.44%	2.45%	0.01%	Bond Buyers 20 year GO Index
Impact Fee - Single Family	SF	\$5,818.06	\$0.00	(\$5,818.06)	Removed due to Capacity/Enrollment Factors
Impact Fee - Multi-Family	MF	\$2,457.53	\$0.00	(\$2,457.53)	Removed due to Capacity/Enrollment Factors

Capital Facilities Plan 2022-28

Northshore School District
May 2022





CAPITAL FACILITIES PLAN

2022 - 2028

NORTHSHORE SCHOOL DISTRICT NO. 417
3330 Monte Villa Parkway, Bothell, Washington 98021-8972
STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION

Board of Directors

Jacqueline McGourty	President
David Cogan	Vice President
Amy Cast	Director
Sandy Hayes	Director
Bob Swain	Director

Superintendent

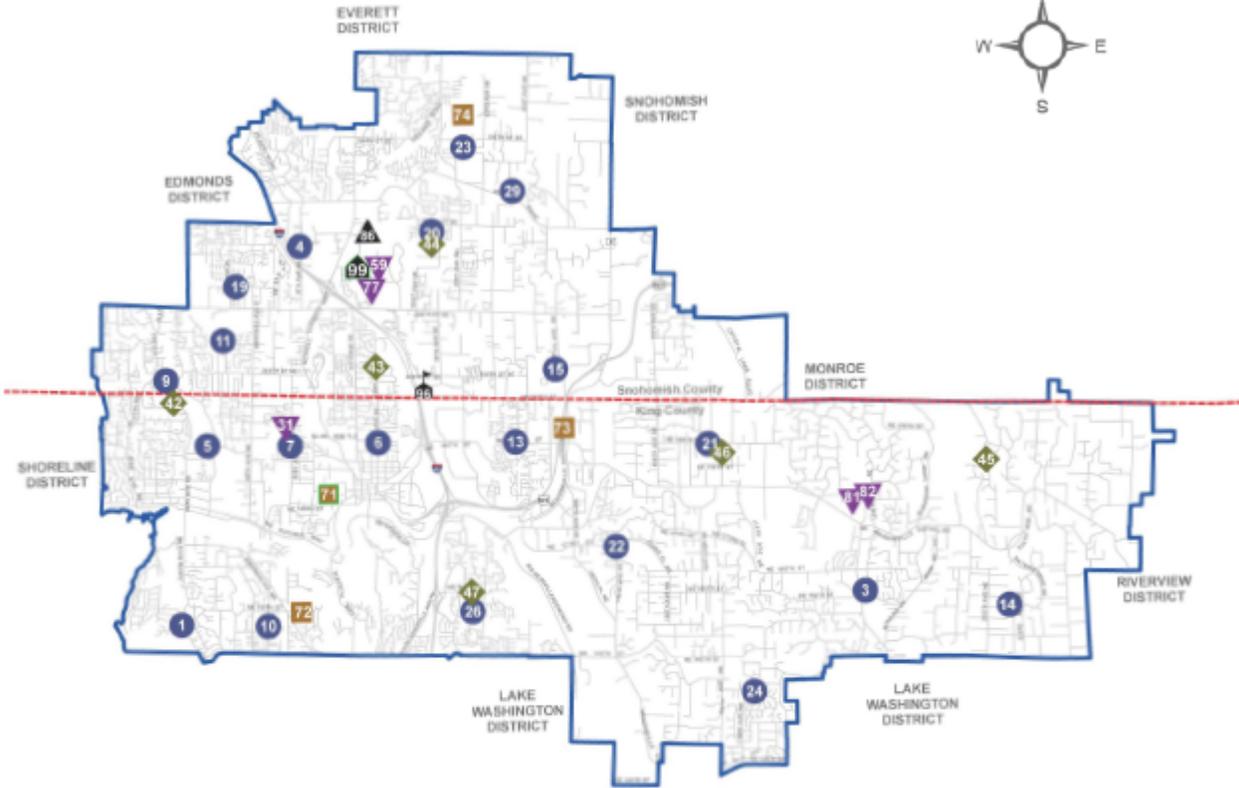
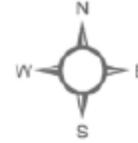
Dr. Michelle Reid

Prepared by

Dri Ralph	Executive Director of Capital Projects & Operations
Dawn Mark	Director of Facilities Planning & Enrollment
Todd Hall	Capital Projects Coordinator
Denise Stiffarm	Pacifica Law Group

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2022 Northshore School District Map

Introduction

Section 1

Purpose of the Capital Facilities Plan

The Washington State Growth Management Act outlines thirteen broad goals including the adequate provision of necessary public facilities and services. Public schools are among these necessary facilities and services. Public school districts adopt capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student population in their districts.

The Northshore School District (NSD/District) 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, and Woodinville. This CFP is intended to provide these jurisdictions with a description of projected student enrollment and school capacities at established levels of service over the six-year period 2022-2028. It also provides longer-term enrollment projections. The role of impact fees in funding school construction is addressed in **Section 7** of this report.

The District updates its Capital Facilities Plan on an annual basis. The most recent update previous to this version was adopted by the Board of Directors in June 2021.

Summary

NSD enrollment has grown by 1,134 students between 2016 and 2021, with an average growth rate of 1.15%. As a comparison, for the years 2015 to 2020, District enrollment grew by 1,740 students, with an average growth rate of 1.65%. Although growth is still forecast for the district, the impact of the global pandemic has been to slow it down. In October of 2021, the District's enrollment fell by 1.2% primarily as a result of the pandemic and its effects on in-school instruction. We expect fall of 2022-23 enrollment to start to return to pre-pandemic levels and thereafter increase to reflect continued residential development within the District. Enrollment growth from new development in the northern, central, and southern service areas of the District continues at a steady pace.

With the impact of the pandemic, there are questions about future growth in NSD and whether or not it will continue at a rate at or above forecasts, or if growth will begin to stabilize. The sale of existing homes continues to be strong, with over 2,800 existing homes sold in 2020-21, an increase of over 17% from 2019-20. There also continues to be strong growth in new townhome and multi-family projects that could produce enrollment gains. Recent figures allow us to segregate how many new students are generated from townhomes and to calculate a separate impact fee for those jurisdictions that have a separate townhome fee category. In Spring of 2020, approximately 13 students were generated for every 100 townhomes. As of Spring 2022, 38 students are generated per 100 townhomes. See **Appendix A**.

Growth in NSD has largely been accommodated in recent years through the construction of new

capacity, limiting waivers at most schools, converting special-use portables and non-classroom spaces into classroom space, adjusting boundaries, and adding portable classrooms. The 2022 bond projects, approved by our voters in February 2022, will provide for permanent capacity additions at all grade levels, as further detailed in this CFP.

Overview of the Northshore School District

The Northshore School District spans 60 square-miles and primarily serves five jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, and the City of Woodinville. There are some addresses located in the cities of Brier, Kirkland and Redmond, but they are either in areas not expected to experience any new residential development or in very small areas with previously developed residential areas. For the purposes of the District's CFP and long-term projections, those areas are considered de minimis impacts on NSD's grade bands. The King-Snohomish County line divides NSD such that roughly two-thirds of the District's is in King County and one-third in Snohomish County. According to the 2020 Census, the District has a total population of approximately 147,920. The Snohomish County portion of the district population was 63,086. The King County portion of the District population was 84,834.

The District currently operates twenty elementary schools, six middle schools, and four comprehensive high schools. NSD also has one choice high school (Innovation Lab High School), one alternative high school (Secondary Academy for Success), a hybrid combination of choice school with high levels of parent involvement (Northshore Networks), a home school program, (Northshore Family Partnership Program), a virtual learning school (Northshore Virtual Program) and an early childhood center (Sorenson Early Childhood Center). The current grade configuration is K-5, 6-8, and 9-12.

The Urban Growth Area boundary (UGA) divides NSD, creating capacity utilization challenges. As new residential development continues to occur even at more moderate rates, land for potential new school sites is scarce. King County does not allow for school siting outside the UGA, but Snohomish County does provide for school siting via a Conditional Use Permit (CUP) process.

The District participates in regular conversations regarding school facilities planning with jurisdictions in King County pursuant to regular meetings held to comply with Policy PF-22 (formerly PF-19A) of the King County Countywide Planning Policies. Snohomish County's Countywide Planning Policies direct jurisdictions in Snohomish County to "ensure the availability of sufficient land and services for future K-20 school needs." Policy ED-11. NSD appreciates any opportunity for cooperative planning efforts with its jurisdictions.

Student Enrollment Trends and Forecasts

Section 2

Background

Elementary enrollment in NSD has grown steadily in recent years, with a slight dip in 2020 and 2021 reflecting the global pandemic. Growth increases in recent years are a result of larger birth cohorts and a consistent increase in new residential development. This wave of elementary enrollment growth is beginning to move into the middle and high school grades and is anticipated to continue over the next 10 years. At the same time, elementary enrollment is projected to grow within and beyond the next 5 years.

Similar to past years, this year's forecasts consider regional and local trends in population growth, birth rates, and housing development, analyzing corresponding projections down to the school 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 enrollment forecasts. 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.

While new single family home construction and sales within NSD are continuing to slow, there is a marked increase in the development of townhomes and continued strong development of apartments and condominiums. The new townhome developments include units with 3 bedrooms or more. From a student generation perspective, we are seeing enrollment numbers affected, with increases in the number of students generated from townhomes that have completed construction, been sold, and become occupied.

As of December 2021, development data shows 887 single family homes and 3,537 multi-family units in the development pipeline within the District. It is significant to note that this data excludes short plat development. As larger tracts of land become more rare for developers to acquire within NSD, there is a trend towards more short plats as infill lots are purchased. The increasing number of short plats may impact enrollment, increasing what is forecast. In addition, if future adjustments are made to the UGA in Snohomish County, larger lots will once again become available to developers with the potential of increased NSD student enrollment.

Methodology

Numerous methodologies are available for projecting long-term enrollments. The most common method is known as the cohort survival method. This method tracks groups of students through the system and adjusts the population 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, for which there is no previous year data. For

kindergarten, two methodologies are generally used:

- A linear extrapolation from the previous five years of kindergarten enrollment, assuming that there is a trend;
- Or, alternatively, a comparison of the kindergarten enrollment to births from five years prior can be used to calculate a “birth-to-K” ratio. For example, kindergarten enrollment in 2021 is divided by the total births in King and Snohomish counties in 2016 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.

OSPI uses the cohort survival method to predict enrollment for all school districts in the state for the limited purpose of the School Construction Assistance Program. The cohort survival 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 rate trends. The impact of COVID on enrollment has contributed to the cohort survival method being unreliable. This may continue for several years.

NSD works with professional demographers to combine the cohort survival methodology with other information about births, housing, regional population trends, mobility, and even trends in service area and private school enrollment. This modified cohort survival methodology provides a more accurate forecast. **Table 2.1** is a forecast of enrollment based on this model.

Mid-Range Enrollment Forecast

Table 2.1

Grade	Actual	Projections					
		21/22	22/23	23/24	24/25	25/26	26/27
K	1,622	1,636	1,602	1,586	1,567	1,531	1,572
1	1,603	1,743	1,807	1,735	1,726	1,710	1,671
2	1,751	1,658	1,818	1,866	1,792	1,780	1,763
3	1,776	1,746	1,674	1,836	1,894	1,815	1,803
4	1,733	1,784	1,772	1,699	1,873	1,928	1,847
5	1,727	1,731	1,795	1,784	1,719	1,891	1,947
6	1,791	1,729	1,757	1,807	1,810	1,734	1,907
7	1,745	1,801	1,760	1,773	1,825	1,831	1,754
8	1,786	1,751	1,795	1,763	1,777	1,832	1,838
9	1,800	1,843	1,775	1,829	1,797	1,814	1,870
10	1,850	1,792	1,836	1,776	1,831	1,802	1,820
11	1,653	1,734	1,689	1,740	1,684	1,739	1,711
12	1,582	1,605	1,692	1,657	1,706	1,654	1,709
Total	22,419	22,553	22,772	22,551	22,999	23,061	23,212
K - 5	10,212	10,298	10,468	10,506	10,571	10,655	10,603
6 - 8	5,322	5,281	5,312	5,343	5,412	5,397	5,499
9 - 12	6,885	6,974	6,692	7,002	7,018	7,009	7,110

The modified cohort survival methodology in **Table 2.1** shows continued enrollment increases within the District through the six-year planning period. The methodology uses a “mid-range” projection. In total, the projected K-12 increase in enrollment is 793 students over the six-year period. The District’s enrollment projections were updated in February 2022 to consider the impacts of the global pandemic. NSD intends to watch enrollment closely and will update the projections and related planning as necessary based on actual results. However, given recent trends and knowledge of development within the pipeline, the District expects to see continued growth throughout the six-year planning period and beyond.

Long Range Forecasts

The modified cohort methodology described above was extrapolated to 2031 to produce a longer-range forecast (**Table 2.2**). Using this methodology, NSD’s enrollment shows continued growth from 2022 to 2031 of 839 students. This longer range model assumes that the state forecasts of births, K-12 growth, and continued population growth for the Puget Sound are reasonably accurate.

FTE Enrollment Forecast

Table 2.2

Grade Band	October 2022	October 2027	October 2031
Elementary	10,298	10,603	10,231
Middle	5,281	5,499	5,558
High	6,974	7,110	7,601
Total	22,553	23,211	23,390

Future growth trends are uncertain. Changes in population growth, fertility rates, new housing development slowdown, 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 forecast should be considered a reasonable estimate based on the best information available, but subject to change as newer information about trends becomes available.

Snohomish County/OFM Forecasts

Using OFM/County data provided by Snohomish County, NSD projects a 2044 student FTE population of 30,924 (**Table 2.3**). For the six year period between 2016 and 2021, the District's actual enrollment averaged 39.7% of the OFM/County population estimates. Based on the 2020 Census data, the District's actual enrollment averaged 35.54% of the OFM/County population estimates. However, these figures are misleading in that they assumes that all of the District's students reside in Snohomish County. This is not the case given that the NSD's boundaries include both King and Snohomish County. As such, the projections are highly speculative and are used only for general planning and comparative purposes.

FTE Enrollment Forecast – 2044 OFM Estimates*

Table 2.3

Grade Band	October 2021	October 2028	October 2044
Elementary	10,212	11,319	14,086
Middle	5,322	5,914	7,341
High	6,885	7,648	9,497
Total	22,419	24,881	30,924

*Assumes that percentage per grade span will remain constant through 2044

District Standard of Service

Section 3

Primary Objective

Optimizing student learning is the heart of what the Northshore School District strives for in establishing its service standard for classroom capacity utilization. This requires a constant review and assessment of programs, curriculum and instructional changes, student learning behaviors, learning environments, technological innovations and program development. Equitable access to programs for all students is also a school board driven goal and NSD is continually striving for process and methods in which all students have the ability to access the best learning environment. Additional variables include changes in mandatory requirements dictated by the state, such as full-day kindergarten, Core 24 graduation requirements, and reduced K-3 class size ratios. These elements, as well as demographic projections, are weighed when determining service levels.

Existing Programs and Standards of Service

NSD currently provides traditional educational programs and nontraditional programs (**Table 3.1**). These programs are reviewed regularly to determine the optimum instructional methods and learning environments required at each school, with added attention to equitable access across the District. 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/problem-based learning and pre- and post-school activities. For example, service level capacities in rooms utilized in high schools for programs such as Special Education Functional Skills and Academics would reflect lower capacities of the defined service levels (**Table 3.2**), with eight students per classroom instead of 26 students per classroom.

Special teaching stations and programs offered by NSD at specific school sites are included in **Table 3.1**.

[Programs and Teaching Stations](#)

Table 3.1

	Elementary	Secondary
Group Activity Rooms	X	
Early Childhood Headstart (Federal) ECEAP (State)	X	X
Elementary Advanced Placement (EAP)	X	
Advanced Academic Placement (AAP)		X
Parents in Active Cooperative Education (PACE)	X	
Dual Language (DL)	X	
Special Education: <ul style="list-style-type: none"> • Learning Centers (LC) • Mid-Level (Sensory and Social Emotional at elementary. Positive Behavior Support at secondary.) • Mid-Level Blended • Functional Skills and Academics • Adult Transition Program (ATP) 	X	X
Learning Assistance Program (LAP) Title I (elementary and middle school)	X	X
English Learners (EL)	X	X
Northshore Network Northshore Family Partnership Northshore Virtual Program	X	X
Alternative School Program		X
Career Technical Education (CTE) <ul style="list-style-type: none"> • Includes specialized programs such as Automotive, Composites, Culinary Arts, Robotics, Sustainable Engineering and Design, Project Lead the Way, Aeronautics 		X
International Baccalaureate (IB) Advanced Placement (AP)		X
Running Start		X
College in the High School		X

Capacity is affected at those buildings that house special programs. These programs usually require space modifications and frequently have lower class sizes than other, more traditional programs; this potentially translates into greater space requirements. These requirements affect the utilization of rooms and result in school capacities varying from year to year. (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. NSD's standard of service is based on state and/or contractual requirements.

[Standard of Service – Class Size](#)

Table 3.2

Program a Classroom Serves	Elementary Target # of Students per Classroom	Middle Average Students per Classroom	High Average Students per Classroom
Base Standard, EAP, AAP, AP, IB	24	26	26
Early Childhood	16	NA	NA
Special Education Preschool	15	NA	NA
Kindergarten	22	NA	NA
Special Education Mid-Level Blended	12	NA	NA
Special Education Mid-Level Social Emotional	10	NA	NA
Special Education Sensory	10	NA	NA
Special Education Social Emotional	10	NA	NA
Special Education Mid-Level	12	10	10
Special Education Functional Skills and Academics	8	8	8
Special Education Positive Behavior Support	NA	10	10
CTE	NA	NA	NA
Alternative	NA	NA	15

Snohomish County requires that the District's plan include a report regarding NSD's compliance with the District's minimum levels of service for the school years 2019-2021. **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.

Average Students per Scheduled Teaching Station (In classrooms without special programs)

Table 3.3

Grade Level	# of Scheduled Teaching Stations	Minimum Level of Service	2019-2020	2020-2021	2021-2022
K – 5	489	24	22.2	21.4	20.9
6 – 8	212	26	26.0	25.4	25.1
9 – 12	303	26	21.8	22.5	22.7
Total / Average	1,004		23.3	23.1	22.9

Capital Facilities Inventory

Section 4

Inventory

Under the Growth Management Act, a public entity must periodically determine its capacity by conducting an inventory of its capital facilities. **Capacity** is a term that can be used in 3 different ways:

Design Capacity: The number of students a school was designed to hold.

Instructional Capacity: The design capacity is affected at buildings that house special programs or different grade levels. Some programs and grades require space modifications and frequently have lower class sizes. As a result, instructional capacity – **The true, functional capacity of a school for students**, is often lower than design capacity.

For example, an elementary school with 10 classrooms may have been designed for 300 students with 25 students in a classroom. However, the site might not be able to support the design capacity of 300 students for two primary reasons. The first is class size for different grade levels. For example, full-day Kindergarten classes become overloaded at 23 students. Instructional capacity can also be affected by programs in a school. Special Education often has several programs offered at each site. These programs have limited class sizes. The instructional capacity of a school must be recalculated every year to reflect the number of classrooms at different grade levels and the classrooms that hold special programs with limited class sizes.

Available Capacity: When the enrollment of a school is subtracted from the instructional capacity, the remaining number is the available capacity. **It represents how much room is left at a school for new students.**

If the available capacity is a negative number, that represents a school that has exceeded its instructional capacity. When this happens, class sizes may rise, or teachers may need to travel to find a room that is available for instruction.

Table 4.2 summarizes the instructional capacity owned and operated by the District. Information is also provided on relocatable classrooms (portables), school sites and other District owned facilities.

Variations in student instructional capacity between schools are often a result of the number of specialized programs offered at specific schools. As explained above, these programs require additional classroom space per student, which can reduce the instructional capacity of the school. Further, instructional capacities will change from year-to-year based on changes to existing programs, projected programs, and the resulting required space needed to deliver the instructional model at each site. To monitor this, and for use in preliminary instructional capacity planning, NSD establishes classroom design capacities for planning purposes. This is the maximum number of

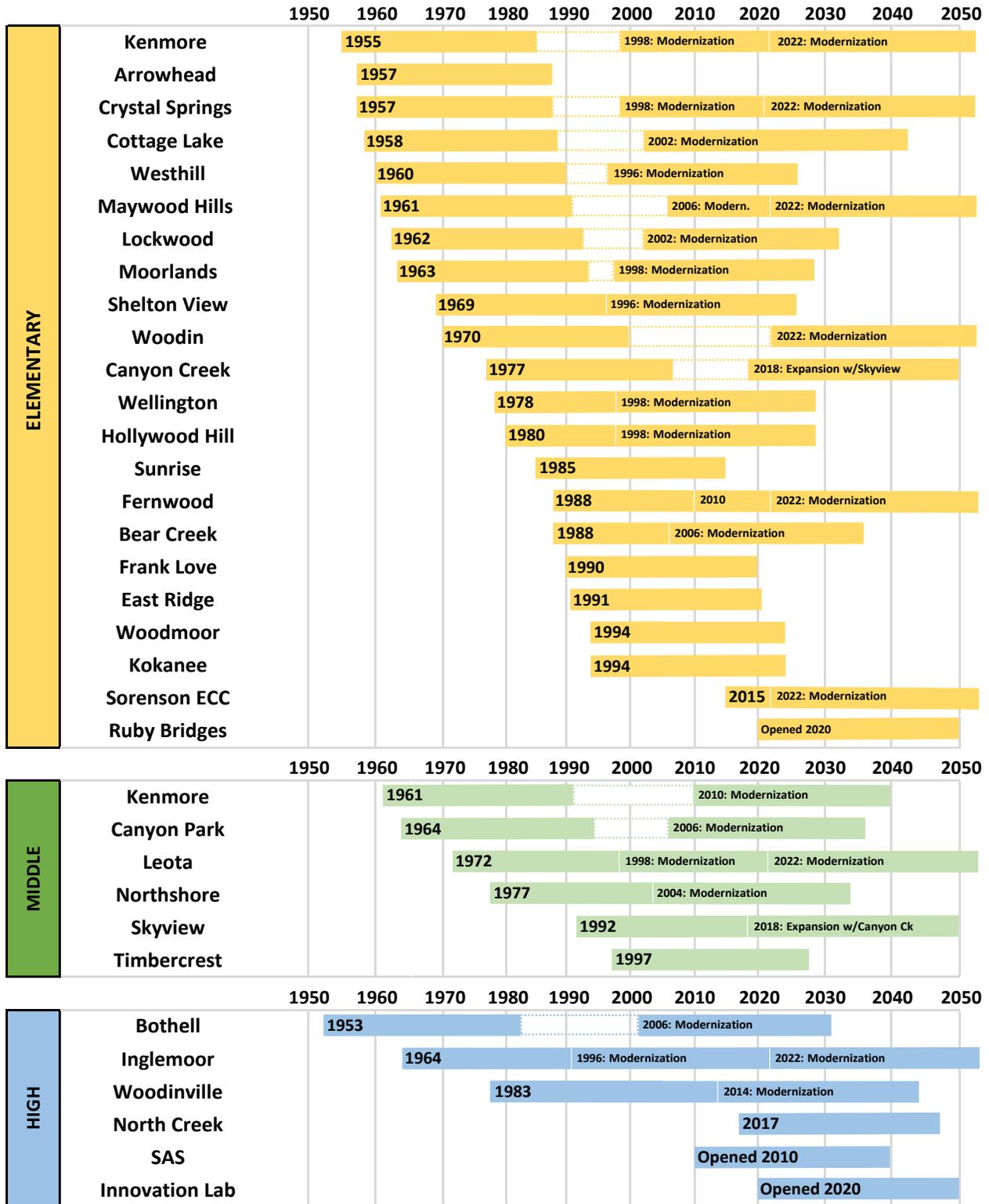
students a school can accommodate based on a standard room capacity. These figures are then compared to the actual room utilization rate on a regular basis.

Capacity takes into consideration the specific programs that take place in each of the classrooms in a school every year. For example, capacities in rooms utilized for programs such as special education would reflect the defined service levels (**Table 3.2**), ranging from 8 to 26 students per room. 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, the utilization percentage may be higher. Capacities are updated annually in the CFP to reflect current program needs and classroom utilization.

Schools

Table 4.1 illustrates the age of each school, the dates of modernizations and added capacity, and the historical timeline. **Table 4.2** shows the District's permanent and portable instructional student capacity for the 2021-22 school year.

Historical Timeline of School Construction and Modernization
 Table 4.1



2021-22 Instructional Capacity Inventory
Table 4.2

	Permanent Instructional Capacity	# of Instructional Portables	Total # of Portables	Portable Instructional Capacity	Instructional Portable % of Total Capacity	Total Instructional Capacity
Elementary						
Arrowhead	330	0	0	72	17.9	402
Bear Creek*						
Canyon Creek	856	12	12	240	21.9	1096
Cottage Lake	378	0	0	0	0	378
Crystal Springs	400	8	10	192	32.4	592
East Ridge	426	0	0	0	0	426
Fernwood	492	14	18	336	40.6	828
Frank Love	350	10	14	240	40.7	590
Hollywood Hill	428	0	0	0	0	428
Kenmore	330	5	9	144	30.4	474
Kokanee	446	15	12	264	37.2	710
Lockwood	544	4	6	96	15.0	640
Maywood Hills	400	8	10	216	35.1	616
Moorlands	568	10	9	216	27.6	784
Ruby Bridges	568	0	0	0	0	568
Shelton View	426	1	4	48	10.1	474
Sorenson ECC**		2	2			
Sunrise	452	0	0	24	5.0	476
Wellington	450	0	0	72	13.8	522
Westhill	328	7	9	168	33.9	496
Woodin	424	4	6	120	22.1	544
Woodmoor	688	0	0	0	0	688
Elementary Totals	9,284	100	121	2,448	20.9	11,732
Middle School						
Canyon Park	884	4		104	11.7	988
Kenmore	796	1		26	3.0	822
Leota	774	7	7	182	23.5	956
Northshore	862	4		104	12.0	966
Skyview	1,150	4		104	9.0	1,254
Timbercrest	796	0		0	0	796
Middle School Totals	5,262	20	7	520	9.87	5,782
High School						
Bothell	1,515	0	4			1,515
Inglemoor	1,338	6	6	156	11.6	1,494
North Creek	1,404	0				1,404
Woodinville	1,470	0				1,470
Innovation Lab	468	0				468
SAS	270	0				270
High School Total	6,465	6	10	156	2.4	6,621
K12 Totals	21,011	126	138	3,124	12.94%	24,135

**Sorenson Early Childhood Center serves students age 3-5 yrs and does not provide any capacity for K-5 grades;

*Bear Creek provides programs for the Northshore Family Partnerships/Northshore Network and does not provide regular capacity.

Relocatable Classroom Facilities (Portables)

Portable classrooms provide temporary/interim classroom space to house students until permanent facilities can be constructed and to prevent over-building of permanent capacity. Traditionally, NSD has aimed to keep its total capacity provided by portables at or below 10% to a maximum of 15% percent of its total capacity. This percentage fluctuates, impacted by growth and changes in instructional program needs.

Table 4.2 shows all instructional portables at each school. Not included in the interim classroom capacity are portables that are used for daycare, PTA, conference rooms/resource rooms, OT/PT, LAP, science or other labs, ASB, music or other non-instructional uses.

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. The District regularly reassesses the need for portables as permanent capacity is built or other changes occur (such as revisions to instructional programs. At this time, NSD anticipates a continued need for portables as a part of the capacity solution. In some cases, portables may be moved from one grade band to another to address capacity needs. Future updates to the CFP will note any adjustments.

A typical portable classroom provides capacity for approximately 25 students at the elementary level or 26 at the secondary level. Portables are used to meet a variety of instructional needs. Of the 147 portable classrooms that the District owns, 121 are currently being used as classrooms for scheduled classes. The District's Enrollment Demographics Task Force (EDTF) has recommended that the District begin to phase out the increasing number of older portables as capacity allows, but with recent growth trends, the District continues to be reliant on this interim capacity. All portables are inspected regularly and upgraded as needed, or as systems require.

The lifespan of a portable is approximately 20 years and up to 25 years with aggressive maintenance. Portables have been an effective method for meeting capacity needs in a district that has experienced rapid increases in enrollment. At this time, the District's inventory is aging with 97 of the 147 portables the district owns having reached 20 years of service. By 2026, 97 portables will be 20 years or older. Although the current bond replaces 67 aging portables, total capacity at schools with portables will be impacted in the future as the need to retire aging portables increases.

Other Facilities

In addition to 34 school sites, the District owns and operates sites that provide transportation, administration, maintenance and operational support to 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 4-4** below.

[Inventory of Support Facilities & Underdeveloped Land](#)

Table 4.4

Facility Name	Building Area (Sq. Feet)	Site Size (Acres)
Administrative Center (Monte Villa)	49,000	5
Support Services Building	41,000	5
Warehouse	44,000	2
Transportation	39,000	9
20521 48th Dr SE (includes Ruby Bridges ES and remaining undeveloped portion planned for a future school site)		33
19827 88th Ave NE		10
18416 88th Ave NE		50,011 sf
15215, 15123, 15127 84th Ave NE & 8305 NE 153rd St (4 parcels adjacent to Moorlands ES)		49,993 sf
Paradise Lake Site*		26
Wellington Hills Site**		104

*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; although the property was purchased prior to that change, it is not currently useable as a potential school site.

**Note: The Wellington property is located in Snohomish County, adjacent to the Maltby Urban Growth Area. In 2015, a purchase and sale agreement was signed and entered into between Snohomish County and Northshore School District, but legal challenges ensued and closing of the property sale was delayed until October 2017. A settlement agreement was reached in 2019 and recorded under Snohomish County Recording No. 201906210221. The District has no active project at this site, nor are there definitive short or long-term plans for siting a school at this location.

Projected Facility Needs

Section 5

Planning History

In 2001, Northshore School District Board of Directors established a board policy to create a standing, community-based taskforce to study District-wide enrollment and 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 boundary adjustments based upon the above. The committee recommends potential solutions to the school board. If approved by the board, these recommended actions are implemented by the District and incorporated into the Capital Facilities Plan.

Using October 2021 enrollment figures, the District enrollment grew by over 1.5% or 1,134 new students during the previous six year period. The high school grade span has grown by over 740 new students in that time; an 11% increase. As noted above, October 2021 enrollment figures were down slightly due to the impacts of the pandemic but are expected to return to pre-2020 figures post-pandemic. To accommodate the District's growth, EDTF identified mitigation strategies (in order of priority) for the District to employ when addressing existing and future capacity needs (**Table 5.1**).

EDTF continues to monitor development and growth across the district and has noted that although development in some northern areas of the District is slowing down, development is increasing in the western and southern regions. EDTF applies capacity mitigation tools to ease overcrowding and balance enrollments where and when necessary, making recommendations to the Superintendent and School Board.

[Capacity Mitigation Tools](#)

Table 5.1

Shorter Lead Time
Utilize existing spaces more creatively
Adjust waiver policies
Adjust program placements
Move classes to schools with capacity
Move existing portables
Install new portables
Lease space
Longer Lead Time
Adjust service areas
Adjust feeder patterns
New construction
Acquire new property

Planned Improvements - Construction to Accommodate New Growth

The continued increase in enrollment has fully exhausted capacity increases from relocating building programs, portable additions, grade reconfiguration, and boundary changes. Growth continues to outpace school capacity. Growth has been concentrated in northern, central, and southern portions of NSD and is accelerating at the secondary level.

The \$425 million 2022 capital bond approved by voters includes eight new projects to add permanent capacity across the District at all grade levels. Note that the number of new permanent classrooms is an early planning estimate. The District will be spending the next year working with architects and contractors to develop specific plans for each site. NSD will also take into consideration recent and future growth within each school's boundaries to inform any potential changes to the number of proposed classrooms.

- Inglemoor High School (IHS)
 - IHS currently has 6 portables on site. 5 portables are used for regular instruction and 1 is used for SPED instruction. The modernization project proposes replacing the 6 portables on site with permanent classrooms, and adding 10 additional permanent classrooms. Also proposed are a new athletic support space, a new commons, and a new main office complex to support increased capacity.
- Leota Middle School (LMS)
 - LMS currently has 7 portables on site. 4 portables are used for regular classroom instruction, 1 is used for SPED instruction, and 2 are for auxiliary classes. The modernization project proposes replacing the 7 portables with permanent classrooms, and adding 5 additional permanent classrooms. Also proposed are a new gym, commons, main office complex and improved site circulation to support increased capacity.
- Kenmore Elementary School
 - Kenmore currently has 9 portables on site. 5 portables are used for regular instruction. 4 are used for specialists and programs. The modernization project
 - proposes replacing the 9 portables with permanent classrooms, adding 2 additional permanent classrooms. Also proposed are a new gym, commons, main office complex, a fully inclusive playground, and improved site circulation to support increased capacity.
- Crystal Springs Elementary School
 - Crystal Springs currently has 10 portables on site. 8 portables are used for regular classroom instruction. 2 are used for specialists and programs. The modernization project proposes replacing those 10 portables with permanent classrooms, adding 2 additional permanent classrooms. Also proposed are a new gym, a fully inclusive playground, and improved site circulation to support increased capacity.

- Fernwood Elementary School
 - Fernwood currently has 18 portables on site. 14 are used for regular classroom instruction. 1 is a restroom portable. 3 are used for specialists and programs. The modernization project proposes replacing those 18 portables with permanent classrooms, adding 3 additional permanent classrooms including the conversion of the restroom portable to a classroom. Also proposed are an inclusive playground and improved site circulation to support increased capacity.

- Maywood Hills Elementary School
 - Maywood Hills currently has 10 portables on site. 8 are used for regular classroom instruction. 2 are used for specialists and programs. The modernization project proposes replacing those 10 portables with permanent classrooms, and adding 2 additional permanent classrooms. Also proposed are a new gym, a fully inclusive playground, and improved site circulation to support increased capacity.

- Woodin Elementary School
 - Woodin currently has 6 portables on site. 4 are used for regular classroom instruction. 2 are used for specialists and programs. The modernization project proposes replacing those 6 portables with permanent classrooms, and adding 6 additional permanent classrooms. Also proposed are a fully inclusive playground and improved site circulation to support increased capacity.

- Sorenson Early Childhood Center (SECC)
 - SECC currently has 2 portables on site. Both are used for regular instruction. The modernization project proposes replacing those 2 portables with permanent classrooms, and adding 6 additional permanent classrooms. Also proposed are a fully inclusive playground to support increased capacity.

Long-term projections from 2021 – 2031 indicate growth of 971 new students, with fluctuation of growth at all grade levels, by 2031. The District will continue to monitor the 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, equitable access to programs, 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. Future updates to this CFP will include relevant information.

Table 5.2 summarizes the schools that will be undergoing construction as a result of the 2022 bond. Each project will include both capacity for growth and modernization of key systems and structures.

[Planned Construction Projects](#) **Table 5.2**

Growth Projects	Estimated Completion Date	Projected Student Capacity Added
Partial renovations and permanent capacity additions to Crystal Springs, Fernwood, Kenmore, Maywood Hills, and Woodin Elementary	2025	1,608
Construct and equip Part 1 of Leota Middle School phased replacement	2026	312
Construct and equip Part 1 of Inglemoor High School phased replacement	2026	416
Classroom addition at Sorenson Early Childhood Center	2025	128

Portable Location Adjustments

Where growth results in capacity deficits at a specific grade band, portables may be relocated from one grade band to another to assist with meeting enrollment projections. In addition, the District may adjust program space within permanent facilities to move programs to portables to free up space in permanent facilities for additional regular student capacity. See **Section 4** for more detail regarding portables.

Capacity Analysis

The District's six-year capacity analysis, considering projected enrollment and planned new capacity, is shown in **Table 5.3**. As with any long-term projections, many assumptions and estimates on housing must be made, increasing the risk associated with the accuracy of enrollment forecasts. However, NSD has trended above mid-range projections in years past, and with a continuing strong real estate and development market, the District will plan for continued growth as projected.

NSD is in a planning year for the modernizations of 8 school sites. Estimated capacities for each site are used in this CFP. Adjustments may be made to capacities during planning in response to updated development data within a school's boundary area, and/or other needs that impact enrollment and capacity.

School Enrollment and Instructional Classroom Capacity

Table 5.3

	2021-22*	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Elementary Enrollment	10,212	10,297	10,469	10,506	10,571	10,655	10,603
Permanent Capacity - Existing	9,284	9,284	9,284	9,284	10,340	10,892	10,892
New Permanent Capacity - Crystal Springs				288			
New Permanent Capacity - Fernwood				480			
New Permanent Capacity - Kenmore					264		
New Permanent Capacity - Maywood Hills					288		
New Permanent Capacity - Woodin				288			
Capacity in Portables	2,448	2,448	2,448	1,632	1,176	1,176	1,176
Total Capacity including Portables	11,732	11,732	11,732	11,972	12,068	12,068	12,068
Permanent Capacity over/(short)	(928)	(1,013)	(1,185)	(166)	321	237	289
Total Capacity w/Portables over/(short)	1,520	1,435	1,263	1,466	1,497	1,413	1,465
Middle School Enrollment	5,322	5,280	5,311	5,344	5,411	5,396	5,499
Permanent Capacity – Existing	5,262	5,262	5,262	5,262	5,574	5,574	5,574
New Permanent Capacity – Leota				312			
Capacity in Portables	520	520	520	338	338	338	338
Total Capacity including Portables	5,782	5,782	5,782	5,912	5,912	5,912	5,912
Permanent Capacity over/(short)	(60)	(18)	(49)	230	163	178	75
Total Capacity w/Portables over/(short)	460	502	471	568	501	516	446
High School Enrollment	6,885	6,974	6,992	7,002	7,017	7,009	7,110
Permanent Capacity -Existing	6,465	6,465	6,465	6,465	6,465	6,881	6,881
New Permanent Capacity - Inglemoor					416		
Capacity in Portables	156	156	156	156	0	0	0
Total Capacity including Portables	6,621	6,621	6,621	6,621	6,881	6,881	6,881
Permanent Capacity over/(short)	(420)	(509)	(527)	(537)	(136)	(128)	(229)
Total Capacity w/Portables over/(short)	(264)	(353)	(371)	(381)	(136)	(128)	(229)
Total Enrollment	22,419	22,551	22,772	22,852	22,999	23,060	23,212
Permanent Capacity – Existing	21,011	21,011	21,011	21,011	22,379	23,347	23,347
Capacity in New Permanent Facilities				1,368	968		
Capacity in Portables	3,124	3,124	3,124	2,126	1,514	1,514	1,514
Total Capacity including Portables	24,135	24,135	24,135	24,505	24,861	24,861	24,861
Permanent Capacity over/(short)	(1,408)	(1,540)	(1,761)	(1,841)	(620)	287	135
Total Capacity with Portables over/(short)	1,716	1,584	1,363	1,653	2,200	1,801	1,650

*Actual October 2021 enrollment

This table does not include new or relocated portable facilities over the six-year planning period; it also does not include the addition of permanent capacity at Sorenson Early Childhood Center.

For long-term planning purposes, a ten-year capacity analysis can be created. **Table 5.4** utilizes demographers' 10-year NSD forecast to create the best possible projection given the data available to us. Note that the longer the period of time that a forecast covers, the less accurate it becomes. Factors such as unforeseen changes in population and development may impact actual results. An example of this is the recent COVID-10 pandemic and the influence it has had on demographic and development trends in school districts, including NSD.

Year 2031 – Long-term Forecast of Enrollment and Instructional Capacity

Table 5.4

Assumes added new capacity projects included in this CFP but no future near-term planning in process and no adjustment of portable facilities.

Grade Level	Enrollment	Permanent Capacity	Total Capacity	Permanent surplus/(short)	Total surplus/(short)
Elementary	10,231	9,284	11,732	(947)	1,501
Middle School	5,558	5,262	5,782	(296)	224
High School	7,601	6,465	6,621	(1,136)	(980)
Total	23,390	21,011	24,135	(2,379)	745

Planned Improvements – Existing Facilities (Building Improvement Program)

In a number of sites (not identified for additional capacity in the 2022 bond) where the existing facility layout (building envelope) meets instructional needs and building structural integrity is good, individual building systems (such as HVAC, mechanical, flooring, roofing) are identified for replacement or modernization to extend the life of the overall site and ensure optimal learning environment for students. NSD continues to implement building improvement projects funded as a part of the 2018 Bond, and is currently planning implementation of improvements identified within the 2022 capital bond. See **Table 6.1** in Section 6.

Capital Facilities Financing Plan

Section 6

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 are 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. The District's Board of Directors, upon the recommendation of the Capital Bond Planning Task Force, sent a \$425 million bond measure to the voters in February 2022 to provide funding for growth-related projects included in this Capital Facilities Plan, as well as other District-wide building improvement or capital infrastructure needs. The voters approved the bond measure by 61.2%.

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 General Obligation funds or the Superintendent of Public Instruction can prioritize projects for funding.

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. Eligibility for state match is continually reviewed. Future updates to this plan will include updated information, as it becomes available.

Impact Fees

(See Section 7 for background, detail, and methodology)

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.

Budget and Financing Plan

Table 6.1 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 contingency. The table also identifies 2022 and future planned expenditures. It does not include project expenditures from previous years.

8-Year Capital Facilities Expenditures Finance Plan

Table 6.1

\$\$ in MILLIONS	FY 21-22	FY 22-23	FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28	FY 28-29
PROJECTS ADDING CAPACITY								
Inglemoor HS Concert Hall & Classrooms*	17.0							
SMS/CC Elem & MS Capacity Addition*	1.0							
Ruby Bridges Elementary (Maltby)*	1.0							
Innovation Lab High School (not bond funded)*	0.1							
Inglemoor High School Modernization*		5.0	60.0	30.0	5.0			
Leota Middle School Modernization*		3.0	36.0	18.0	3.0			
Crystal Springs Elementary Modernization*		1.5	18.5	9.2	1.5			
Fernwood Elementary Modernization*		1.5	18.5	9.2	1.5			
Kenmore Elementary Modernization*		1.5	18.5	9.2	1.5			
Maywood Hills Elementary Modernization*		1.9	22.2	11.1	1.9			
Woodin Elementary Modernization*		1.5	18.5	9.2	1.5			
Sorenson Early Childhood Center Modernization		0.6	7.2	3.6	0.6			
Future Middle School*					1.0	5.0	60.0	30.0
TOTAL PROJECTS ADDING CAPACITY	19.1	16.5	199.4	99.5	17.5	5.0	60.0	30.0
PROJECTS NOT ADDING CAPACITY								
Building Improvement Program	5.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0
Technology	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Fields/Inclusive Learning	1.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Code Compliance/Small Works	2.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Site Purchase/Circulation	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Overhead/Bond Expenses	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Security	1.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
TOTAL PROJECTS NOT ADDING CAPACITY	15.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0
TOTAL PROJECT EXPENDITURES	34.1	39.5	222.4	122.5	40.5	28.0	83.0	53.0

* Signifies schools with growth-related capacity improvements and eligible for funding with impact fee revenue. Listed modernization projects include added permanent capacity for growth.

Note: Costs for Inglemoor High School do not reflect expenses from years prior to 2021-22. Total project cost is \$110M.

Impact Fees

Section 7

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. The basic underlying assumption is that growth pays for growth.

Enrollment declines beginning around 2002 kept NSD from meeting the required eligibility criteria to collect school impact fees. The District is spread across two counties and also across the urban growth boundary. While development picked up on the north end of NSD, there was still ample capacity in the southeast area of the District. Because of the statutes and ordinances governing school district eligibility criteria to be able to collect school impact fees, NSD was not able to re-establish eligibility for collection of school impact fees until 2016. King County and the cities of Bothell, Kenmore, and Woodinville have all adopted the District's 2021 CFP and are collecting impact fees identified in that plan. Snohomish County adopted the District's 2020 CFP and is collecting impact fees associated with that plan. We anticipate all the above jurisdictions to consider and adopt this 2022 CFP this fall either as part of their regular budget cycle.

Methodology and Variables Used to Calculate School Impact Fees

Impact fees may be calculated based on the District's cost per dwelling unit to purchase/acquire land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables), all for purposes of growth-related needs. The costs of projects that do not add growth-related capacity are not included in the impact fee calculations. The impact fee formula calculates a "cost per dwelling unit". New capacity construction costs addressing NSD's growth-related needs, are used in the calculation

A student factor (or student generation rate) is used to identify the average cost per NEW dwelling unit by measuring the average number of students generated by each NEW (sold and occupied) housing type (single family dwelling units, townhomes, and multi-family dwelling units). The student generation rate used is an actual generation of students by grade level that came from new development over a period of five (5) years. NSD updated its student factor for both single family and multi-family and townhome units in early 2022. The townhome generation factor will be new with this 2022 plan. The student factor analysis for NSD is included in **Appendix A**. The student factors in Appendix A are based on all newly constructed, sold, and occupied units.

The District's student-generation rate for multi-family dwelling units is much lower than the

student generation rate for single-family homes. As available land for single family development is beginning to be constrained, and multi-family development – most notably townhomes, is increasing, we anticipate continued increases in student generation rates from those units over time. In particular, the District’s student generation rates, when isolated for townhomes only, show that more students are residing in those units than in traditional multi-family units. NSD is requesting that each jurisdiction, if necessary, consider amendments to the school impact fee ordinance to recognize the impacts of townhome units as different from apartments and condominium units.

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. Formula driven fees are identified in **Appendix B**.

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 (with one exception that Snohomish County has separate fees for Multi-Family Units with 1 bedroom or less and Multi-Family Units with 2+ bedrooms). 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 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, the District requests its local jurisdictions to collect impact fees on behalf of NSD.

The impact fees requested in this year’s Capital Facilities Plan are based on growth related construction projects, including added permanent capacity at: Inglemoor High School (416), Leota Middle School (312), Kenmore Elementary (264), Crystal Springs Elementary (288), Fernwood Elementary (480), Maywood Hills Elementary (288), and Woodin Elementary (288).

[Proposed School Impact Fees](#)
[Snohomish County, City of Woodinville^](#)

Single Family Units	\$17,963
Townhome Units	\$7,152
Multi-Family Units – 2+ Bedrooms	\$0

School impact fee rates stated above reflect a discount of 50% as required by the King County and Snohomish County codes.

^The District does not request that Snohomish County adopt a MF 1 bedroom/less fee on its behalf.

[Proposed School Impact Fees](#)
[King County, Bothell, Kenmore*](#)

Single Family Units	\$17,963
Multi-Family Units (incl. Townhomes)	\$2,625

School impact fee rates stated above reflect a discount of 50% as required by the King County and Snohomish County codes.

*If Bothell or Kenmore determine the Snohomish County model, segregating townhomes separately from other multi-family units, then the Snohomish County fee proposal applies.

Factors for Impact Fee Calculations

Student Generation Factors: Single Family

Elementary	0.341
Middle	0.124
High	0.138
K-12	0.604

Student Generation Factors: Multi-Family

Elementary	0.076
Middle	0.026
High	0.026
K-12	0.128

Student Generation Factors: Townhomes

Elementary	0.238
Middle	0.072
High	0.070
K-12	0.380

Student Generation Factors: Apartments

Elementary	0.018
Middle	0.010
High	0.010
K-12	0.038

Projected New Capacity

Inglemoor High School (416)
Leota Middle School (312)
Kenmore Elementary (264)
Fernwood Elementary (480)
Crystal Springs Elementary (288)
Maywood Hills Elementary (288)
Woodin Elementary (288)

Capacity/Construction Costs (in millions)

Inglemoor High School	\$110
Leota Middle School	\$60
Kenmore Elementary	\$30.7
Fernwood Elementary	\$30.7
Crystal Springs Elementary	\$30.7
Maywood Hills Elementary	\$37.1
Woodin Elementary	\$30.7

Capacity/New Property Costs

\$0.00

Temporary Facility Capacity Costs

\$0.00

(Portable costs not included in the formula)

Permanent Facility Square Footage

94.55%

Temporary Facility Square Footage

5.45%

School Construction Assistance Program Credit

Current SCAP percentage	42.18%
Current Construction Cost Allocation	246.83
OSPI Sq/Ft/Student	
ES:	90
MS:	108
HS:	130

Tax Payment Credit

Single Family AAV	\$1,405,644
Multi-Family Unit AAV	\$464,849

Debt Service Rate

Current/\$1,000 \$1.47967

GO Bond Interest Rate – Bond Buyer Index

Avg – Feb. 2022 \$2.45

Developer Provided Sites/Facilities

None

APPENDIX A

2022 Student Generation Factors from New Development

All Units Constructed 2016 - 2020 (5 years)

Grade	Single-Family 2,574 Units		Multi-Family 3,296 Units	
	Students	Factor	Students	Factor
	K	157	0.061	39
1	143	0.056	48	0.015
2	163	0.063	40	0.012
3	161	0.063	37	0.011
4	135	0.052	40	0.012
5	119	0.046	46	0.014
6	110	0.043	31	0.009
7	119	0.046	23	0.007
8	91	0.035	32	0.010
9	103	0.040	25	0.008
10	91	0.035	30	0.009
11	81	0.031	16	0.005
12	81	0.031	14	0.004
K-5	878	0.341	250	0.076
6-8	320	0.124	86	0.026
9-12	356	0.138	85	0.026
K-12	1,554	0.604	421	0.128

Grade	Townhome 866 Units		Apartments 2,430 Units	
	Students	Factor	Students	Factor
	K	31	0.036	8
1	42	0.048	6	0.002
2	31	0.036	9	0.004
3	28	0.032	9	0.004
4	32	0.037	8	0.003
5	42	0.048	4	0.002
6	23	0.027	8	0.003
7	18	0.021	5	0.002
8	21	0.024	11	0.005
9	21	0.024	4	0.002
10	17	0.020	13	0.005
11	13	0.015	3	0.001
12	10	0.012	4	0.002
K-5	206	0.238	44	0.018
6-8	62	0.072	24	0.010
9-12	61	0.070	24	0.010
K-12	329	0.380	92	0.038

APPENDIX B.1

School Impact Fee Calculation: **Single Family Dwelling Unit**
Northshore School District, 2022 CFP

School Impact Fee Calculation - Single Family Dwelling Unit
Northshore School District 2022 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	0	\$0	1608	\$0	0.3410	\$0
Middle	0	\$0	312	\$0	0.1240	\$0
Senior	0	\$0	416	\$0	0.1380	\$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	94.55%	\$109,900,000	1608	\$68,346	0.3410	\$22,036
Middle	94.55%	\$42,000,000	312	\$134,615	0.1240	\$15,783
Senior	94.55%	\$70,000,000	416	\$168,269	0.1380	\$21,956
TOTAL						\$59,774

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	5.45%	\$0	25	\$0	0.3410	\$0
Middle	5.45%	\$0	25	\$0	0.1240	\$0
Senior	5.45%	\$0	25	\$0	0.1380	\$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	246.83	90.0	42.18%	\$9,370	0.3410	\$3,195
Middle	246.83	108.0	42.18%	\$11,244	0.1240	\$1,394
Senior	246.83	130.0	42.18%	\$13,535	0.1380	\$1,868
TOTAL						\$6,457

School Impact Fee Calculation - Single Family Dwelling Unit
Northshore School District 2022 CFP

Tax Payment Credit Calculation:

Average SFR Assessed Value	\$1,405,649
Current Capital Levy Rate/\$1000	\$1.41
Annual Tax Payment	\$1,981.80
Years Amortized	10
Current Bond Interest Rate	2.45%
Present Value of Revenue Stream	\$17,390

Impact Fee Summary - Single Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$59,774
Temporary Facility Cost	\$0
State SCFA Credit	(\$6,457)
Tax Payment Credit	(\$17,390)
Unfunded Need	\$35,927
50% Required Adjustment	\$17,963
Single Family Impact Fee	\$17,963

APPENDIX B.2

School Impact Fee Calculation: **Townhome Dwelling Unit**
Northshore School District, 2022 CFP

School Impact Fee Calculation - Townhomes
Northshore School District 2022 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/ THDU</u>
Elementary	0	\$0	1608	\$0	0.2380	\$0
Middle	0	\$0	312	\$0	0.0720	\$0
Senior	0	\$0	416	\$0	0.0700	\$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/ THDU</u>
Elementary	94.55%	\$109,900,000	1608	\$68,346	0.2380	\$15,380
Middle	94.55%	\$42,000,000	312	\$134,615	0.0720	\$9,164
Senior	94.55%	\$70,000,000	416	\$168,269	0.0700	\$11,137
TOTAL						\$35,681

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/ THDU</u>
Elementary	5.45%	\$0	25	\$0	0.2380	\$0
Middle	5.45%	\$0	25	\$0	0.0720	\$0
Senior	5.45%	\$0	25	\$0	0.0700	\$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/ THDU</u>
Elementary	246.83	90.0	42.18%	\$9,370	0.2380	\$2,230
Middle	246.83	108.0	42.18%	\$11,244	0.0720	\$810
Senior	246.83	130.0	42.18%	\$13,535	0.0700	\$947
TOTAL						\$3,987

School Impact Fee Calculation - Townhomes
Northshore School District 2022 CFP

Tax Payment Credit Calculation:

Average SFR Assessed Value	\$1,405,649
Current Capital Levy Rate/\$1000	\$1.41
Annual Tax Payment	\$1,981.80
Years Amortized	10
Current Bond Interest Rate	2.45%
Present Value of Revenue Stream	\$17,390

Impact Fee Summary - Townhome Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$35,681
Temporary Facility Cost	\$0
State SCFA Credit	(\$3,987)
Tax Payment Credit	(\$17,390)
Unfunded Need	\$14,304
50% Required Adjustment	\$7,152
Townhome Impact Fee	\$7,152

APPENDIX B.3

School Impact Fee Calculation: **Multi-Family Dwelling Unit
(Townhome, Apartment, Condo blend)**

Northshore School District, 2022 CFP

School Impact Fee Calculation - Multi-Family Dwelling Unit

Northshore School District 2022 CFP

(Townhomes, Apartments, Condos)

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	0	\$0	1608	\$0	0.0760	\$0
Middle	0	\$0	312	\$0	0.0260	\$0
Senior	0	\$0	416	\$0	0.0260	\$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	94.55%	\$109,900,000	1608	\$68,346	0.0760	\$4,911
Middle	94.55%	\$42,000,000	312	\$134,615	0.0260	\$3,309
Senior	94.55%	\$70,000,000	416	\$168,269	0.0260	\$4,137
TOTAL						\$12,357

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	5.45%	\$0	25	\$0	0.0760	\$0
Middle	5.45%	\$0	25	\$0	0.0260	\$0
Senior	5.45%	\$0	25	\$0	0.0260	\$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	246.83	90.0	42.18%	\$9,370	0.0760	\$712
Middle	246.83	108.0	42.18%	\$11,244	0.0260	\$292
Senior	246.82	130.0	42.18%	\$13,534	0.0260	\$352
TOTAL						\$1,356

School Impact Fee Calculation - Multi-Family Dwelling Unit
Northshore School District 2022 CFP
(Townhomes, Apartments, Condos)

Tax Payment Credit Calculation:

Average MFR Assessed Value	\$464,849
Current Capital Levy Rate/\$1000	\$1.41
Annual Tax Payment	\$655.38
Years Amortized	10
Current Bond Interest Rate	2.45%
 Present Value of Revenue Stream	 \$5,751

Impact Fee Summary - Multi-Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$12,357
Temporary Facility Cost	\$0
State SCFA Credit	(\$1,356)
Tax Payment Credit	(\$5,751)
 Unfunded Need	 \$5,250
 50% Required Adjustment	 \$2,625
 Multi-Family Impact Fee	 \$2,625



Capital Facilities Plan

2022-2027

*2929 McDougall Avenue
Enumclaw, Washington 98022
(360) 802-7100*

*Board Adopted:
July 11, 2022*

Six-Year Capital Facilities Plan

2022-2027

Board of Directors

Tyson Gamblin

Jennifer Kent

Julianne DeShayes

Paul Fisher

Lori Metschan

Administration

Dr. Shaun Carey

Superintendent

Jill Burnes

Deputy Superintendent

Kyle Fletcher

Director, Business & Finance

Jessica McCartney

Director, Communications

Stephanie Berryhill

Director, Human Relations

Lindsey Marquardt

Director, Teaching & Learning

Phil Engebretsen

Director, Facilities, Operations & Athletics

Carolyn Zieske

Director, Student Support Services

Enumclaw School District No. 216

Enumclaw, Washington 98022

CAPITAL FACILITIES PLAN

Approved by Board of Directors

Resolution No. 1121

The Enumclaw School District No. 216 hereby provides to the King County Council, City of Enumclaw and City of Black Diamond, this Capital Facilities Plan documenting present and future school facility requirements of the District. The plan contains all elements required by the Growth Management Act and King Code 21A, including a six (6) year financing plan component.

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Executive Summary

In accordance with King County Code 21A.43, this update has been prepared by the Enumclaw School District No. 216 to reflect current conditions in facility usage and needs.

The District's service area includes areas of unincorporated King County, the City of Black Diamond, and the City of Enumclaw. Currently, the District serves a student population of about 4,046 (Oct. 2021 head count) students in Kindergarten through grade 12. Enrollment projections presented herein, indicate that enrollment growth will occur over the next six years.

The District has experienced approximately 2.85% growth per year over the last five years. Enrollment in October 2020 was at 3,951 students and at 4,104 students in October 2019. The District's enrollment, like most school districts, was affected by closures of schools due to Covid-19. However, the District saw enrollment increases with a return to a hybrid learning environment of all grades in February 2021 and additional increases with the return to in-person learning in the 2021-22 school year. The District anticipates continued enrollment gains as a result of new residential development projected within the six-year planning period (and anticipated to continue beyond the six year planning period). The City of Black Diamond has two Master Planned Developments (the "MPDs"), Ten Trails and Lawson Hills, in the process of development with a projected buildout of up to 6,050 dwelling units. Construction of residential dwelling units in Phase IA of the Ten Trails MPD began in 2018 with the construction of approximately 612 single family units and 113 multi-family units through 2021. An additional 238 single family units and 136 multi-family units (plus 80 age-qualified units) are anticipated to be constructed in 2022. Construction will continue with a total of 2,258 single family units and 549 multi-family units (plus 401 age-qualified units) in the MPDs through 2027. See Appendix E for Map of MPDs and map of current project buildout. The City of Enumclaw has several continuing residential construction projects within the city limits. Finally, there is ongoing, though limited, development in the unincorporated area of King County that is located within the District. To accommodate cumulative projected new development, the District added capacity in 2017 at the new Black Diamond Elementary School and added permanent student capacity at Enumclaw High School. Temporary capacity at the elementary and middle school levels will be needed during the six-year planning period, and the District is planning for additional permanent capacity within the six year planning period. Section IV of this Plan identifies the District's six-year and anticipated long-term planning for school facilities.

As noted above, the District will need substantial capacity additions in the long-term planning period in response to development activity throughout the District and particularly within the City of Black Diamond. Future updates to this Plan will reflect updated planning needs in response to growth.

Section I: Six-Year Enrollment Projection

This plan update is based on the anticipated number of students expected to be enrolled through 2027. The six-year projection (2022-2027) will assist in determining short term needs and form the basis for assessing the need for impact fees.

Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projection. In the event that enrollment growth slows, plans for new facilities will likely be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projections. Regular updates of both the enrollment projections and the Capital Facilities Plan (CFP) are essential to good facility planning.

The District relies on two population forecasts for purposes of projecting student enrollment. The first is an estimate by the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment through 2027 using the cohort survival method. This method estimates how many students in one year will attend the next grade in the following year by relying on previous enrollment trends. Due to the fact that the cohort survival method does not incorporate changes in trends of in-migration, particularly from anticipated new development within the District, these projections are considered highly conservative. The pandemic's anomalous impact on enrollment counts makes the cohort survival projections more unreliable. See [Appendix A](#).

The second forecast is a modified cohort analysis, which uses the cohort projections as a base, incorporates King County live birth data and the District's historic percentage of those births to determine the number of kindergartners entering the system, and further incorporates assumptions based on known new residential development proposals within the District. See [Appendix B](#). Because this analysis incorporates the expected in-migration to the District from new development, the District uses this analysis for purposes of determining capacity needs throughout the six years of this planning period. Using the modified enrollment projections, the District's enrollment is expected to increase at all grade levels over the six years of this Plan.

With regard to the expected enrollment from the anticipated 6,050 dwelling units in Black Diamond, building of residential units did commence in summer 2018, with building and occupancy to continue for a sustained period over several years. As such, the enrollment impacts from the start of these developments are just beginning to show during the early years of this Plan period. Future updates to this Plan will provide additional and updated information regarding these projects and the impacts on District enrollment.

Using the modified cohort survival projections, a total enrollment of 5,214 (HC) is expected by 2027. The District expects the enrollment of 1,168 additional students between 2021-2027. See Table 1.

**Table 1: Projected Student Enrollment
2022-2027**

<i>Projection</i>	<i>2021*</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>Actual Change</i>	<i>Percent Change</i>
Modified Cohort (HC)	4,046	4,164	4,373	4,587	4,796	5,005	5,214	1,168	28.9%

* Actual enrollment (October 1, 2021)

Section II: Current Enumclaw School District “Standard of Service”

In order to determine the capacity of the District’s facilities, the King County Code 21A refers to a “standard of service” that each school district must establish in order to ascertain its overall capacity. The standard of service is based upon the number of classrooms available at each school and the desired average class load district-wide. A favorable class size is used to promote the standard and quality of educational programs the residents of the Enumclaw School District expect and support through the passage of levies and bonds.

Rooms designed for special use are not counted as classrooms. Portables used for classrooms are employed on an interim basis only. When additional permanent classrooms are available, portables are removed from service, transferred to other locations, or used for non-classroom purposes.

The District’s standard of service is based on current standards. The Capital Facilities Plan incorporates funded implementation of K-3 class size reduction.

Current Standards of Service for Elementary Students:

Average district wide class size for grades K-3 were reduced to 20 students per teacher beginning in the 2019-2021 school year to help the overall ratio reduce to 1 to 17 when specialist and intervention teachers are considered.

Average district wide class size for grades 4 and 5 should not exceed 26 students.

Elementary school permanent capacity should be between 450 to 600 students. We have reduced permanent capacity in several schools to allow for K-3 class size reduction. Goals with new construction would be to build permanent capacity to accommodate for growth while still allowing for special programming listed below.

Class size may vary from building to building based upon different influencing factors at each school. Students may be provided music instruction, physical education, and lunch in a separate classroom or facility. Students may have scheduled time in a special computer lab. Special Education for student with disabilities may be provided in a self-contained classroom with a maximum capacity of 10-12 depending on the program.

Identified students will also be provided other educational opportunities in classrooms and/or special spaces for programs designated as follows:

- English Language Proficiency (ELP)
- Integrated Programs & Resource Rooms (for special remedial assistance)
- Education for Disadvantage Students (Title 1)
- Highly Capable Program
- Other Remediation Programs
- Learning Assisted Program (LAP)
- Behavior Programs for severely behavior-disordered students
- Hearing Impaired
- Mild, Moderate and Severe Developmental Disabilities
- Developmental Preschool
- Early Childhood Education Assistance Programs (ECEAP)

All of the special programs referenced above require specialized classroom space; thus, the full-time student capacity of buildings housing these programs is reduced. Students leave their regular classroom for a period of time to receive instruction in several special programs. When programs change, program capacity fluctuates and the plan is updated annually to reflect the change in program and capacity.

Current Standards of Service for Secondary Students:

The standards of service outlined below reflect only those programs and educational opportunities provided to secondary students which directly affect the capacity of the school buildings.

Average district wide class size for grades 6-8 should not exceed 28 students.

Middle school permanent capacity should be between 550 to 800 students.

Average district wide class size for grades 9-12 should not exceed 28 students.

Special Education for students with disabilities may be provided in a classroom with a capacity of 10-15 depending on program.

Identified students will also be provided other educational opportunities in classrooms and/or special spaces for programs designated as follows:

- Instrumental and Vocal Music
- Integrated Programs & Resource Rooms (for special remedial assistance)
- Advanced Placement Programs
- Basic Skills Programs
- Career and Vocational Education Programs

Many of these programs require specialized classroom space and can reduce the permanent capacity of the school buildings.

Each school's available capacity will vary with the type of programs and space utilization in the building. When a large number of portables are added to site to add capacity, other support facilities, such as gymnasiums, lunch areas, halls, etc. become inadequate.

Section III: Inventory and Projected Six-Year Enrollment Capacity of Schools

Currently, the District has permanent program capacity to house 4,807 students based on the District's Standard of Service as set forth in Section II. Portable classroom capacity for 152 students brings the total capacity to 4,959 at the beginning of the 2021-2022 school year.¹ A summary of the current enrollment and capacity, and the breakdown at each grade span follows:

Table 2: Summary of Capacity (2021-22)

2021-2022 Current	Permanent Capacity	Portable Capacity	Total Capacity	Oct. 2021 Enrollment (HC)	Surplus Capacity w/o Portables	Surplus Capacity w/ Portables
Elementary	2,210	96	2,306	1,811	399	495
Middle School	1,100	0	1,100	987	113	113
Senior High	1,497	56	1,553	1,248	249	305
District Total	4,807	152	4,959	4,046	761	913

Included in this Plan is an inventory of the District's schools by type, address and current capacity. See Table 3.

In the fall of 2005, the District closed J.J. Smith Elementary due to the age and condition of the building. The District performed facility upgrades in 2015 at J.J. Smith and it was used to temporarily house Black Diamond Elementary students during construction of the new elementary school. In the fall of 2017, J.J. Smith began to house the District's Birth-to-Five program, special education pre-school and ECEAP programs.

Black Diamond Elementary, as modernized and expanded, opened in August 2017. The new Black Diamond Elementary has a capacity of 430 students in permanent housing (an increase from the previous permanent capacity of 217). The Enumclaw High School modernization phase 1 opened in October 2018 and phase II was completed in August 2019. The updated facility increased permanent capacity by approximately 197 students.

Based on the enrollment forecasts, current inventory, program capacity, current standard of service, and portable capacity, the District has identified the need for additional student capacity in the short term. This reflects new development in the City of Black Diamond and new and potential development in the City of Enumclaw and King County during the six year planning period.

¹ The District's intent is for all students to be served in permanent classroom facilities. As such, portables are intended to be a temporary capacity solution. The District currently has four classrooms in portables at Kibler Elementary and two classrooms in portables at Enumclaw High School. There are seven portables at Kibler in total and three at Westwood. Portables are also used for book rooms and administrative purposes.

TABLE 3: Inventory Summary

An inventory of existing permanent school facilities including the locations and capacities of those facilities is provided below.

Existing Facility	Location	Capacity
Black Diamond Elementary	25314 Baker Street Black Diamond, WA 98010	430
Byron Kibler Elementary	2057 Kibler Avenue Enumclaw, WA 98022	430
Southwood Elementary	3240 McDougall Avenue Enumclaw, WA 98022	450
Sunrise Elementary	899 Osceola Street Enumclaw, WA 98022	450
Westwood Elementary	21200 SE 416th Enumclaw, WA 98022	450
Enumclaw Middle School	550 Semanski Street S. Enumclaw, WA 98022	550
Thunder Mountain Middle School	42018 264th Avenue E. Enumclaw, WA. 98022	550
Enumclaw High School	226 Semanski Street S. Enumclaw, WA 98022	1497

Table 4 – Projected Enrollment & Capacity*

K-5 Elementary							
	2021*	2022	2023	2024	2025	2026	2027
Permanent Capacity	2,210	2,210	2,210	2,210	2,210	2,810	2,880
New Permanent Capacity					600^	70**	
Portable Capacity Available	96	96	96	96	192	192	192
Portable/Purchase, Relocate				96^^			
Total Capacity	2,306	2,306	2,306	2,402	3,002	2,976	3,072
Projected Enrollment*	1,811	1,915	1,988	2,123	2,257	2,428	2,550
Surplus/(Deficit) of Perm. Capacity	399	295	222	87	553	452	330
Surplus/(Deficit) with Portables	495	391	318	279	745	644	522
6-8 Middle School							
	2021*	2022	2023	2024	2025	2026	2027
Permanent Capacity	1,100	1,100	1,100	1,100	1,100	1,100	1,100
New Permanent Capacity							
Portable Capacity Available				112	112	112	112
Portable/Purchase, Relocate			112				
Total Capacity	1,100	1,100	1,212	1,212	1,212	1,212	1,212
Projected Enrollment*	987	995	998	1,028	1,092	1,082	1,167
Surplus/(Deficit) of Perm. Capacity	113	105	102	72	8	18	(67)
Surplus/(Deficit) with Portables	-		214	184	120	130	45
9-12 High School							
	2021*	2022	2023	2024	2025	2026	2027
Permanent Capacity	1,497	1,497	1,497	1,497	1,497	1,497	1,497
New Permanent Capacity							
Portable Capacity Available	56	224	224	224	224	224	224
Portable/Purchase, Relocate	168						
Total Capacity	1,721						
Projected Enrollment*	1,248	1,254	1,387	1,436	1,447	1,495	1,497
Surplus/(Deficit) of Perm. Capacity	249	243	110	61	50	2	0
Surplus/(Deficit) with Portables	473	467	334	285	274	226	224

*2021 reflects actual October enrollment.

^Reflects construction of new elementary in Ten Trails neighborhood.

**Added capacity at Kibler Elementary School (KES will be rebuilt on site with added capacity)

^^Likely addition of 4 portable classrooms at Westwood Elementary for temporary Ten Trails overflow

Section IV: The District's Planning and Construction Plan

Trigger of Construction

Planning for new schools and additions to existing schools are triggered by comparing the enrollment forecasts with District capacity. Projected available student capacity was derived by subtracting projected student enrollment from existing school capacity for each of the six years in the forecast period (2022-2027). Capacity needs are expressed in terms of "Surplus/(Deficit) of Permanent Capacity." A deficit in permanent capacity means that there will be unhoused students who will likely be served in portable classrooms, in classrooms where class size exceeds State standards, Board expectations and/or contractually negotiated agreements within the local school district. The unhoused student levels are shown in Table 5. Note: for purposes of assessing capacity, the District has included the capacity improvements that are planned over the six year planning period. As previously discussed in this Plan, the District intends to monitor development and enrollment growth and will continue to assess the need for any capacity additions in future updates to this Plan.

Facility Needs (2022-2027)

The voters in the District approved a Bond in April 2015 that included replacement and expansion of Black Diamond Elementary School and renovation/expansion of Enumclaw High School. Creating new capacity at Black Diamond Elementary helped to ensure that elementary schools in other areas of the District are not overcrowded and that capacity is available in those schools to serve new development. The projects listed in Table 5 are anticipated based upon information available at the present time. Due to anticipated growth within the cities of Black Diamond and Enumclaw, the District will reallocate portables to both Thunder Mountain and Enumclaw Middle School and will need to purchase and/or relocate additional new portables based on the actual impact of growth. Implementation of the K-3 class size reduction legislation impacted permanent space at the elementary level. The District anticipates running one or more bonds before 2026 for several projects. These projects include (i) the replacement and modernization (with some added capacity) of Byron Kibler Elementary School; (ii) an upgrade and/or modernization of the Performing Arts Center at Enumclaw High School; (iii) a new elementary school in Black Diamond in the Ten Trails neighborhood to address growth needs; and (iv) a replacement and modernization of the Birth to Five Center at JJ Smith Elementary. The District recently secured property from the developer for the planned new elementary school in Ten Trails through MPD mitigation fees. The District recently purchased a parcel adjacent to the current Black Diamond Elementary to allow for parking/expansion. Projections show Black Diamond Elementary in a deficit of permanent capacity in the near term, necessitating the transportation of some current Ten Trails students to Westwood Elementary, our northernmost Enumclaw elementary school, which currently has some remaining capacity. In addition, the District must consider field space to allow for increased size in athletic teams and programs. To this end, the District anticipates adding baseball and fast pitch fields at Thunder Mountain Middle School where none presently exist as well as an additional fast pitch facility within the district. The District will also likely be adding portables at various facilities to serve interim needs. A new agricultural sciences barn will be constructed at Enumclaw High School as part of our CTE program which will provide a variety of learning opportunities for our students in the coming years.

Facility Needs (Long Term)

Based upon present information regarding the development activity within the City of Black Diamond, the District is planning for long term needs in the Black Diamond area. The District anticipates that, based upon service standards and enrollment projections, the two approved master planned development projects will necessitate the need for up to three additional new elementary schools (including the Ten Trails elementary school planned within the six-year period), one new middle school, and one new high school. The District is uncertain at this time regarding long term additional capacity needs that may result from additional development in Black Diamond and development within the City of Enumclaw and unincorporated King County. The District will continue to monitor development activity and related capacity needs. In addition, funded implementation of class size reduction measures will require additional capacity. Future updates to this Plan will reflect the planning needs in response to long term growth impacts.

General Considerations

The decision and ability to construct a new school facility involves multiple factors not wholly within the control of the District. The availability of funds is the biggest consideration whether those funds are generated from locally approved bonds, state construction funds, impact fees, mitigation payments, or a combination of the above.

**Table 5 - Planned Projects
2022-2027**

**Projects Planned and Sites Acquisitions
Enumclaw School District No.216**

School/Facility/Site	Location	Type	Status	Projected Completion Date	Approx Added Capacity	Approx % for New Growth
Elementary						
Black Diamond Elementary	Black Diamond	New	Complete	2017	257	100%
Westwood Elementary Portables***	Enumclaw	New	Planning	2024	96	100%
Ten Trails Elementary^	Black Diamond	New	Planning	2025	600	100%
Byron Kibler Elementary*	Enumclaw	New	Planning	2026	70	15%
Black Diamond Elementary Addition^^	Black Diamond	New	Planning	2028	96	100%
Possible BDES Portables	Black Diamond	New	Planning	TBD	TBD	100%
Middle School						
EMS Portables**	Enumclaw	Relocate/Renovate	In Process	2023	56	100%
TMMS Portables**	Enumclaw	Relocate/Renovate	In Process	2023	56	100%
High School						
Enumclaw High School	Enumclaw	Renovation/Addition	Complete	2020	197	100%
Agricultural Sciences Barn	Enumclaw	New	Planning	2023	N/A	N/A
Other Sites						
South West Enumclaw (18A)	1009 SE 244th, Enumclaw	New	Existing	Site Bank	0	0
North East Enumclaw (20A)	East of Highway 169	New	Existing	Site Bank	0	0
Black Diamond (various pending)	MPD designated sites	New	Planning		varying	100%

* Replacement/modernization of Byron Kibler Elementary will increase permanent capacity as that school is currently above permanent capacity with seven portables and more growth projected.

** Portables have been relocated from EHS to middle schools to expand capacity for growth.

*** Portables will need to be placed at Westwood Elementary for continued growth in Ten Trails until the Ten Trails Elementary school is built.

^ An elementary school in Black Diamond will be built to expand capacity for growth in the Ten Trails community.

^^ Additional permanent space may be added to Black Diamond Elementary to create increased capacity and overflow for future Ten Trails and Lawson Hills development enrollment needs.

Table 6 – Finance Plan

Estimated Project Cost by Year - in \$millions							Total	Secured	Secured	Unsecured
2022	2023	2024	2025	2026	2027	Cost	Bond/Levy (1)	Other (2)	Other (3)	
Improvements Adding Student Capacity										
Elementary School										
Byron Kibler Elementary Replacement (New Construction)*	\$.20			\$81.10		\$81.3	\$.20		\$81.10	
Black Diamond Elementary**	\$.30	\$.50	\$.50			\$1.30		\$.30	\$1.0	
New Ten Trails Elementary***	\$.20		\$68.70			\$68.90	\$.20		\$68.70	
Portable Placement	\$.75					\$.75			\$.75	
Middle School										
Portable Placement^	\$.25					\$.25		\$.25		
High School										
Renovation and Addition^^		\$2.50				\$2.50			\$2.50	
Total	\$.95	\$3.0	\$69.20	\$81.10		\$155.00	\$.40	\$.55	\$154.05	

(1) Secured Bond/Levy- Bond and levy funding already approved by voters.

(2) Secured Other - Funds currently available to the District including proceeds from property sales, school mitigation and impact fees, and State School Construction Assistance Program (SCAP) Funds remaining from other projects.

(3) Unsecured future - School mitigation and impact fees not yet collected, bonds and levies not yet approved, SCAP dollars not yet allocated.

* Costs related to new capacity project for Byron Kibler Elementary. Will include a wing for a new Birth to Five center replacing JJ Smith Elementary.

** Continuation of Black Diamond Elementary project with HVAC upgrade, parking expansion/portable pads, and possible portable acquisition

*** Estimated costs related to the planned new elementary school in Ten Trails Elementary, including survey and design work and construction project costs. Estimated construction costs are used in the impact fee formula.

^ Cost of adding one double portable at each of two middle schools.

^^ Completion of envelope renovations as well as necessary upgrades to Performing Arts Center.

The District may also add portable facilities at the high school during the six year planning period as needed to serve interim growth needs.

Section V: Capital Facilities Financing Plan

The Six-Year Finance Plan shown on Table 6 demonstrates how the District intends to fund new construction and improvements to school facilities for the years of 2022-2027. The financing plan and impact fee calculation formula also differentiate between capacity and non-capacity projects.

The District's ability to accomplish its building program is based on the following funding sources:

- Passage of general obligation bonds by District voters, which was done in the April 2015 election for recently completed projects (Black Diamond ES and EHS Renovation/Addition)
- Collection of school mitigation and impact fees
- State School Construction Assistance Program funds
- Passage of future general obligation bonds for planned projects (New ES, Kibler ES replacement w/ Birth to Five addition, BDES addition, and EHS PAC renovation)

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. Bonds are then retired through collection of property taxes. The District's voters approved a \$68.5 million bond to fund the replacement and expansion of the existing Black Diamond Elementary School and the partial renovation and expansion of Enumclaw High School. The District is considering proposing one or more bond packages totaling more than \$200 million to fund the replacement of Byron Kibler Elementary with a Birth to Five addition, a new elementary school in Black Diamond in the Ten Trails neighborhood, upgrades and maintenance to current school and district facilities, athletic field upgrades and additions, a new Performing Arts Center, and possibly a new athletic complex/stadium.

State School Construction Funding Assistance

State School Construction Funding 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 Superintendent of Public Instruction can prioritize funding.

School districts may qualify for School Construction Funding Assistance for specific capital projects. To qualify, a project must first meet a State established criteria of need. This is determined by a formula that specifies the amount of square footage the State will help finance to provide permanent structures for the unhoused enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on seven prioritization categories. Funds are then disbursed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole

State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State. The State contribution can range from less than half to more than 70% of the project's cost.

State School Construction Funding Assistance can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive School Construction Funding Assistance dollars. School Construction Funding Assistance funds are not received by a school district until after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

Because of the method of computing State School Construction Funding Assistance, the official percentage of funds calculated by the State does not typically equal the actual percentage of total facility cost. The State Funding Assistance Percentage for the Enumclaw School District is approximately 52.81%. Notably, this only applies to costs that the State considers eligible for State Funding. Land costs and other development costs are not considered eligible for State School Construction Funding Assistance. Furthermore, the State only allows 90 square feet per elementary student while the District's service standard requires more square feet per student. This additional space must be funded with local dollars. For a typical project that has maximum State funding, less than 50% of the total project costs will be covered by School Construction Funding Assistance dollars.

Mitigation Payments and School Impact Fees

King County, the City of Black Diamond and the City of Enumclaw have adopted school impact fee ordinances. In these jurisdictions, the District requests that an impact fee be collected for the construction of any new residential dwelling unit.

New dwelling units in the Lawson Hills and Ten Trails MPDs are subject to a school mitigation fee assessed pursuant to a Comprehensive School Mitigation Agreement.

Fees assessed are based on the new enrollment growth in the District and related capacity needs. By law, new development cannot be assessed impact fees to correct existing deficiencies.

Impact fees have been calculated utilizing the formula in the King County Ordinance 11621. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase, install or relocate temporary facilities (Portables). Credits have also been applied in the formula to account for State School Construction Funding Assistance expected to be reimbursed to the District and projected future property taxes to be paid by the owner of a dwelling unit.

The District's cost per dwelling unit is derived by multiplying the cost per student by the applicable student generation rate per dwelling unit. King County Ordinance 11621 defines "Student Factor" as "the number derived by a school district to describe how many

students of each grade span are expected to be generated by a dwelling unit. Student factors shall be based on district records of average actual student generation rates for new developments constructed over a period of not more than five (5) years prior to the date of the fee calculation; provided that, if such information is not available in the district, the data from adjacent districts, districts with similar demographics, or county wide averages may be used.”

Enumclaw School District’s student generation factors are based on the 2022 average of student factors from surrounding districts in King County. See Table 7.

Table 7 - Summary of Student Generation Rate (SGR)

Single Family Dwelling Units:

	Auburn	Federal Way	Issaquah	Lake Washington	Northshore	Average[^]
Elementary	0.301	0.163	0.303	0.370	0.341	0.296
Middle	0.146	0.028	0.122	0.153	0.124	0.115
High	0.155	0.052	0.133	0.147	0.138	0.125
Total	0.602	0.243	0.558	0.670	0.603	0.536

Multi-Family Dwelling Units:

	Auburn	Federal Way*	Issaquah	Lake Washington	Northshore	Average[^]
Elementary	0.392	0.516	0.160	0.082	0.076	0.178
Middle	0.135	0.317	0.049	0.035	0.026	0.061
High	0.153	0.208	0.055	0.033	0.026	0.067
Total	0.680	1.041	0.263	0.150	0.128	0.306

**For purposes of the MF student generation rates, the FWSD figures are for information only and not used to calculate the MF average.*

[^]Figures are rounded.

Section VI: Impact Fee Variables and Impact Fees

Student Factors-Single/Multi-Family

Elementary	.296/.178
Middle School	.115/.061
High School	.125/.067

Student Capacity per Facility

Elementary	400-500
Middle School	600-650
High School	1,500

Site Acreage Site

Elementary	15 a
Middle School	25 a
High School	40 a

Site Cost per Acre

Elementary	N/A
Middle School	
High School	

New Facility Construction Cost

Elementary	\$68,900,000
------------	--------------

SPI Square Footage per Student

Elementary (K-5)	90
Middle School (6-8)	108
High School (9-12)	130
Special Education	144

Temporary Classroom Capacity

Elementary	23
Middle School	28
High School	28

Developer Provided Sites/Facilities

Elementary School Site

Temporary Facilities Costs

Elementary	
Middle School	\$250,000
High School	

Permanent Square Footage

Elementary	226,126
Middle School	167,254
High School	<u>154,698</u>
Total	548,078

Temporary Square Footage

Elementary	8,600
Middle School	
High School	<u>1,720</u>
Total	10,320

Total Facilities Square Footage

Elementary	234,726
Middle School	167,254
High School	<u>156,418</u>
Total	558,398

State Construction Funding

District Match – 52.81%
Current Construction Cost
Allocation \$246.83

District Average Assessed Value

Single Family Res. \$516,649
K.C. Assessor, 5/21

Bond Interest Rate

Current Bond Buyer Index 2.45%

District Average Assessed Value

Multi-Family Res. \$197,174
K.C. Assessor, 5/21
Weighted Avg. of Condos and Apts.

District Debt Service Tax Rate

Current \$.77008/\$1,000

The District's proposed school impact fees reflect identified capacity needs and planning at the elementary level. The fees are based on the estimated costs of the planned new elementary school (anticipated, if funding is approved by the voters, to be complete within the six year planning period).

Using the variables and formula described above, impact fees proposed for the District are summarized in Table 8. See also Appendix C.

Table 8 - School Impact Fees

Housing Type	Impact Fee Per Dwelling Unit*
Single Family	\$13,210
Multi-Family	\$8,326

*Per City of Black Diamond Ordinance 20-1146; discounted at 50%; City of Enumclaw Ordinance 2609 (discounted at 50%); Chapter 21A.43 KCC and Ordinance No. 10162 (discounted at 50%)

Appendix A

OSPI Cohort Enrollment Projections



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Enrollment Projections (Report 1049)

King/Enumclaw(17216)

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---						AVERAGE % SURVIVAL	--- PROJECTED ENROLLMENTS ---					
	2016	2017	2018	2019	2020	2021		2022	2023	2024	2025	2026	2027
Kindergarten	264	309	283	319	268	328		318	325	332	338	345	352
Grade 1	267	265	323	313	298	267	101.70%	334	323	331	338	344	351
Grade 2	308	288	272	338	292	312	102.62%	274	343	331	340	347	353
Grade 3	313	319	301	288	320	297	102.06%	318	280	350	338	347	354
Grade 4	299	329	333	321	276	318	102.26%	304	325	286	358	346	355
Grade 5	309	303	318	350	301	289	100.31%	319	305	326	287	359	347
K-5 Sub-Total	1,760	1,813	1,830	1,929	1,755	1,811		1,867	1,901	1,956	1,999	2,088	2,112
Grade 6	304	319	328	347	327	312	103.53%	299	330	316	338	297	372
Grade 7	306	308	317	321	348	328	99.82%	311	298	329	315	337	296
Grade 8	301	306	303	322	309	347	99.18%	325	308	296	326	312	334
6-8 Sub-Total	911	933	948	990	984	987		935	936	941	979	946	1,002
Grade 9	308	325	319	325	331	329	105.74%	367	344	326	313	345	330
Grade 10	349	298	317	324	328	328	99.17%	326	364	341	323	310	342
Grade 11	310	300	267	279	288	298	88.65%	291	289	323	302	286	275
Grade 12	296	294	290	257	265	293	96.89%	289	282	280	313	293	277
9-12 Sub-Total	1,263	1,217	1,193	1,185	1,212	1,248		1,273	1,279	1,270	1,251	1,234	1,224
DISTRICT K-12 TOTAL	3,934	3,963	3,971	4,104	3,951	4,046		4,075	4,116	4,167	4,229	4,268	4,338

Notes: Specific subtotalling on this report will be driven by District Grade spans.

School Facilities and Organization

Printed Feb 23, 2022

Appendix B Modified Cohort Enrollment Projections

MODIFIED COHORT SURVIVAL PROJECTIONS

	PROJECTED ENROLLMENTS					
	2022	2023	2024	2025	2026	2027
Kindergarten	321	334	386	399	415	433
Grade 1	346	335	350	404	419	435
Grade 2	280	362	351	368	420	442
Grade 3	321	293	378	369	383	439
Grade 4	315	335	308	395	384	400
Grade 5	332	329	350	322	407	401
K-5 Headcount	1915	1988	2123	2257	2428	2550
Grade 6	307	345	341	364	338	427
Grade 7	321	319	357	355	375	352
Grade 8	367	334	330	373	369	388
6-8 Headcount	995	998	1028	1092	1082	1167
Grade 9	336	380	344	337	386	384
Grade 10	322	348	391	349	347	396
Grade 11	315	333	358	398	356	354
Grade 12	281	326	343	363	406	363
9-12 Headcount	1254	1387	1436	1447	1495	1497
K-12 Headcount	4164	4373	4587	4796	5005	5214

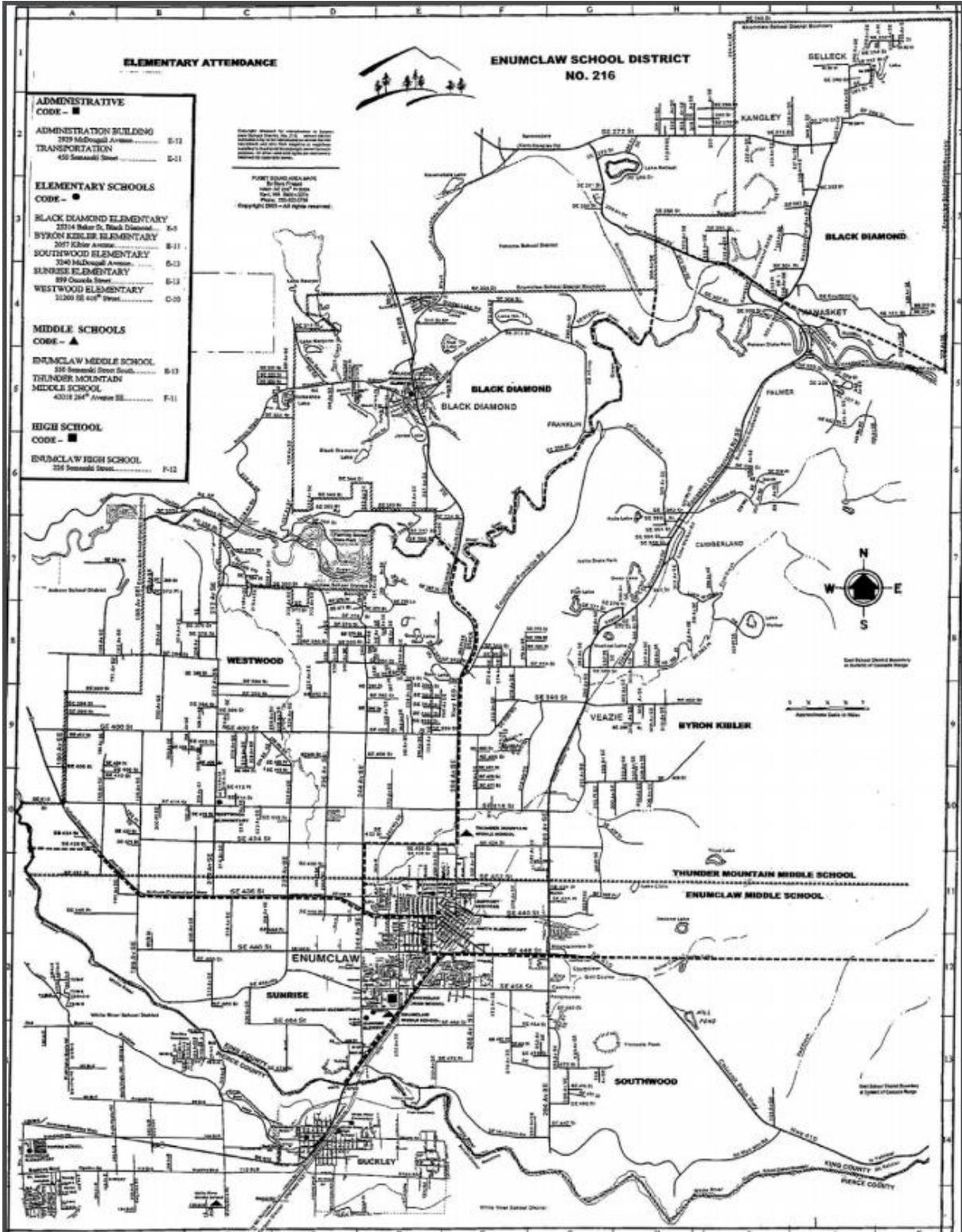
Appendix C School Impact Fee Calculations

APPENDIX C SCHOOL IMPACT FEE CALCULATIONS

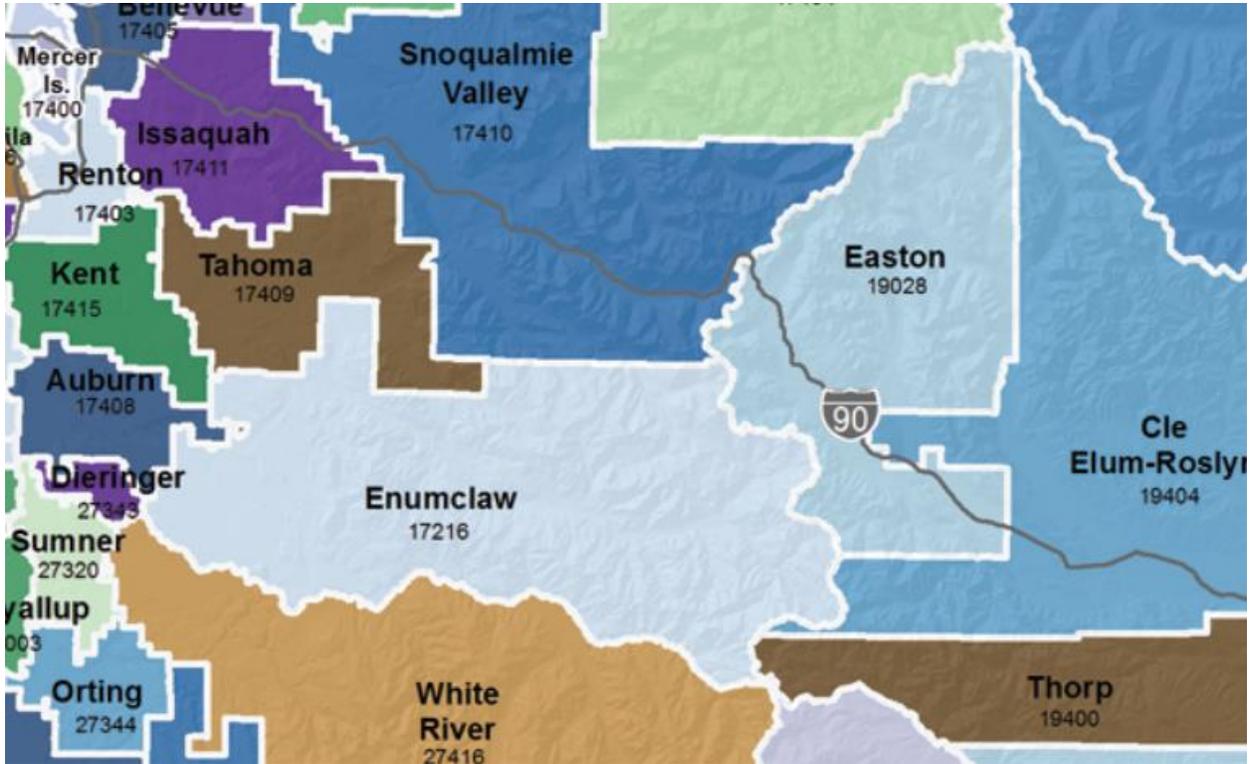
ENUMCLAW SCHOOL DISTRICT							
2022							
School Site Acquisition Cost:							
((AcresxCost per Acre)/Facility Capacity)xStudent Factor							
	Facility	Cost/	Facility	Student	Student	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR	SFR	MFR
Elementary	0.00	\$ -	600	0.296	0.178	\$0	\$0
Middle	0.00	\$ -	700	0.115	0.061	\$0	\$0
High	0.00	\$ -	1,500	0.125	0.067	\$0	\$0
						\$0	\$0
School Construction Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Permanent/Total Sq Ft)							
	%Perm/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	Factor	Factor	SFR	MFR
Elementary	98.15%	\$ 68,900,000	600	0.296	0.178	\$33,362	\$20,062
Middle	98.15%	\$ -	700	0.115	0.061	\$0	\$0
High	98.15%	\$ -	1,500	0.125	0.067	\$0	\$0
						\$33,362	\$20,062
Temporary Facility Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Temporary/Total Square Feet)							
	%Temp/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Size	Factor	Factor	SFR	MFR
Elementary	1.85%	\$ -	20	0.296	0.178	\$0	\$0
Middle	1.85%	\$ 250,000.00	25	0.115	0.061	\$21	\$11
High	1.85%	\$ -	25	0.125	0.067	\$0	\$0
					TOTAL	\$21	\$11
State Funding Assistance Credit:							
CCA x OSPI Square Footage x Funding Assistance % x Student Factor							
	Current	OSPI Square	District	Student	Student	Cost/	Cost/
	CCA	Footage	Funding %	Factor	Factor	SFR	MFR
Elementary	\$ 246.82	90	52.81%	0.296	0.178	\$3,472	\$2,088
Middle	\$ 246.83	108	0.00%	0.115	0.061	\$0	\$0
Sr. High	\$ 246.83	130	0.00%	0.125	0.067	\$0	\$0
					TOTAL	\$3,472	\$2,088
Tax Payment Credit:							
						SFR	MFR
Average Assessed Value						\$516,649	\$197,174
Capital Bond Interest Rate						2.45%	2.45%
Net Present Value of Average Dwelling						\$4,533,450	\$1,730,147
Years Amortized						10	10
Property Tax Levy Rate						\$0.77	\$0.77
Present Value of Revenue Stream						\$3,491	\$1,332
Fee Summary:							
				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$33,362	\$20,062		
Temporary Facility Cost				\$21	\$11		
State Funding Credit				(\$3,472)	(\$2,088)		
Tax Payment Credit				(\$3,491)	(\$1,332)		
FEE (AS CALCULATED)				\$26,420	\$16,653		
FEE (Adjusted 50%)				\$13,210	\$8,326		

Appendix D Maps of School Borders and Projects

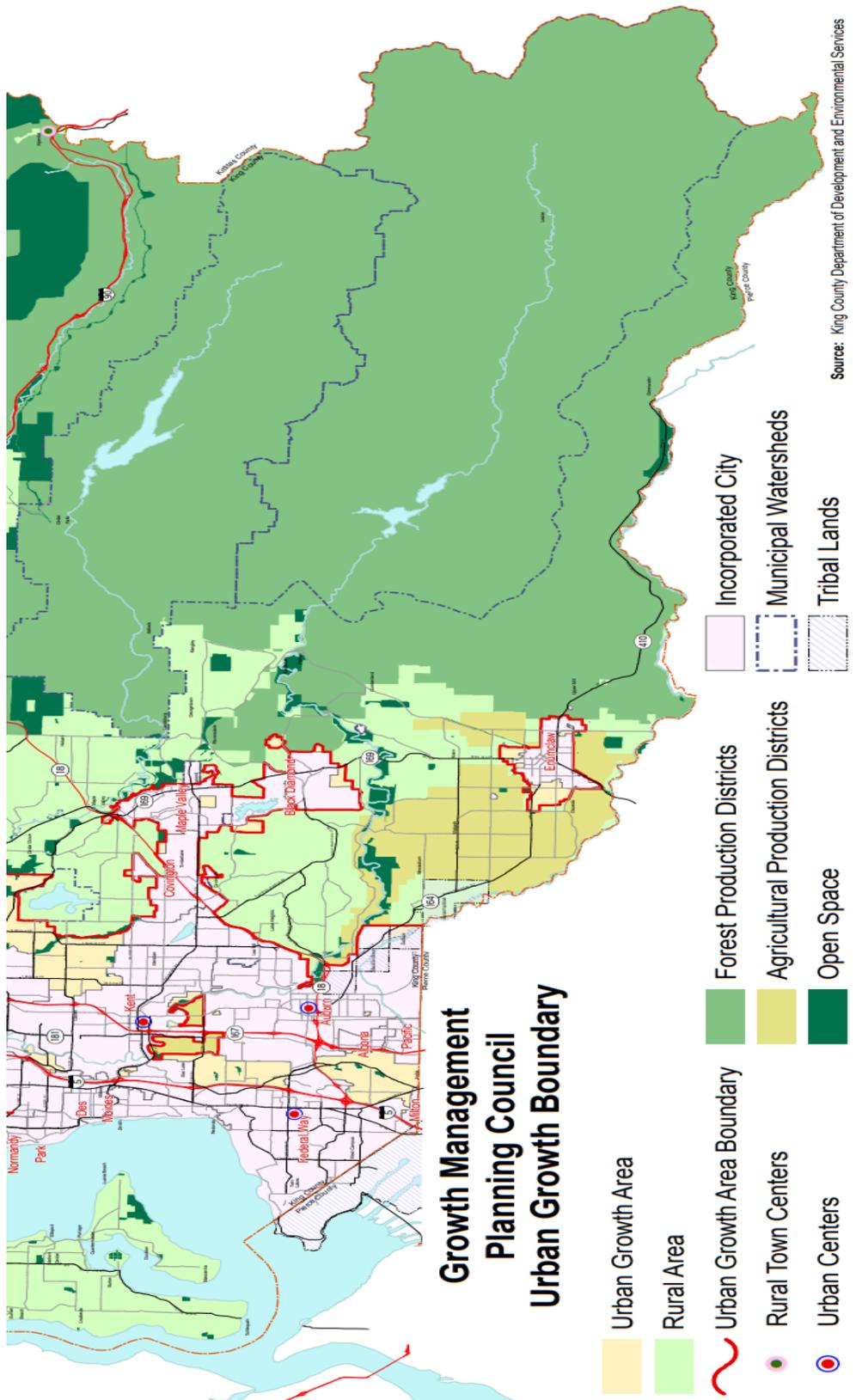
Enumclaw School Boundaries



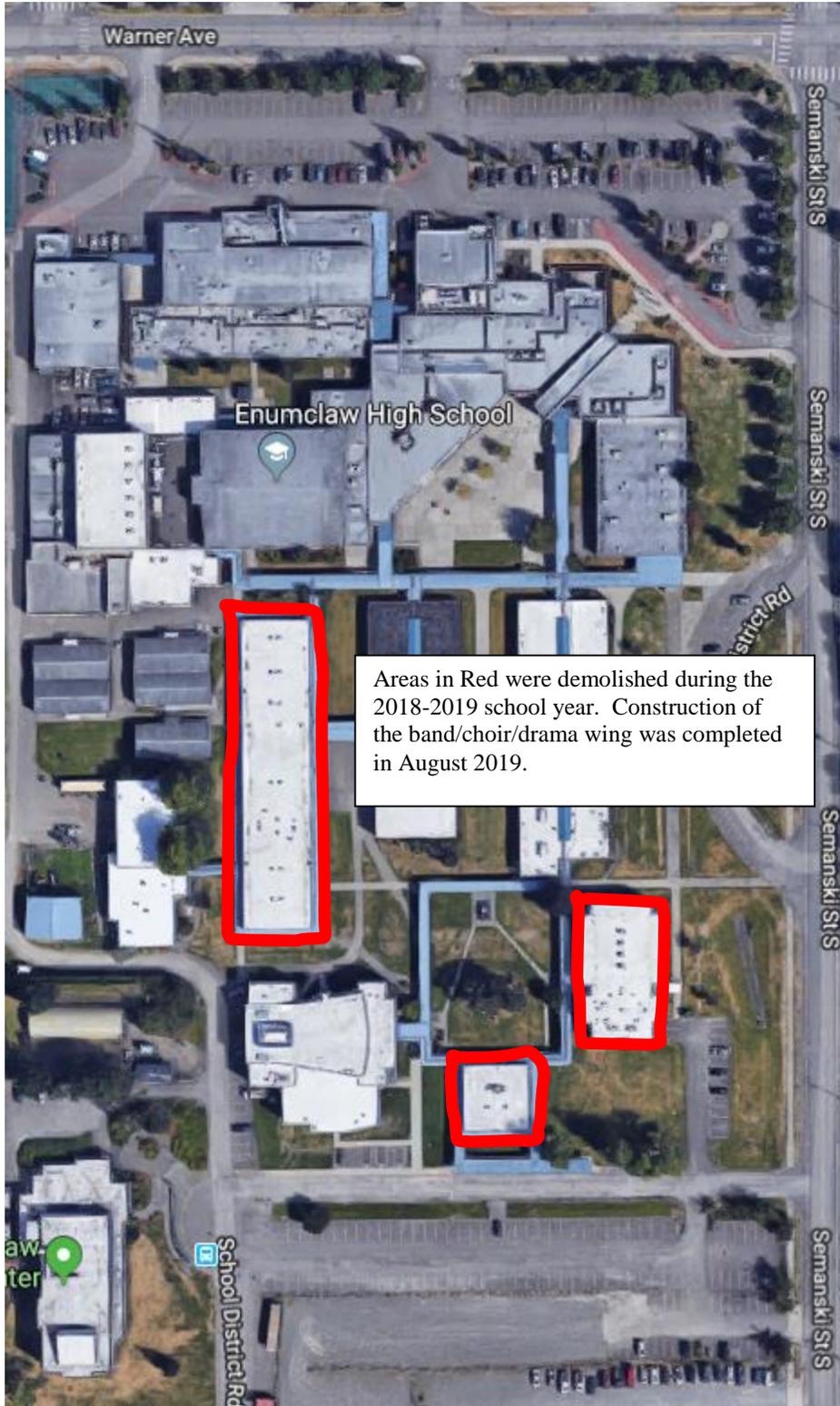
Enumclaw School District Borders



Urban Growth Boundaries



Enumclaw High School Replacement and Modernization 226 Semanski St. Enumclaw, WA 98022



View of Enumclaw High School Project Prior to Completion

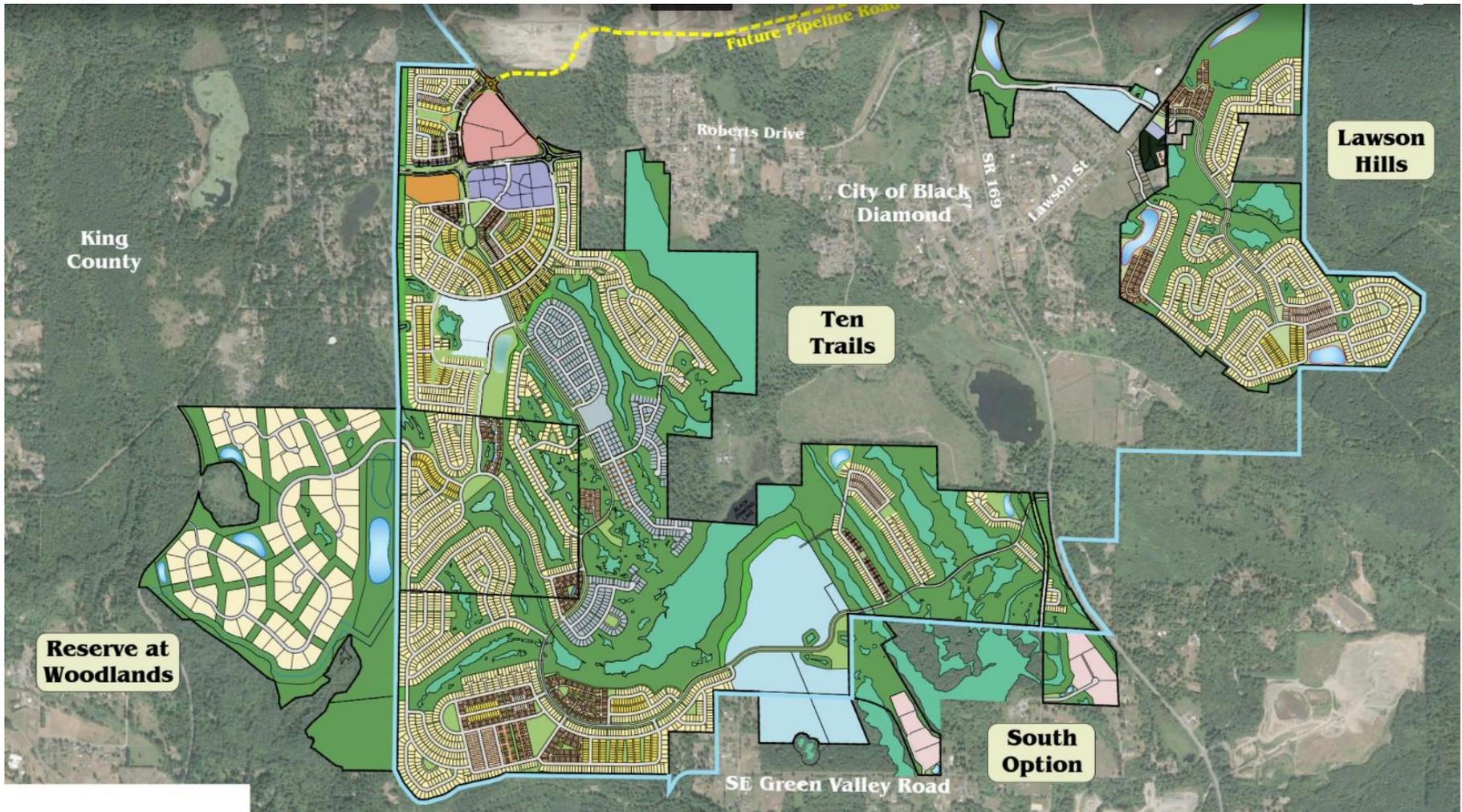


Completed Enumclaw High School Project



Appendix E Master Plan Development Maps

Ten Trails and Lawson Hills MPDs



Current Buildout Map – Ten Trails



CAPITAL FACILITIES PLAN 2022 – 2028



integrus

Adopted July 25, 2022

FIFE SCHOOL DISTRICT NO. 417

Serving Fife, Milton, Edgewood, King County, and Pierce County

FIFE SCHOOL DISTRICT NO. 417

1720 OAK STREET
MILTON, WA 98354

School Board Members

Chelsea Bjorkman
Iesha Kidd
Jennifer Mayhew
Cheryl Reid-Simons
Kimberly Palmer Yee

Kevin Alfano, Superintendent
Ben Ramirez, Deputy Superintendent
Jeff Nelson, Assistant Superintendent Teaching, Learning & Innovation
Kari Harris, Assistant Superintendent, Business Services

Fife High School, 5616 20th St E, Tacoma WA 98424

Principal: Paige Carroll
Assistant Principal: Doug Gonzales
Assistant Principal: *To be Filled*

Columbia Junior High School, 2901 54th Ave E, Tacoma WA 98424

Principal: Mark Robinson
Assistant Principal: Chris Lezcano

Surprise Lake Middle School, 2001 Milton Way, Milton WA 98354

Principal: Mark Beddes
Assistant Principal: Megan Gallwas

Fife Elementary School, 5804 20th Street East, Tacoma, WA 98424

Principal: Amy Mittelstaedt
Assistant Principal: David Pogson
Assistant Principal: Stephanie Salazar

Alice V. Hedden Elementary School, 11313 8th Street East, Edgewood WA 98372

Principal: Don Sims
Assistant Principal: Jill Dornan

Discovery Primary School, 1205 19th Ave, Milton WA 98354

Principal: Sarah Edwards
Assistant Principal: Beka Haynes



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EXECUTIVE SUMMARY

The Fife School district encompasses parts of Fife, Milton, Edgewood, unincorporated areas of Trout Lake, Jovita, and Fife Heights within Pierce and King County, and a portion of the Port of Tacoma. According to the Office of Financial Management (2020) more than 22,870 people are estimated to reside within the 10 square miles of the district boundaries.

The District currently educates just over 3,600 students of a diverse and growing population. As a proud member of the Schlechty Center’s Standard Bearer Network, the employees, teachers, and community work toward the success of each individual student. Due to the growing population, the Fife School District elects to prepare a Six-Year Capital Plan.

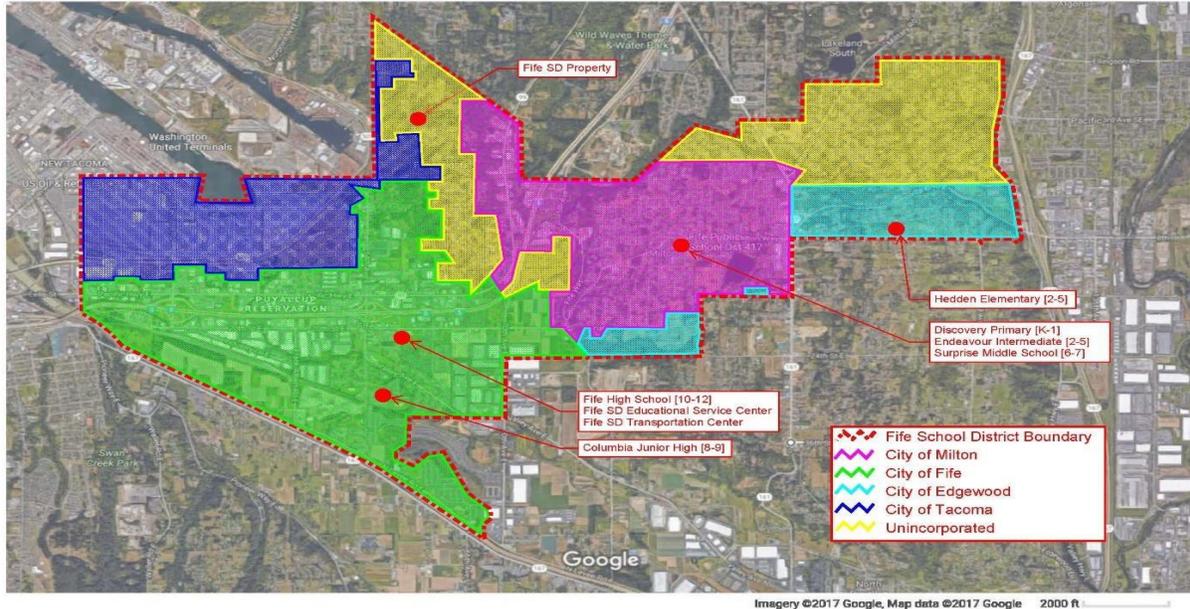
The Fife School District Six-Year Capital Facilities Plan is prepared in compliance with the Growth Management Act (RCW 36.70A) for the counties of King and Pierce and the municipalities of Edgewood, Fife, and Milton for the purposes of collecting impact fees. The Capital Facilities Plan contains a six-year capital facilities plan, enrollment projections, standard of service, and overall capacity. Additional information is included to support the capital plan for the various comprehensive plans in the Fife School District.

As a component of the Six-Year Capital Facilities Plan, the District has incorporated aspects of its long-range capital plan designed to reinforce the strategic mission and vision of the district and enhance the education and safety of all students. As the District encompasses more than one jurisdiction, many aspects of information reside in multiple places and for the purposes of this plan are integrated into one data set. In addition, the District has historically seen significant growth due to its standards of service, dedication to its community, and location near to Tacoma and Seattle. As such, the Six-year Capital Facilities Plan, updated and adopted annually by the District’s Board of Directors, continues to adjust to the changing needs of the community it serves.

BACKGROUND

District Introduction

The Fife School District encompasses parts of Fife, Milton, Edgewood, unincorporated areas of Trout Lake, Jovita, Fife Heights within Pierce and King County, and a portion of the Port of Tacoma. The boundaries of the District do not coincide with any single municipality or government boundary.



The District currently educates 3,672 students (October 2021 headcount). Like all school districts in our area, the global pandemic impacted enrollment, resulting in an enrollment decline, starting in the 2019-20 school year and continuing in the schools years immediately following. With the return to in-person learning we anticipate that enrollment will stabilize and return to projected growth levels over the six year planning period.

As a proud member of the Schlechty Center’s Standard Bearer Network, the District works toward the success of each individual student believing that “all students deserve our attention, the opportunity to be engaged in high quality work, support and encouragement as they progress in our learning system” (Fife Public Schools Mission).

The Fife School District includes six schools under the following grade level configurations:

- Pre-kindergarten (special needs) and grades kindergarten through second grade at Discovery Primary School
- Third through fifth grades at Alice V. Hedden Elementary School
- Kindergarten through fifth grade at Fife Elementary School
- Sixth through seventh grades at Surprise Lake Middle School
- Eighth through ninth grades at Columbia Junior High School
- Tenth through twelfth grades at Fife High School

**Capital Plan Introduction**

The Fife School District Six-Year Capital Facilities Plan is prepared in compliance with the Growth Management Act (RCW 36.70A) for the counties of King and Pierce and the municipalities of Edgewood, Fife, and Milton for the purposes of collecting impact fees. The Capital Facilities Plan contains the following elements:

- Standard of Service
- Facilities Inventory
- Enrollment Projections
- Current Capacity
- A Six-Year Capital Improvement Plan
- Recommended School Impact Fees

Additional information is included to support the capital plan and for the various comprehensive plans in the Fife School District.

The Growth Management Act (GMA) authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. To collect impact fees, a local jurisdiction must have adopted a GMA school impact fee ordinance, and must adopt the District's Capital Facilities Plan as a component of its comprehensive plan. The District will utilize the State Subdivision Act and the State Environmental Protection Act (SEPA) to collect mitigation fees in those jurisdictions where there is no GMA impact fee ordinance.



STANDARD OF SERVICE

Fife School District is committed to providing “...an engaging and safe environment where learning is linked to life” (Fife Public Schools Mission Statement). As a Standard Bearer district, Fife is a leader in school reform and is committed to giving all students the “...opportunity to be engaged in high quality student work, support and encouragement as they progress in our learning system” (Fife Public Schools Strategic Plan Adopted 2015). As part of the District’s commitment to a high standard of learning, each school building develops a School Improvement Plan identifying the strategic goals of the building as well as their alignment to the District’s strategic plan.

Keeping class sizes at an optimal level is a critical component in reaching these goals. Due to incredible community support, and increased basic education funding from the State, the District is able to set this standard at approximately 17-25 students per class, with first priority at the primary grade levels (K – 3). Students are provided traditional basic education programs which include reading, writing, math, social studies, science, physical education, health, music and art. Additionally, there are scheduled times in computer labs and a number of special programs such as special education, English Language Learners (ELL), preschool, remediation and other programs designed to serve special populations.

Every year, the District’s Board of Directors adopts its annual budget approving the number of teachers to meet the target class sizes. The District budgets to maximize support from Washington State according to the formulas of RCW 28A.150.260. Due to growth in the District, some class sizes are larger than the District’s target to accommodate incoming students.

ELEMENTARY SCHOOLS

There are currently three elementary schools in the District serving special needs pre-kindergarten, kindergarten through second grades in Discovery Primary, third through fifth grades in Hedden Elementary, and kindergarten through fifth grades at the recently opened new Fife Elementary School (Endeavour Elementary School closed for K-12 instruction following the opening of the larger Fife Elementary School). As noted earlier, the District’s standard of service aims to keep class sizes for elementary students small ranging from 17-25 students per a class with a prioritization on kindergarten through fourth grades being closer to 17 students per room. In addition, the special needs pre-kindergarten students require smaller student to teacher ratios. However, due to their unique programmatic needs, these rooms are not included in the projected capacity needs.

MIDDLE SCHOOL AND JUNIOR HIGH

The basic education programs for the middle school and junior high school are similar in many of their components including mathematics, science, language arts, health, and physical education. The District’s standard of service for middle and junior high schools tries to keep the class sizes to approximately 25 students.



FIFE HIGH SCHOOL

Fife High School aims to maintain a standard of service that has twenty-five or less students in each classroom depending on the subject taught. The current grade configuration of the school is tenth through twelfth grades with ninth grade at Columbia Junior High.

The District is considering future grade reconfiguration to a comprehensive ninth through twelfth grade high school. Any changes as a result of this will be included in future plans.



CAPITAL FACILITIES INVENTORY

The Growth Management Act (GMA) (RCW 36.70A.020) states as a goal to “...ensure that those public facilities and services necessary to support development shall be adequate to serve the development at the time the development is available for occupancy and use without decreasing current service levels below locally established minimum standards.” The Capital Facilities Inventory identifies the existing facilities providing services for the Fife School District. Facility capacity and projections are addressed in the Capacity and Space Needs section.

Table 1 – Facilities Inventory

School Facility	Grades Served	Site Size (Acres)*	Building Area (square feet)	Portable Area (square feet)	Program Capacity (excluding portables)
Discovery Primary School	K-2 + Special Needs Pre-K	7.045	57,047	8,960	409
Alive V. Hedden Elementary	3-5	14.89	51,673	3,564	475
Fife Elementary School	K-5	28.86	58,496	0	825
Surprise Lake Middle School	6-7	17.23	72,176	3,584	650
Columbia Junior High School	8-9	34.40	92,000	3,544	560
Fife High School	10-12	28.86	140,193	4,480	695
Educational Services Center		n/a	26,000	0	0
Transportation Center		n/a	n/a	0	0

*Fife Elementary School and Fife High School are located on a shared parcel.

Discovery Primary School

1205 – 19th Avenue, Milton, WA 98354

Built new and opened in 1992.

(grades K-2 and preschool)

Alice V. Hedden Elementary School

11313 8th Street East, Edgewood, WA 98372

Built new and opened in 2001.

(grades 3-5)

Fife Elementary School

5804 20th Street East, Tacoma, WA 98424

Built new and opened in 2021

(grades K-5)

**Surprise Lake Middle School**

(grades 6-7)

2001 Milton Way, Milton, WA 98354

Originally constructed in 1970. Extensive modernization and addition in 1992. Main offices and Counselors offices remodeled 1998. New replacement structure opened in fall 2021.

Columbia Junior High School

(grades 8-9)

2901 54th Avenue East, Tacoma, WA 98424

Built new and opened in 2003. Performing arts auditorium, sports and athletic complex completed in 2004.

Fife High School

(grades 10-12)

5616 20th Street East, Tacoma, WA 98424

Originally constructed in 1930 with additional buildings and space added in 1949, 1956, 1958, 1960, 1961, 1970 and modernization in 1975. Some demolition, extensive modernization and addition completed in 1995. *New addition will open Fall 2022.*

Transportation Center5601 20th Street East, Tacoma, WA 98424

Built new in 1996.

Educational Services Center

1720 Oak Street, Milton, WA 98424

5802 20th Street East, Tacoma, WA 98424

Originally constructed as Milton Elementary School in 1951 with additions in 1953, 1955, 1958, 1962, and 1968. Modernized in 1975. Closed one year for some demolition, total modernization and addition. Reopened in 1993 as Endeavour Intermediate School. ESC moved in 2021 following opening of Fife Elementary School and closure of Endeavour.

ENROLLMENT PROJECTIONS

The District incorporates the Office of the Superintendent of Public Instruction's (OSPI) Cohort Survival Method as well as estimated birth rates to project student enrollment. These methods are widely used across the state and nationally and are recognized as providing accurate short-term projections. The method does not incorporate real-time population changes and the Fife School District resides within one of the fastest growing regions nationally. As such, actual student enrollment frequently exceeds the projected enrollment.

The Cohort Survival Method computes progressive ratios for each grade level and averages those ratios over the past five years. The average ratio is then multiplied by the actual current year's enrollment using the October headcount for each grade to project the enrollment in the next grade for the next year. For example, the average ratio over the past five years for second grade is multiplied by the current first grade class to project the enrollment when they enter the second grade. Notably, the Cohort Survival Method does not account for anomalies, like a global pandemic, that may affect student enrollment.

The Cohort Survival Method needs to be adjusted to account for changes in migration of new students moving into the District. To anticipate enrollment impacts from students moving into the District, comprehensive plans and population statistics from the counties and cities in and surrounding the District are compared to the projected student enrollment from the Cohort Survival Method to develop modified enrollment projections. Due to the District's unique geography covering parts of three cities and two counties, no single source of current information is available. The Office of Financial Management (OFM) provides a school district Small Area Estimate Program (SAEP), estimated historical population counts by school district, as well as estimated historical population counts by cities and counties. These estimates are approximations and may have an error rate of 5-15% for every 1,000 in population. However, this information is useful to indicate trends in growth.

According to the school district SAEP, Fife School district grew by approximately 11.8% between 2010 and 2020. Growth in recent years is at approximately 1.48% per year.



OFM also provides historical population counts for surrounding cities including Fife, Milton, and Edgewood. Between 2010 and 2020, Fife grew 19.9%. During the same time periods, Milton grew 14.99% and Edgewood grew 31.32%. The State change in population during the same time period grew 14.61%

In addition to a retrospective look at population growth and trends, OFM provides population projections every five years by county. In 2017 these projections were updated and show Pierce County increasing 13.43% in ten years and 23.71% in twenty years. This is slightly higher than the state which is projected to increase 12.89% in ten years, and 23.63% in twenty years. Prior to the pandemic, the Cohort Survival Method's annual average increase in enrollment projections falls within a 1-2% growth range, however, actual population growth is outpacing these projections.

Another factor in considering population growth and therefore continued School District enrollment growth is the availability of buildable lands for housing units. Pierce County, in partnership with each city, updated the buildable land report in 2021. According to that update, it is estimated that the incorporated cities within the Fife School District have the capacity to accommodate 5,555 additional housing units.

Birth rate data from the surrounding area is used to predict elementary enrollment since there is no existing cohort.

Enrollment projections are updated annually using the most recent headcount reported to OSPI and modified as identified above. Table 2 below identifies the District's current projected enrollment through the 2027-28 school year. The school district provides pre-kindergarten services to their special needs population. These students are estimated to add between 60-75 students annually to the projected enrollment.



Table 2 – Enrollment Projections

	Actual Headcount						2021	Projected					
	Enrollment - October							Enrollment					
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Pre-K Special Needs	54	50	62	67	68	70	73	73	75	75	75	75	75
KINDERGARTEN	252	277	295	266	292	252	265	245	285	285	305	305	325
GRADE 1	318	270	279	313	266	286	277	267	250	290	290	311	311
GRADE 2	277	294	273	300	305	258	284	279	270	252	293	293	314
GRADE 3	292	277	302	275	308	282	271	286	279	270	252	293	293
GRADE 4	279	287	294	298	289	313	289	275	292	285	276	258	299
GRADE 5	262	290	286	285	294	274	321	292	274	291	284	275	257
GRADE 6	292	280	314	289	209	299	298	323	300	282	299	292	283
GRADE 7	293	280	285	312	288	285	294	300	322	299	281	298	291
GRADE 8	284	306	288	276	317	282	276	296	299	321	298	280	297
GRADE 9	267	284	304	281	293	331	290	278	298	301	323	300	282
GRADE 10	303	268	288	318	285	273	312	289	278	298	301	323	300
GRADE 11	231	290	270	259	299	268	222	258	239	229	246	248	267
GRADE 12	240	210	280	234	245	274	222	212	246	228	219	235	237
Total	3644	3663	3820	3773	3758	3747	3694	3673	3707	3706	3742	3786	3831

*Projections are based on the OSPI Cohort Survival Method as modified to consider current growth assumptions. Kindergarten class and pre-kindergarten special needs uses the average birth-rate.



CAPACITY AND SPACE NEEDS

The student population and needs have changed over the years requiring flexibility in the programmatic use of spaces. The district takes into account several factors when determining its capacity and space needs.

- Standard of service by elementary, middle, and high school.
- Number of teachers currently and projected to be assigned under the district’s standard of service.
- Planned capacity of a facility when originally built or after the last major remodel.
- Programmatic uses within a facility that may or may not align with the original intended use of the space.
- Number of classrooms needed to meet the basic education programmatic needs within each school.

Special programs significantly affect school capacity by the need for separate space, scheduling accommodations, mandated program requirements, and population changes. Rooms designed for special use are not counted as classrooms.

The projected capacity and space needs utilizes the count of classrooms from the original built floor plans or latest major renovation less any spaces modified to accommodate program changes that remove the classroom from its intended use. For example, Discovery Primary School did not originally plan for three special education classrooms and other core services which removed six rooms from its planned built capacity. Program capacity assumes a standard level of service as adopted by the school district during their annual budget approval process while also trying to maximize state allocations of support.

The district aims to keep class sizes at a headcount between 17-25 and as such uses this range when planning for teachers. Actual student headcount varies year to year and may exceed capacity. For reference, the table below illustrates the current Washington State allocation and proposed as voted. The Fife School District budgets to maximize this allocation. The voters of Washington State passed Initiative 1351 in 2014 reducing class sizes. As noted in RCW 28A.150.260 and 28A.400.07 the reduced class size implementation has been phased in, with targeted final noted below.

	Current State Allocation	Target by Legislature	Target in high poverty districts
Grades K-3	17.00	17.0	15.0
Grades 4	27.00	25.0	22.0
Grades 5-6	27.00	25.0	23.0
Grades 7-8	28.53	25.0	23.0
Grades 9-12	28.74	25.0	23.0

*Full-time equivalent students per teacher



Capital Facilities Plan 2022 – 2028

Table 3 – Capacity and Space Needs

	# Teaching Stations	Built Capacity	Special Programs		Program Capacity	Oct 2021 Enrollment	Need	Portables		Special Programs with Building Impacts
			Programs	Capacity				Number	Capacity	
ELEMENTARY SCHOOLS										
Discovery Primary*	30	485	6	(76)	409	423	(14)	10	220	Special Ed., LAP, Occupational Therapy, Computer Lab
Alice V. Hedden Elementary	27	485	1	(10)	475	458	17	4	88	Special ed.
Fife Elementary School	40	825	0	-	825	815	10	0	0	
MIDDLE / JUNIOR HIGH SCHOOLS										
Surprise Lake Middle School	29	650	2	(20)	610	592	18	4	88	Special ed.
Columbia Junior High School	29	600	4	(40)	560	565	(5)	4	88	Special ed.
HIGH SCHOOL										
Fife High School	39	705	1	(10)	695	756	(61)	5	110	Special ed.
TOTAL	194	3,750	14	(156)	3,574	3,609	(35)	27	594	

*Includes special needs pre-kindergarten students in enrollment headcount due to their impact on the programmatic space within Discovery Primary.



SIX-YEAR CAPITAL IMPROVEMENT PLAN

Near-term (2021-2027)

The District's voters approved a \$176.3 million general obligation construction bond in February 2018. The projects below will be funded from the bond proceeds, as well as state matching funds, and other resources including impact fees.

- **New Surprise Lake Middle School:** Surprise Lake Middle School was replaced and reopened in the fall of 2020. The replacement school included an expansion of total capacity to 650 students to allow for growth and possible grade reconfiguration in the future with sixth, seventh, and eighth grades split between Surprise Lake Middle School and Columbia Junior High. The Fife High School addition and modernization is intended to provide for possible grade reconfiguration to include capacity for ninth grade, currently at Columbia Junior High, and growth for tenth through twelfth grades. The grade reconfiguration as part of both projects, Surprise Lake and Fife High, provides capacity for grades sixth through twelfth throughout the three schools. Grade reconfigurations are not included as part of this plan, and will be discussed in future capital facilities plans if applicable.
- **Addition and modernization of Fife High School:** This project allows for the much-needed additional classrooms to accommodate student growth through building a new career and technical education STEAM (science, technology, engineering, arts, and math) Center of Excellence. This addition will be placed on the west side of the high school campus. These additional classrooms will provide for an estimated increase of 330 students. This project is expected to open in September 2022.
- **Relocation of Educational Service Center:** To allow for the siting of the new Fife Elementary School, the District Educational Service Center was relocated to the former Endeavor Intermediate School site (Endeavor closed following the opening of the larger new Fife Elementary School).
- **New Elementary School:** Fife Elementary School opened in the fall of 2021 to accommodate student growth at the K-5 level.
- **Reconfigure the existing elementary schools:** With the addition of Fife Elementary School, the District readjusted attendance boundaries and reconfigured grades at the elementary school level.

While addressing these capital facility projects, it is important to note that interim capacity may be needed to accommodate the continually growing student population. Thus, the District may add portable capacity during the six-year planning period.

**Mid – and Long-term (2027+)**

The District is in process of reviewing a bond proposal that would be considered by the Board of Directors for presentation to the voters in the next 2-3 years. Preliminary planning includes replacing older portions of Fife High School. Future updates to this capital Facilities Plan will include details and updated information. The District’s planning follows an incremental plan to achieve the following goals.

- Create an environment where all students are being prepared for college, career, and life.
- Continue to provide a safe and engaging environment for students to learn.
- Align the School District’s Strategic Plan, Building Strategic Plans, and Capital Plan for continued educational excellence for all students.
- Expand Science, Technology, Engineering, Arts, and Mathematics educational opportunities.
- Reduce the number of transitions between schools.
- Reduce the need for relocatable classrooms.
- Maximize existing properties for future development.

PROJECTED CAPITAL COSTS

The Puget Sound region continues to see extraordinary growth and a shortage of labor contributing to unpredictable capital construction costs. The table below utilizes the best information available as of May 2022 to estimate total project costs escalated to the approximate mid-point of the construction schedule as developed during early phases of the capital planning process. For every year there is a delay in proceeding, escalation will need to be added increasing the overall cost of construction.

In addition, an allowance for site costs, interior improvements, furniture, and other related expenses are included in the projected project costs. The amounts below do not include any additional finance costs that would result in a bond and/or state match different from what is displayed.



Capital Facilities Plan 2022 – 2028

Table 4 – Estimated Near-term Total Project Costs

Phase	Project Name	Projected Total Cost	GSF	Projected Students
PHASE IA	New Surprise Lake Middle School [complete 2020]	\$ 62,956,152	72,176	650
PHASE IA	Relocate Educational Service Center (Endeavor EI) [complete 2021]	\$ 18,227,155	17,500	
PHASE IB	District Wide Infrastructure and Safety Improvements	\$ 10,524,063		
PHASE II	New Fife Elementary School [complete 2021]	\$ 78,495,790*	58,496	825
PHASE II	New CTE/STEAM Center of Excellence - @ Fife High School / Educational Service Center Site	\$ 28,745,126*	29,000	330
		\$ 198,948,286		

*Project used to calculate school impact fees using estimated construction costs.



IMPACT FEES

Impact fees are calculated on the basis of the facilities needed to house students from new residential development. New capacity projects at all grade levels are growth-related. For purposes of this update, the District is using the Fife High School addition and the new Fife Elementary School to calculate its school impact fees.

Included in the calculation are Student Generation Rates (SGR). These are the number of students expected to come from each housing unit within these new developments. In May 2020, the district hired a consultant to update the Student Generation Rates. The consultant's analysis was performed in compliance with applicable code provisions. The analysis involves comparing student street addresses with street addresses from new residential development within the previous five year period to identify current students living at new housing units. The data is aggregated to show the number of students per grade grouping for each type of residential development. Student generation rates are calculated by dividing the number of students living at new housing units by the total number of new housing units for different categories. The 2020 study shows fairly consistent student generation rates between the 2019 study and the 2020 study, with some continuing slight decreases in the multi-family student generation rate. The district believes, however, this decrease is temporary based upon known multi-family development and will monitor this rate with annual updates to the Capital Facilities Plan. The District reviewed updated student generation rate figures in the spring of 2022. It appears that the ongoing pandemic is skewing the data set. Because of these anomalies, the District has chosen to use the 2020 study for an additional year for purposes of this update. The District plans to commission a new student generation rate study in the next CFP update. The student generation rates are shown on Table 6 in the Appendix.

Impact fees for Fife School District are shown on Table 6. Based on current calculations, the single-family rate is calculated at \$4,039. The multiple-family rate is calculated at \$733.



APPENDIX

Fife School District Student Generation Rates

APPENDIX Table 5 – Student Generation Rates

Fife Public Schools		
Student Generation Rates (2020 Study)		
	Single Family	Multifamily
Elementary (K through 5)	.212	.081
Middle School (6 through 9)	.147	.053
High School (10 through 12)	.116	.030
Total	.476	.165

*Totals may not balance due to rounding.
Complete student generation rate analysis on file with the District.*



Table 6 – School Impact Fee Calculation

School Site Acquisition Cost:							
((AcresxCost per Acre)/Facility Capacity)xStudent Factor							
	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	10.00	\$ -	825	0.212	0.081	\$0	\$0
Middle	30.00	\$ -	650	0.147	0.053	\$0	\$0
High	30.00	\$0	330	0.116	0.030	\$0	\$0
						\$0	\$0
School Construction Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Permanent/Total Sq Ft)							
	%Perm/ Total Sq.Ft.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	92.92%	\$ 58,871,843	825	0.212	0.081	\$14,057	\$5,371
Middle	95.84%		650	0.147	0.053	\$0	\$0
High	96.90%	\$ 21,560,801	330	0.116	0.030	\$7,344	\$1,899
						\$21,401	\$7,270
Temporary Facility Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Temporary/Total Square Feet)							
	%Temp/ Total Sq.Ft.	Facility Cost	Facility Size	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	7.08%	\$ -	20	0.212	0.081	\$0	\$0
Middle	4.16%	\$ -	25	0.147	0.053	\$0	\$0
High	3.10%	\$ -	25	0.116	0.030	\$0	\$0
					TOTAL	\$0	\$0
State Funding Assistance Credit:							
CCA x OSPI Square Footage x Funding Assistance % x Student Factor							
	Current CCA	OSPI Square Footage	District Funding %	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	\$ 246.83	90	53.25%	0.212	0.081	\$2,508	\$958
Middle	\$ 246.83	108	0.00%	0.147	0.053	\$0	\$0
High	\$ 246.83	130	0.00%	0.116	0.030	\$0	\$0
					TOTAL	\$2,508	\$958
Tax Payment Credit:							
Average Assessed Value						\$461,672	\$203,416
Capital Bond Interest Rate						2.45%	2.45%
Net Present Value of Average Dwelling						\$4,051,042	\$1,784,918
Years Amortized						10	10
Property Tax Levy Rate						\$2.67	\$2.67
						\$10,816	\$4,766
Fee Summary:							
				Single Family	Multi-Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$21,401	\$7,270		
Temporary Facility Cost				\$0	\$0		
State Funding Credit				(\$2,508)	(\$958)		
Tax Payment Credit				(\$10,816)	(\$4,766)		
FEE (AS CALCULATED)				\$8,077	\$1,546		
50% LOCAL SHARE				\$4,039	\$773		



**Capital Finance Plan Projects and Financing Plan
Sources and Uses of Funds**

APPENDIX Table 7 – Sources and Uses of Funds

Sources/Uses	2021-2029
Sources of Funds:	
Existing Revenue:	419,000
New Revenue:	
Bonds, Approved	176,300,000
State Match	19,505,114
Impact Fees	1,866,454
Total Source of Funds:	198,090,568
Use of Funds:	
Capacity Projects:	
New Middle School	62,956,152
High School Addition	28,745,126
New Elementary	78,495,790
Sub Total:	170,197,068
Non-Capacity Projects:	
Major infrastructure improvements and safety/security improvements, Surprise Lake Middle, Columbia Jr. High, Fife High and Educational Service Center project costs not associated with capacity increases. Projects will be prioritized based on available funding.	
Sub Total:	28,751,218
Total Use of Funds:	198,948,286
Balance: Surplus or (Deficit)	(857,718)

Information Required by Pierce County



Capital Facilities Plan 2022 – 2028

APPENDIX TABLE 8 – Six Year Finance Plan

PROJECTS	Costs in											2018 Bond Program	State Match	Other Funds^	
	Estimated Expenditures										Total Project Cost**				
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27							
Phase I															
New Surprise Lake Middle School**	62,956											62,956	X	X	X
Relocate Educational Service Center	2,170	1,800	16,057									18,277	X		
District Wide Safety and Security Improvements	6,585	3,989										10,524	X		
New Fife Elementary School	54,640	23,856										78,496^	X	X	X
New CTE/STEAM Center of Excellence - @ Fife High School / Educational Service Center Site	10,609	10,000	8,139									28,745^	X		X
<p>*Due to the uncertainty about a state capital budget during the 2017/2018 school year, the state match was not included in the bond program for purposes of estimating the bond amount needed. **Includes funds expended prior to 2019. ^Includes received and anticipated school impact fee revenue. 1. Estimated expenditures are based on projected cash flow needs of the project and will need verified during design/construction.</p>															



Capital Facility Requirements to 2021-2027

APPENDIX Table 9 – Capital Facility Requirements

Time Period	Student Population*	Built Capacity	Adj. Student Capacity**	Net Reserve or Deficiency	Dollar Cost @ \$ per Student
2021	3,694	3,750	3,574	-120	\$ 11,124,600
2022-2028	3,831	4,080	3,904	73	\$ ---
* Includes pre-kindergarten					
** Capacity after adjusting for programmatic changes.					
Permanent capacity only.					
Future capacity assumes projects move forward as planned.					

Calculated using average cost per student x need.

Information required by Pierce County

School District Cost per Student Headcount

APPENDIX Table 10 – Cost per Student

District Name	Elementary School	Middle / Junior High School	Senior High School
Fife	\$ 95,146	\$ 96,856	\$ 87,113

Calculated using the projected total project costs divided by the estimated total capacity.

Information required by Pierce County

Square Feet per Actual Student Headcount (October 2021)

APPENDIX Table 11 – Square Feet per Student

Grades	Current Student Enrollment	SF per Student
K-5	1707	95.62
6-7	592	121.91
8-9	566	162.54
10-12	756	185.44

Information required by Pierce County



Projects Capacity to House Students

APPENDIX Table 12 – Projects Capacity to House Students

	2021	2022	2023	2024	2025	2026	2027
Adjusted Program Capacity	3574	3904	3904	3904	3904	3904	3904
Portable Capacity	594	594	594	594	594	594	594
Total	4168	4498	4498	4498	4498	4498	4498
Projected Enrollment (K-12)	3621	3600	3632	3631	3667	3711	3756
<i>New Capacity From Projects*</i>	<i>825</i>	<i>330</i>					
<i>Removal of Endeavor El School</i>	<i>-520</i>						
<i>Projected Removal of Portables</i>							
Surplus / (Deficit) w/o Portables	-47	304	272	273	237	193	148
Surplus / (Deficit) w Portables	547	898	866	867	831	787	742

Information required by Pierce County

*2021: Fife Elementary School opens with additional elementary school to accommodate growth; Endeavor ES closes.

*2022-23: Fife High School addition will open to accommodate growth for approx. 330 students.

**Student projected headcount may be +/- 1 due to rounding.

***Please refer to Table 3 for adjusted program capacity details.

Auburn School District No. 408

Capital Facilities Plan 2022 through 2028

*Adopted by the Auburn School District Board of Directors
June 27, 2022*





915 Fourth Street SE
Auburn, Washington 98002

(253) 931-4900

Serving Students in:

City of Auburn

City of Algona

City of Kent

City of Pacific

City of Black Diamond

Unincorporated King County

Board of Directors

Tracy Arnold

Arlista Holman

Sheilia McLaughlin

Laura Theimer

Dr. Alan Spicciati, Superintendent

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SECTION I – EXECUTIVE SUMMARY

This six-year Capital Facilities Plan (the “Plan”) has been prepared by the Auburn School District (the “District”) as the District’s principal planning document, in compliance with the requirements of Washington’s Growth Management Act and the adopted ordinances of the counties and cities served by the District. This Plan was prepared using data available in the spring of 2022.

This Plan is consistent with prior long-term capital facilities plans adopted by the District. However, this Plan is not intended to be the sole plan for all of the District’s needs. The District may prepare interim and periodic long-range Capital Facilities Plans consistent with Board Policies and actions, taking into account a longer or a shorter time period; other factors and trends in the use of facilities; and other needs of the District as may be required. However, any such plan or plans will be consistent with this six-year Capital Facilities Plan.

To enable the collection of impact fees in the unincorporated areas of King County and within the Cities of Auburn, Black Diamond and Kent; the King County Council, the City of Auburn, the City of Black Diamond, and the City of Kent will adopt this Plan by reference as part of each jurisdiction’s respective comprehensive plan. To enable the collection of impact fees in the Cities of Algona and Pacific, these municipalities must also adopt this Plan and adopt school impact fee ordinances.

Pursuant to the requirements of the Growth Management Act and the local ordinances, this Plan will be updated on an annual basis, and any changes in the fee schedule(s) adjusted accordingly.

The Plan establishes the District’s “standard of service” in order to ascertain the District’s current and future capacity. While the State Superintendent of Public Instruction establishes square footage guidelines for capacity, those guidelines do not account for the local program needs of the District. The Growth Management Act and the school impact fee ordinance authorize the District to define its standard of service based on the District’s specific needs.

In general, the District's current standard provides that class size for grades K-3 should not exceed 17 students and class size for grades 4-5 should not exceed 27 students. When averaged over the six elementary school grades, this computes to 20.33 students per classroom. Class size for grade 6 should not exceed 27 students and class size for grades 7 and 8 should not exceed 28.53 students. When averaged over the three middle school grades, this computes to 28.02 students per classroom. Class size for 9-12 should not exceed 28.74 students, with some subject areas restricted to lesser numbers. Decisions by current legislative actions may create the need for additional classrooms. (See Section III for more specific information.)

The capacity of the schools in the District is calculated based on this standard of service and the existing inventory of facilities including transitional classrooms. The District's 2021-22 capacity was 17,082. The actual number of individual students was 16,880 as of October 1, 2021. (See Section V for more specific information.)

The Capital Construction Plan shown in Section VI addresses the additions and proposed modernization to the District's existing facilities. The plan includes the ongoing replacement of five elementary schools and one middle school, construction of two new elementary schools and one new middle school, and acquisition of future school sites to accommodate growth. The new facilities are required to meet the projected elementary school class size reductions mandated by the State of Washington and student population increases generated by the large development areas within the Auburn School District. Three areas that have significant impact on the school district are the Lakeland South, Lea Hill, and the north valley areas of the district. There are also other development pockets that impact the District.

In the spring of 2016, the Board determined to move forward with the replacement of six schools and the construction of two new elementary schools. The project was placed before the voters in November 2016 and the bond passed at 62.83%. The first of the projects, the replacement of Olympic Middle School, started construction in May 2018 and opened in Fall 2019. The district's new elementary, Bowman Creek Elementary, started construction in May 2019 and opened in August 2020. Construction for replacement of Dick

Scobee Elementary School started in June 2019 and the school opened in August 2020. Construction of Willow Crest Elementary School and construction of the replacement Pioneer Elementary School started May 2020 and both opened in August 2021. For the 2021-22 school year, Willow Crest Elementary served as the temporary home for Lea Hill Elementary School which started the replacement construction process in May 2021 and will open in August 2022. Construction for replacement of Chinook Elementary School started in May 2021 and will open in August 2022 as well. Construction for replacement of Terminal Park Elementary School will begin in May 2022 and is scheduled to open in August 2023.

The School Impact Fee Ordinances adopted by King County, the City of Auburn, City of Black Diamond and City of Kent provide for the assessment of impact fees to assist in meeting some of the fiscal impacts incurred by a district experiencing growth and development. Section VII sets forth the proposed school impact fees for single family and multi-family dwelling units. The student generation factors have been developed using the students who actually attend school in the Auburn School District from single family and multi-family developments constructed in the last five years. The method of collecting the data is with the use of GIS mapping software, data from King County and Pierce County GIS, data from Davis Demographics and integration of the mapping with student data from the District's student data system. This method gives the District actual student generation numbers for each grade span for identified developments.

Listed below is a summary level outline of the changes from the 2021 Capital Facilities Plan that are a part of the 2022 Plan. The changes are noted by Section for ease of reference.

SECTION I

Executive Summary

- A. Updated to reflect new information within the Plan.
- B. Summary level list of changes from previous year.

SECTION II

Enrollment Projections and Student Generation Factors

- A. Updated projections. See Section II & Appendices A.1.

SECTION III

Standard of Service

- A. Updated to reflect the current number of classrooms allocated to non-standard classroom uses.

SECTION IV

Inventory of Facilities

- A. Add 2 portables at Auburn High School
- B. Add 2 portables at Auburn Mountainview High School
- C. Add 2 portables at Auburn Riverside High School
- D. Add 1 portable at Washington Elementary School
- E. Remove 7 portables from Terminal Park Elementary School

Section V

Pupil Capacity

- A. The 7 portables to be relocated in July 2022 are needed to accommodate enrollment increases.

Impact Fees CHANGES TO IMPACT FEE DATA ELEMENTS 2021 TO 2022

DATA ELEMENTS	CFP 2021	CFP 2022	EXPLANATION
Student Generation Factors			Consistent with King County Ordinance 11621, Student Generation Factors are calculated by the school district based on district records of average actual student generation rates for new developments constructed over the last five years.
Single Family			
Elementary	0.2500	0.3010	
Middle School	0.1310	0.1460	
High School	0.1520	0.1550	
Multi-Family			
Elementary	0.4330	0.3920	
Middle School	0.1850	0.1350	
High School	0.1750	0.1530	
School Construction Costs			
Middle School	\$112,000,000	\$134,320,000	From new school construction cost estimates in April 2022.
Site Acquisition Costs			
Cost per Acre	\$444,771	\$489,248	Updated estimate based on 10% annual inflation.
Area Cost Allowance			
Boeckh Index	\$238.22	\$246.83	Updated to current OSPI schedule. (May 2022)
Match % - State	62.87%	63.83%	Updated to current OSPI schedule (May 2022)
Match % - District	37.13%	36.17%	Computed
District Average AV			
Single Family	\$402,640	\$458,409	Updated from March 2022 King County Dept. of Assessments data.
Multi-Family	\$197,141	\$223,737	Updated from March 2022 King County Dept. of Assessments data using average AV for apartments and condominiums.
Debt Serv Tax Rate	\$2.21	\$2.13	Current Fiscal Year
GO Bond Int Rate	2.44%	2.45%	Current Rate (Bond Buyers 20 Index 3-14)

SECTION II – ENROLLMENT PROJECTIONS AND STUDENT GENERATION FACTORS

Student Enrollment Projections

Projection techniques give consideration to historical and current data as a basis for forecasting the future. In addition, certain assumptions must be made about the variables in the data being used. Forecasting can be defined as the extrapolation or logical extension from history to the future or from the known to the unknown.

The projection logic does not attempt to weigh the individual sociological, psychological, economic, and political factors that are present in any demographic analysis and projection. An example of this is with the COVID-19 pandemic. The logic embraces the assumptions that whatever these individual factors have been in the past are present today and will be in the future. It further moderates the impact of singular factors by averaging data over time.

The basis of enrollment projections in the Auburn School District has been cohort survival analysis. Cohort survival is the analysis of a group of students in a grade level as it progresses through time. This analysis uses historical information to develop averages and project the averages forward. If all students in one grade level progress to the next, the cohort number would be 1.00. If fewer students from the group progress the number will be less than 1. The district has used this method with varying years of history (3 years, 6 years, 10 years and 13 years) as well as weighted factors to study several projections.

The degree to which the actuals deviate from the projections can only be measured after the fact. This deviation provides a point of departure to evaluate the effectiveness of the assumptions and logic being used to calculate future projections. Monitoring deviation is critical to the viability and creditability of the projections derived by these techniques.

While still in the pandemic, it was important to consider the impact the pandemic will have on future projections. Using the Cohort Survival method, the decrease in enrollment of 4.22% in October 2020 will skew enrollment projections for 2021 and beyond.

Some of the assumptions made in calculating projections for the 2022-23 school year are:

1. Kindergarten enrollment will continue to be at pre-pandemic levels.
 - a. ASD Kindergarten enrollment is almost 5% of births in King County. However, in 2017, King County live births were at the lowest number since 2005 at 25,487 which would project an October 2022 kindergarten class of approximately 1,215 students.
2. The number of students generated from housing growth in the district will slow.
 - a. Currently there are no large multi-family housing active within the district boundaries.
 - b. Although there is a long list of single-family developments, only 22 are scheduled to be occupied in the near future.

Calculations were made to create cohort scenarios based upon the following survival ratios: 3-year average, 3-year weighted average, 6-year average, 6-year median, and the 10-year average. Two of the scenarios (3-year weighted average and 3-year average) were not considered because of the impact October 2020 had on the calculation. The decision was made to use the 6-year average scenario which is found in Table 2 below.

Although the Auburn School District tracks single- and multi-family housing developments, the District currently does not have estimated dates of completion and occupancy. Therefore, the projections shown below do not include the student generation numbers calculated in the next section.

10-Year Average Projection												
		Actual Births				Projected Births						
		2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
		25,274	24,337	24,090	24,567	24,567	24,567	24,448	24,537	24,530	24,520	
		4.79%	4.79%	4.79%	4.79%	4.79%	4.79%	4.79%	4.79%	4.79%	4.79%	
10-Year Average	GRADE	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	
	4.79%	KDG	1,211	1,166	1,154	1,177	1,176.83	1,177	1,171.12	1,175.40	1,175.05	1,174.60
	1.0418	1	1,278	1,261	1,215	1,202	1,225.99	1,226	1,225.99	1,220.04	1,224.50	1,224.13
	1.0148	2	1,203	1,297	1,280	1,233	1,220.03	1,244	1,244.19	1,244.19	1,238.15	1,242.68
	1.0138	3	1,266	1,219	1,315	1,298	1,249.59	1,237	1,261.40	1,261.40	1,261.40	1,255.28
	1.0155	4	1,284	1,286	1,238	1,336	1,317.77	1,269	1,256.03	1,280.90	1,280.90	1,280.90
	1.0125	5	1,271	1,300	1,302	1,254	1,352.23	1,334	1,284.80	1,271.76	1,296.94	1,296.94
	0.9910	6	1,240	1,259	1,288	1,290	1,242.27	1,340	1,322.23	1,273.21	1,260.29	1,285.24
	1.0175	7	1,255	1,261	1,281	1,310	1,312.84	1,264	1,363.53	1,345.41	1,295.53	1,282.38
	1.0113	8	1,319	1,269	1,276	1,296	1,325.33	1,328	1,278.39	1,378.99	1,360.67	1,310.22
	1.1305	9	1,483	1,491	1,434	1,442	1,464.96	1,498	1,500.99	1,445.21	1,558.94	1,538.23
	1.0198	10	1,414	1,513	1,520	1,463	1,470.86	1,494	1,528.02	1,530.78	1,473.89	1,589.88
	0.9312	11	1,292	1,316	1,409	1,416	1,362.24	1,370	1,391.24	1,422.88	1,425.45	1,372.48
0.9982	12	1,297	1,290	1,314	1,406	1,413.30	1,360	1,367.19	1,388.73	1,420.31	1,422.88	
TOTALS		16,811	16,929	17,026	17,122	17,134	17,141	17,195	17,239	17,272	17,276	
		210	117	98	96	12	6	54	44	33	4	
		1.27%	0.70%	0.58%	0.56%	0.07%	0.04%	0.32%	0.25%	0.19%	0.02%	
TOTALS BY LEVEL												
K-5		7,512	7,529	7,504	7,498	7,542	7,487	7,444	7,454	7,477	7,475	
6-8		3,813	3,790	3,845	3,897	3,880	3,932	3,964	3,998	3,916	3,878	
9-12		5,486	5,610	5,677	5,727	5,711	5,722	5,787	5,788	5,879	5,923	
FTRS		304	311	315	317	316	317	321	321	326	328	
GRAND TOTAL		17,115	17,239	17,341	17,439	17,451	17,458	17,516	17,560	17,598	17,604	
			0.73%	0.59%	0.57%	0.07%	0.04%	0.33%	0.25%	0.22%	0.04%	

Student Generation Factors

Planned residential development data is collected to determine the number of new residential units that may be built in the near future. The projected units will have the appropriate Student Generation Factor applied to determine the number of new students that planned residential development might yield.

This data was obtained through discussions with the major developers within the District boundaries, the City of Algona, Auburn, Kent, Pacific, King County, and District officials. The student population by residence includes all

approved and tentative tract maps in addition to any planned or proposed development that possibly will occur within the project timeframe. The planned residential development information and phasing estimates are a snapshot of the District as of this time. The information may change and is updated annually.

Closely related to the planned residential development units are Student Generation Factors. When applied to planned residential development units, the Student Generation Factors determine how many additional students will be generated from new construction within the District.

Two sets of data are used to calculate Student Generation Factors: current student enrollment and current housing data. This information associates each student with a housing unit. Two general housing categories are analyzed: Single Family and Multi-Family. Data showing the number of students generated from previous single- and multi-family developments generates the Student Generation Factor to be applied to future developments.

The tables on the next two pages show the information for both single-and multi-family developments. The components include:

- “Development Name” is a list of developments in various stages of occupancy.
- “Year of Full Occupancy” is important because fully-occupied developments stay on the list for five years contributing to the Student Generation Factor. Once the five years is up, the development is removed from the list.
- Also included for each development listed is the number of units, the amount of current units occupancy and the remaining units to be occupied.
- “Feeder Pattern” shows the elementary school associated with each development.
- “Actual Students” is the data of actual students generated from the units already occupied.
- “Student Generation Factors” is the calculation of actual students divided by the number of occupied units.
- “Single Family--2022 and beyond” lists the developments that are in process, but have not yet started to occupy units.

- The units for these developments are multiplied by the Student Generation Factor for each to determine the “Estimated Students Based on Student Generation Factors”

The table at the bottom of the page shows an estimated timeline of when the unoccupied units are scheduled to be occupied.

Table 3 shows the single- and multiple-family units to be occupied, the estimated number of students generated and a timeline by year of when those students would potentially be enrolled. The bottom table reflects a cumulative number over a period of 7 school years.

[SINGLE DEVELOPMENT](#)

[MULTI FAMILY DEVELOPMENT](#)

[Table 3 BUILDOUT SCHEDULE](#)

Auburn School District
Development Growth Including the Previous 5 Years
May 2022 (Based on Current Year Enrollment)

SINGLE FAMILY

Development Name	Year of Full Occupancy	Units/ Parcels	Current Occupancy	To Be Occupied	Feeder Elementary	Actual Students				Student Generation Factors			
						Elem	Middle	HS	Total	Elem	Middle	HS	Total
Alicia Glenn	2016	28	28	0	Arthur Jacobsen	11	11	8	30	0.393	0.393	0.286	1.071
Anthem (formerly Megan's Meadows)	2018	13	13	0	Ilalko	7	4	0	11	0.538	0.308	0.000	0.846
Bridges	2021	380	380	0	Aurthur Jacobsen	105	43	48	196	0.276	0.113	0.126	0.516
Canyon Creek	2018	151	151	0	Evergreen Hts.	32	16	15	63	0.212	0.106	0.099	0.417
Dulcinea	2018	6	6	0	Lea Hill	1	2	1	4	0.167	0.333	0.167	0.667
Hastings	2020	10	10	0	Evergreen Hts.	5	0	0	5	0.500	0.000	0.000	0.500
Hazel View	2018	22	22	0	Lea Hill	10	2	5	17	0.455	0.091	0.227	0.773
Forest Glen at Lakland	2021	30	30	0	Gildo Rey	8	5	3	16	0.267	0.167	0.100	0.533
Lakeland Hills Estates	2017	66	66	0	Bowman Creek	20	19	11	50	0.303	0.288	0.167	0.758
Lakeland: Pinnacle Estates	2018	99	99	0	Bowman Creek	49	22	21	92	0.495	0.222	0.212	0.929
Lozier Ranch		18	7	11	Chinook	1	0	0	1	0.143	0.000	0.000	0.143
Monterey Park	2016	238	238	0	Evergreen Hts.	60	23	27	110	0.252	0.097	0.113	0.462
Mountain View	2018	55	55	0	Evergreen Hts.	9	3	8	20	0.164	0.055	0.145	0.364
Omnia Palisades Plate		16	14	2	Alpac	3	1	4	8	0.214	0.071	0.286	0.571
River Rock		14	5	9	Aurthur Jacobsen	4	0	0	4	0.800	0.000	0.000	0.800
Seremounte	2019	30	30	0	Aurthur Jacobsen	23	11	17	51	0.767	0.367	0.567	1.700
Sonata Hills	2017	69	69	0	Lea Hill	21	8	17	46	0.304	0.116	0.246	0.667
Spencer Place	2017	13	13	0	Hazelwood	7	10	7	24	0.538	0.769	0.538	1.846
Vasiliy	2021	8	8	0	Terminal Park	0	3	0	3	0.000	0.375	0.000	0.375
Willow Place	2021	11	11	0	Lea Hill	2	0	3	5	0.182	0.000	0.273	0.455
Totals		1277	1255	22		378	183	195	756	0.301	0.146	0.155	0.602

Auburn School District
Development Growth Including the Previous 5 Years
May 2022 (Based on Current Year Enrollment)

SINGLE FAMILY-- 2022 and beyond

Development Name	Units/ Parcels	Current Occupancy	To Be Occupied
Ashton Park 20-Lot Prelim Plat	20	0	20
Carbon Trails	44	0	44
Greenvale*	17	0	17
Knudson 17-Lot Prelim Plat	17	0	17
River Glen 12-Lot Plat	12	0	12
Robbins Prelim Plat 31-Lot SFR Lots	31	0	31
Summit at Kendall Ridge Plat	17	0	17
The Alicias 56-Lot Plat	56	0	56
Current Partially Occupied Developments	1277	1255	22
	1491		236

* currently under construction

Estimated Students Based on Student Generation Factors			
Elem	Middle	HS	Total
6	3	3	12
13	6	7	27
5	2	3	10
5	2	3	10
4	2	2	7
9	5	5	19
5	2	3	10
17	8	9	34
7	3	3	13
Totals	71	34	37
		37	142

Auburn School District
 Development Growth Including the Previous 5 Years
 May 2022 (Based on Current Year Enrollment)

MULTI FAMILY

Development Name	Year of Full Occupancy	Units/Parcels	Current Occupancy	To Be Occupied	Feeder Elementary	Actual Students				Student Generation Factors			
						Elem	Middle	HS	Total	Elem	Middle	HS	Total
Promenade Apts	2018	294	294	0	Lea Hill	172	86	98	356	0.585	0.293	0.333	1.211
The Villas at Auburn	2018	295	295	0	Washington	53	10	21	84	0.180	0.034	0.071	0.285
Copper Gate Apartments	2021	500	500	0	Evergreen Hts.	288	79	81	448	0.576	0.158	0.162	0.896
The Verge Auburn	2022	226	226	0	Terminal Park	3	2	1	6	0.013	0.009	0.004	0.027
Totals		1315	1315	0		516	177	201	894	0.392	0.135	0.153	0.680

2022 and beyond

	Units/Parcels	Current Occupancy	To Be Occupied
Lexi 1	190	0	190
Current Partially Occupied Developments	1315	1315	0
	1505		190

Estimated Students Based on Student Generation Factors			
75	26	29	129
0	0	0	0
75	26	29	129

BASE DATA - BUILDOUT SCHEDULE				STUDENT GENERATION FACTORS		
ASSUMPTIONS:				2022	Single Family	Multi-Family
1. Build out estimates are received from developers.				Elementary	0.301	0.392
2. Some development data received from Davis Demographics.				Middle	0.146	0.135
3. Dates of potential occupancy are unavailable so student projections by year could not be calculated.				High	0.155	0.153
				Total	0.602	0.680
TABLE 3: Units to be Occupied						
Single Family Units		236	Multi-Family Units		190	
Projected Students			Projected Students			
Elementary (K-5)		71	Elementary (K-5)		74	
Middle (6-8)		34	Middle (6-8)		26	
High (9-12)		37	High (9-12)		29	
Total K-12		142	Total K-12		129	

SECTION III - STANDARD OF SERVICE

The School Impact Fee Ordinances adopted by King County, the City of Auburn, City of Black Diamond and the City of Kent indicate that each school district must establish a “Standard of Service” in order to ascertain the overall capacity to house its projected student population. The Superintendent of Public Instruction establishes square footage “capacity” guidelines for computing state funding support. The fundamental purpose of the OSPI guidelines is to provide a vehicle to equitably distribute state matching funds for school construction projects. By default these guidelines have been used to benchmark the district’s capacity to house its student population. The OSPI guidelines do not make adequate provision for local district program needs, facility configurations, emerging educational reform, or the dynamics of each student’s educational program. The Auburn School District Standard of Service addresses those local considerations that require space in excess of the OSPI guidelines. The effect on the space requirements for both permanent and relocatable facilities is shown below for each grade articulation pattern. Conditions that may result in potential space needs are provided for information purposes without accompanying computations.

OVERVIEW

As reflected in enrollment numbers for the 2021-22 school year, the Auburn School District operates 15 elementary schools housing 7,431 students in grades K through 5. The four middle schools house 3,849 students in grades 6 through 8. The District operates three comprehensive senior high schools and one alternate high school, housing 5,595 students in grades 9 through 12. (Source: October 1, 2021 Enrollment)

CLASS SIZE

The number of pupils per classroom determines the number of classrooms required to house the student population. Specialists create additional space

needs. Class sizes are subject to collective bargaining agreements. Changes to class size agreements can have significant impact on available space.

The current pupil/teacher limit across all elementary programs is an average of 20.33 students per teacher. Consistent with this staffing limit, room capacities are set at 20.33 students per room at grades K - 5. At grades 6 - 8 the limit is set at 28.02 students per room. At grades 9 - 12 the limit is set at 28.74 students per room. The OSPI space allocation for each grade articulation level, **less** the computed reduction for the Auburn School District Standard of Service, determines the District's capacity to house projected pupil populations. These reductions are shown in the following documents by grade articulation level.

[ELEMENTARY SCHOOL STANDARD OF SERVICE](#)

[MIDDLE SCHOOL STANDARD OF SERVICE](#)

[HIGH SCHOOL STANDARD OF SERVICE](#)

[STANDARD OF SERVICE COMPUTED TOTALS](#)

ELEMENTARY SCHOOLS

STRUCTURED LEARNING FOR DEVELOPMENTALLY DISABLED SPECIAL EDUCATION

The Auburn School District operates a structured learning program for students with moderate to severe disabilities at the elementary school level which currently uses 15 classrooms to provide for 135 students. The housing requirements for this program are provided for in the OSPI space guidelines. No loss of capacity is expected unless population with disabilities grows at a disproportionate rate compared to total elementary population.

PATHWAYS SPECIAL EDUCATION

The Auburn School District operates an adaptive behavior program for students with behavior disabilities at the elementary school level. The program uses three classrooms to provide for 24 students. The housing requirements for this program exceed the OSPI space allocations.

(Three classrooms @ 20.33 - 8 = 12.33)

Loss of Permanent Capacity 3 rooms @ 12.33 each =	(37)
Loss of Temporary Capacity 0 rooms @ 12.33 each =	0
Total Capacity Loss =	(37)

SPECIAL EDUCATION RESOURCE ROOMS

The Auburn School District operates a resource room program at the elementary level for special education students requiring instruction to address their specific disabilities. Twenty standard classrooms are required to house this program. The housing requirements for this program are provided for in the OSPI space guidelines at Lakeland Hills, Dick Scobee, and Bowman Creek Elementary Schools. Continued loss of capacity is expected as growth in program is larger than the total elementary population.

Loss of Permanent Capacity 17 (20-3) rooms @ 20.33 each =	(346)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(346)

STUDENT TEACHER ENRICHMENT PROGRAM (STEP)

The Auburn School District operates an elementary program for highly capable and high achieving students at Grade 4 and Grade 5. This program is housed in three classrooms at Terminal Park Elementary School.

Loss of Permanent Capacity 3 rooms @ 20.33 each =	(61)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(61)

EARLY CHILDHOOD SPECIAL EDUCATION

The Auburn School District operates a pre-school program for young children below age five with disabilities. This program is housed at eleven different elementary schools and currently uses 13 standard classrooms. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 13 rooms @ 20.33 each =	(264)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(264)

READING LABS

The Auburn School District operates a program for students needing remediation and additional language arts instruction. These programs utilize non-standard classroom spaces if available in each elementary school. Five elementary schools do not have non-standard rooms available, thus they are housed in a standard classroom. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 5 rooms @ 20.33 each =	(102)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(102)

MUSIC ROOMS

The Auburn School District elementary music programs require one acoustically-modified classroom at each school for music instruction. The housing requirements are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 15 rooms @ 20.33 each =	(305)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(305)

ENGLISH LANGUAGE LEARNERS PROGRAM

The Auburn School District operates pullout programs at the elementary school level for students learning English as a second language. This program requires 30 standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 30 rooms @ 20.33 each =	(610)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(610)

SECOND GRADE TOSA PROGRAM

The Auburn School District provides a TOSA reading specialist program for eight highly-impacted elementary schools. This pullout model provides direct instruction to students who are not at grade level and do not receive other services. This program requires eight standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 8 rooms @ 20.33 each =	(163)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(163)

ELEMENTARY LEARNING SPECIALIST PROGRAM

The Auburn School District provides a learning specialist program to increase literacy skills for first and second graders. This program model was originally created from the I-728 funds and currently has the specialist going into existing teacher classrooms, as well as pulling out students into designated classrooms. The district is utilizing classrooms at all fifteen elementary schools.

Loss of Permanent Capacity 15 rooms @ 20.33 each =	(305)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(305)

EARLY CHILDHOOD EDUCATION ASSISTANCE PROGRAM

The Auburn School District operates an ECEAP program for 236 pre-school aged children in twelve sections of half-day length and one full-day program. The program is housed at seven elementary schools and utilizes seven standard elementary classrooms and one additional classroom space and seven auxiliary office spaces. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 7 rooms @ 20.33 each =	(142)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(142)

MIDDLE SCHOOLS

SPECIAL EDUCATION RESOURCE ROOMS

The Auburn School District operates a resource room program for each grade at the middle school level. This is to accommodate special education students needing remedial instruction to address their specific disabilities. Eleven classrooms are required at the middle school level to provide for approximately 330 students. The housing requirements for this program are not entirely provided for in the OSPI space guidelines.

PATHWAYS SPECIAL EDUCATION

The Auburn School District offers a self-contained program for students with moderate to severe behavior disabilities. The program is housed at one of the middle schools and uses two classrooms. One of the two classrooms for this program are provided for in the OSPI space allocations.

Loss of Permanent Capacity 1 rooms @ 28.02 each =	(28)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(28)

STRUCTURED LEARNING CENTER AND DEVELOPMENTALLY DISABLED SPECIAL EDUCATION

The Auburn School District operates seven structured learning classrooms at the middle school level for students with moderate to severe disabilities. Two of the seven classrooms for this program are provided for in the OSPI space allocations.

Loss of Permanent Capacity 5 rooms @ 28.02 each =	(140)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(140)

ENGLISH LANGUAGE LEARNERS PROGRAM

The Auburn School District operates a pullout program at the middle school level for English Language Learner students. This program requires eleven standard classrooms that are not provide for in the OSPI space guidelines.

Loss of Permanent Capacity 11 rooms @ 28.02 each =	(308)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(308)

ROOM UTILIZATION

The Auburn School District provides a comprehensive middle school program that includes elective options in special interest areas. Facilities to accommodate special interest activities are not amenable to standard classroom usage. The district averages 95% utilization of all available teaching stations. OSPI Report #3 dated 12/14/11 identifies 148 teaching stations available in the mid-level facilities. The utilization pattern results in a loss of approximately 8 teaching stations.

Loss of Permanent Capacity 8 rooms @ 28.02 each =	(224)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(224)

HIGH SCHOOLS			
NATIVE AMERICAN RESOURCE ROOM			
The Auburn School District operates one resource room to support the education of Native American students at the high school level. One standard classroom is fully dedicated to serve these students.			
	Loss of Permanent Capacity 1 room @ 28.74 each =		(29)
	Loss of Temporary Capacity 0 rooms @ 28.74 each =		0
	Total Capacity Loss		(29)
ENGLISH LANGUAGE LEARNERS PROGRAM			
The Auburn School District operates a pullout program at three comprehensive high schools for English Language Learner students. This program requires fourteen standard classrooms that are not provided for in the OSPI space guidelines.			
	Loss of Permanent Capacity 14 rooms @ 28.74 each =		(402)
	Loss of Temporary Capacity 0 rooms @ 28.74 each =		0
	Total Capacity Loss		(402)
PATHWAYS SPECIAL EDUCATION			
The Auburn School District offers a self-contained program for students with moderate to severe behavior disabilities. The program is housed at one of the high schools and uses two classrooms. The housing requirements for this program are not provided for in the OSPI space allocations.			
	Loss of Permanent Capacity 2 rooms @ 28.74 each =		(57)
	Loss of Temporary Capacity 0 rooms @ 28.74 each =		0
	Total Capacity Loss		(57)
STRUCTURED LEARNING CENTER PROGRAM			
The Auburn School District operates twelve structured learning center classrooms for students with moderate to severe disabilities. This program is housed at three high schools requiring standard classrooms that are not provided for in the OSPI space guidelines.			
	Loss of Permanent Capacity 12 rooms @ 28.74 each =		(345)
	Loss of Temporary Capacity 0 rooms @ 28.74 each =		0
	Total Capacity Loss		(345)
SPECIAL EDUCATION RESOURCE ROOMS			
The Auburn School District operates a resource room program at the senior high level for special education students requiring instruction to address their specific learning disabilities. The current high school program requires 15 classrooms to provide program to meet educational needs of the students. The OSPI space guidelines provide for one of the 15 teaching stations.			
	Loss of Permanent Capacity 14 rooms @ 28.74 each =		(402)
	Loss of Temporary Capacity 0 rooms @ 28.74 each =		0
	Total Capacity Loss		(402)
PERFORMING ARTS CENTERS			
Auburn High School includes 25,000 square feet used exclusively for a Performing Arts Center. The OSPI Inventory includes this space when computing unhoused student capacity. This space was not intended for, nor is it usable for, classroom instruction. It was constructed to provide a community center for the performing arts. Using OSPI capacity guidelines, 25,000 square feet computes to 208 unhoused students or 7.25 classrooms.			
	Loss of Permanent Capacity 7.25 rooms @ 28.74 each =		(208)
ROOM UTILIZATION			
The Auburn School District provides a comprehensive high school program that includes numerous elective options in special interest areas. Facilities to accommodate special interest activities are not amenable to standard classroom usage. The district averages 95% utilization of all available teaching stations. There are 185 teaching stations available in the senior high facilities. The utilization pattern results in a loss of approximately 10 teaching stations.			
	Loss of Permanent Capacity 10 rooms @ 28.74 each =		(287)
	Loss of Temporary Capacity 0 rooms @ 28.74 each =		0
	Total Capacity Loss		(287)

STANDARD OF SERVICE COMPUTED TOTALS

ELEMENTARY

Loss of Permanent Capacity	(2,334)
Loss of Temporary Capacity	<u>0</u>
Total Capacity Loss	(2,334)

MIDDLE SCHOOL

Loss of Permanent Capacity	(701)
Loss of Temporary Capacity	<u>0</u>
Total Capacity Loss	(701)

SENIOR HIGH

Loss of Permanent Capacity	(1,732)
Loss of Temporary Capacity	<u>0</u>
Total Capacity Loss	(1,732)

TOTAL

Loss of Permanent Capacity	(4,766)
Loss of Temporary Capacity	<u>0</u>
Total Capacity Loss	(4,766)

SECTION IV - INVENTORY OF FACILITIES

Table IV.1 shows the current inventory of permanent district facilities and their OSPI rated capacities.

Table IV.2 shows the number and location of each portable by school. The district uses relocatable facilities to:

1. provide interim housing in school attendance areas uniquely impacted by increasing school populations that would otherwise require continual redistricting,
2. make space available for changing program requirements and offerings determined by unique students needs, and
3. provide housing to cover district needs until permanent facilities can be financed and constructed.

Relocatable facilities are deemed to be interim, stop gap measures that often place undesirable stress on existing physical plants. Core facilities (i.e. gymnasiums, restrooms, kitchens, labs, lockers, libraries, etc.) are not of sufficient size or quantity to handle the increased school population served by adding relocatable classrooms.

[TABLE IV.1 PERMANENT DISTRICT SCHOOL FACILITIES](#)

[TABLE IV.2 PORTABLE FACILITIES INVENTORY](#)

[DISTRICT SCHOOL FACILITIES MAP](#)

Table IV.1 Permanent Facilities
@ OSPI Rated Capacity
(March 2022)

District School Facilities

Building	Capacity	Acres	Address
Elementary Schools			
Alpac Elementary	505	10.68	310 Milwaukee Boulevard North, Pacific WA, 98047
Arthur Jacobsen Elementary	614	10.02	29205 132 nd Street SE, Auburn WA, 98092
Bowman Creek Elementary	812	22.03	5701 Kersey Way SE, Auburn, WA 98092
Chinook Elementary	461	13.09	3502 Auburn Way South, Auburn WA, 98092
Dick Scobee Elementary	819	9.13	1031 14th Street Northeast, Auburn WA, 98002
Evergreen Heights Elem.	463	10.10	5602 South 316th, Auburn WA, 98001
Gildo Rey Elementary	566	10.05	1005 37th Street Southeast, Auburn WA, 98002
Hazelwood Elementary	594	13.08	11815 Southeast 304th Street, Auburn WA, 98092
Ilalko Elementary	592	14.23	301 Oravetz Place Southeast, Auburn WA, 98092
Lake View Elementary	581	16.44	16401 Southeast 318th Street, Auburn WA, 98092
Lakeland Hills Elementary	594	12.00	1020 Evergreen Way SE, Auburn WA, 98092
Lea Hill Elementary	450	20.24	30908 124th Avenue Southeast, Auburn WA, 98092
Pioneer Elementary	837	11.13	2301 M Street Southeast, Auburn WA, 98002
Terminal Park Elementary	415	6.09	1101 D Street Southeast, Auburn WA, 98002
Washington Elementary	494	5.33	20 E Street Northeast, Auburn WA, 98002
ELEMENTARY CAPACITY	8,797		
Middle Schools			
Cascade Middle School	837	16.94	1015 24th Street Northeast, Auburn WA, 98002
Mt. Baker Middle School	837	30.00	620 37th Street Southeast, Auburn WA, 98002
Olympic Middle School	974	17.45	839 21 st Street SE, Auburn WA, 98002
Rainier Middle School	843	25.54	30620 116th Avenue Southeast, Auburn WA, 98092
MIDDLE SCHOOL CAPACITY	3,491		
Senior High Schools			
Auburn HS	2,127	23.74	711 East Main Street, Auburn WA, 98002
Auburn Mountainview HS	1,443	39.42	28900 124 th Ave SE, Auburn WA, 98092
Auburn Riverside HS	1,387	35.32	501 Oravetz Road, Auburn WA, 98092
West Auburn HS	233	5.26	401 West Main Street, Auburn WA, 98001
HIGH SCHOOL CAPACITY	5,190		
TOTAL CAPACITY	17,478		

INVENTORY OF FACILITIES

TABLE IV.2	TEMPORARY/RELOCATABLE FACILITIES INVENTORY (June 2022)						
Elementary Location	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Alpac	8	8	8	8	8	8	8
Arthur Jacobsen	4	4	4	4	4	4	4
Bowman Creek	0	0	0	0	0	0	0
Chinook	0	0	0	0	0	0	0
Dick Scobee	0	0	0	0	0	0	0
Evergreen Heights	4	4	4	4	4	4	4
Gildo Rey	3	3	3	3	3	3	3
Hazelwood	2	2	2	2	2	2	2
Ilalko	7	7	7	7	7	7	7
Lake View	2	2	2	2	2	2	2
Lakeland Hills	7	5	5	5	5	5	5
Lea Hill	0	0	0	0	0	0	0
Pioneer	0	0	0	0	0	0	0
Terminal Park	0	0	0	0	0	0	0
Washington	8	8	8	8	8	8	8
Willow Crest	0	0	0	0	0	0	0
TOTAL UNITS	45	43	43	43	43	43	43
TOTAL CAPACITY	915	874	874	874	874	874	874

Middle School Location	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Cascade	4	4	4	4	4	4	4
Mt. Baker	12	12	12	12	12	12	12
Olympic	8	8	8	8	8	8	8
Rainier	11	11	11	11	11	11	11
TOTAL UNITS	35						
TOTAL CAPACITY	981						

Sr. High School Location	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Auburn High School	4	4	4	4	4	4	4
Auburn High School - *TAP	1	1	1	1	1	1	1
Auburn Mountainview	8	8	8	8	8	8	8
Auburn Riverside	17	17	17	17	17	17	17
West Auburn	0	0	0	0	0	0	0
TOTAL UNITS	30						
TOTAL CAPACITY	862						

*TAP - Transition Assistance Program for 18-21 year old students with special needs.

COMBINED TOTAL UNITS	110	108	108	108	108	108	108
COMBINED TOTAL CAPACITY	2,758	2,717	2,717	2,717	2,717	2,717	2,717



SECTION V - PUPIL CAPACITY

While the Auburn School District uses the OSPI inventory of permanent facilities as the data from which to determine space needs, the District's educational program requires more space than that provided for under the formula. This additional square footage is converted to numbers of pupils in Section III, Standard of Service. The District's capacity is adjusted to reflect the need for additional space to house its programs. Changes in the capacity of the district recognize new funded facilities. The combined effect of these adjustments is shown on Line B in Tables V.1 and V.2. Table V.1 shows the District's capacity with relocatable units included and Table V.2 without these units.

[TABLE V.1 CAPACITY WITH RELOCATABLES](#)

[TABLE V.2 CAPACITY WITHOUT RELOCATABLES](#)

[PERMANENT FACILITIES @ SPI RATED CAPACITY](#)

Table V.1									
Capacity WITH relocatables		21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
A.	SPI Capacity	17,478	17,478	18,517	18,752	18,752	18,752	18,752	19,552
A.1	SPI Capacity-New Elem		650						
A.2	SPI Capacity-Replacements		389	235					
A.3	SPI Capacity-New MS							800	
B.	Capacity Adjustments	(2,059)	(2,008)	(2,042)	(2,042)	(2,042)	(2,042)	(2,042)	(2,042)
C.	Net Capacity	15,419	16,509	16,710	16,710	16,710	16,710.	17,510.	17,510.
D.	ASD Enrollment	16,880	17,115	17,239	17,341	17,439	17,451	17,458	17,516
<u>3/</u>	E. ASD Surplus/Deficit	(1,461)	(606)	(529)	(631)	(729)	(741)	52	(6)
CAPACITY ADJUSTMENTS									
	Include Relocatable	2,707	2,758	2,724	2,724	2,724	2,724	2,724	2,724
<u>2/</u>	Exclude SOS (pg 17)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)
	Total Adjustments	(2,059)	(2,008)	(2,042)	(2,042)	(2,042)	(2,042)	(2,042)	(2,042)

Table V.2									
Capacity									
WITHOUT relocatables		21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
A.	SPI Capacity	17,478	17,478	18,517	18,752	18,752	18,752	18,752	19,552
A.1	SPI Capacity-New Elem		650						
A.2	SPI Capacity-Replacements		389	235					
A.3	SPI Capacity-New MS							800	
B.	Capacity Adjustments	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)
C.	Net Capacity	12,712	13,751	13,986	13,986	13,986	13,986	14,786	14,786
D.	ASD Enrollment	16,880	17,115	17,239	17,341	17,439	17,451	17,458	17,516
<u>3/</u>	E. ASD Surplus/Deficit	(4,168)	(3,364)	(3,253)	(3,355)	(3,453)	(3,465)	(2,672)	(2,730)
CAPACITY ADJUSTMENTS									
<u>2/</u>	Exclude SOS (pg 17)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)
	Total Adjustments	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)	(4,766)

1/ New facilities shown in 2019-20 through 2023-24 are funded by the 2016 School Bond Issue.

2/ The Standard of Service represents 27.26% of OSPI capacity. When new facilities are added the Standard of Service computations are decreased to 25.42% of SPI capacity.

3/ Students beyond the capacity are accommodated in other spaces (commons, library, theater, shared teaching space).

PERMANENT FACILITIES
@ SPI Rated Capacity
(March 2022)

A. Elementary Schools

Building	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Washington	494	494	494	494	494	494	494	494
Terminal Park	415	415	650	650	650	650	650	650
Dick Scobee	819	819	819	819	819	819	819	819
Pioneer	837	837	837	837	837	837	837	837
Chinook	461	650	650	650	650	650	650	650
Lea Hill	450	650	650	650	650	650	650	650
Gildo Rey	566	566	566	566	566	566	566	566
Evergreen Heights	463	463	463	463	463	463	463	463
Alpac	505	505	505	505	505	505	505	505
Lake View	581	581	581	581	581	581	581	581
Hazelwood	594	594	594	594	594	594	594	594
Ilalko	592	592	592	592	592	592	592	592
Lakeland Hills	594	594	594	594	594	594	594	594
Arthur Jacobsen	614	614	614	614	614	614	614	614
Bowman Creek	812	812	812	812	812	812	812	812
Willow Crest	--	650	650	650	650	650	650	650
ELEMENTARY CAPACITY	8,797	9,836	10,071	10,071	10,071	10,071	10,071	10,071

B. Middle Schools

Building	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Cascade	837	837	837	837	837	837	837	837
Olympic	974	974	974	974	974	974	974	974
Rainier	843	843	843	843	843	843	843	843
Mt. Baker	837	837	837	837	837	837	837	837
Middle School #5	--	--	--	--	--	--	800	800
MIDDLE SCHOOL CAPACITY	3,491	3,491	3,491	3,491	3,491	3,491	4,291	4,291

C. Senior High Schools

Building	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
West Auburn	233	233	233	233	233	233	233	233
Auburn	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127
Auburn Riverside	1,387	1,387	1,387	1,387	1,387	1,387	1,387	1,387
Auburn Mountainview	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443
HIGH SCHOOL CAPACITY	5,190							

COMBINED CAPACITY	17,478	18,517	18,752	18,752	18,752	18,752	19,552	19,552
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SECTION VI - CAPITAL CONSTRUCTION PLAN

The formal process used by the Auburn School Board to address current and future facility needs began almost 50 years ago in 1974. The process includes a formation of a community-wide citizen's committee and throughout the years, these Ad Hoc Committees have conducted work and made recommendations for improvements to the District's programs and facilities.

In October of 2008, after two years of review and study, a Steering Committee made recommendations to the Board regarding the capital improvements program to modernize or replace facilities as recommended by the 2004-05 Citizen's Ad Hoc Committee. These recommendations, based on specific criteria, led to the Board placing a school improvement bond and capital improvements levy on the ballot in March 2009. Voters did not approve either measure that would have updated 24 facilities and replaced three aging schools. The Board decided to place only a six-year Capital Levy on the ballot in November of 2009, which passed at 55.17%. The levy funded \$46.4 million of needed improvement projects at 24 sites over the following seven school years. Planning for the replacement of aging schools was started with educational specifications and schematic design process for the replacement of Auburn High School.

The District acquired a site for a future high school in 2008 and a second site for a future middle school in 2009. The District also continued efforts to acquire property around Auburn High School. The Special Education Transitional Assistance Program (TAP) opened in February of 2010. This facility is designed for students with disabilities that are 18 to 21 years old.

In the November 2012 election, the community supported the \$110 million bond issue for the Auburn High School Modernization and Reconstruction Project at 62%. Construction began in February 2013. The entire new building was occupied by Auburn High School students and staff in the fall of 2015, with site improvements being completed during the 2015-16 school year.

In January 2015, a citizen's ad hoc committee was convened by direction of the Board to address growth and facilities. The major recommendations were to construct two new elementary schools in the next four years and to acquire 3 new elementary school sites as soon as possible.

In the November 2016 election, the community supported the \$456 million bond issue for the replacement of six schools and the construction of two new elementary schools at 62.83%. Construction for the replacement of Olympic Middle School began in May 2018 and was completed in Fall 2019. Construction for Bowman Creek Elementary School began in May 2019 and was completed in Fall 2020. Construction for the replacement of Dick Scobee Elementary School began in June 2019 and was completed in Fall 2020. Construction for Willow Crest Elementary School and replacement of Pioneer Elementary School began in May 2020 and was completed in Fall 2021. Construction for replacement of Chinook and Lea Hill Elementary Schools began in June 2021 and will be completed in Fall of 2022. Construction for replacement of Terminal Park Elementary School will begin in June 2022 and will be completed in Fall of 2023.

We anticipate running a Capital Bond Measure in 2026. Funds will be used to construct a new middle school on property currently owned by the District, and may include funds to replace one or more existing schools.

The table below illustrates the current capital construction plan for the next six years. The exact timelines are wholly dependent on the rate of growth in the school age population.

2022-28 Capital Construction Plan (May 2022)				Project Timelines						
Project	Funded	Projected Cost	Fund Source	21-22	22-23	23-24	24-25	25-26	26-27	27-28
Technology Modernization	Yes	\$35,000,000	2020 6 Year Cap. Levy	XX	XX	XX	XX	XX	XX	
^{1/} Portable Relocation	Yes	\$1,400,000	Impact Fees	XX	XX					
^{1/} Property Purchase - 1 New Elementary	Yes	\$7,500,000	Bond Impact Fee	XX						
^{2/} Middle School #5	Yes	\$112,000,000	Bond Impact Fee			XX plan	XX plan	XX const	XX const	XX open
^{1/} Replacement of five Elementary Schools	Yes	\$242,500,000	Bond	XX const	XX const	XX open				

^{1/} These funds may be secured through a combination of the 2016 Bond Issue, sale of real property, impact fees, and state matching funds.

^{2/} These funds may be secured through a combination of a bond issue, impact fees, and state matching funds.

SECTION VII - IMPACT FEES

IMPACT FEE COMPUTATION (SPRING 2022)

[TABLES I - IV](#)

[TABLES V - VI](#)

[IMPACT FEE ELEMENTS](#)

IMPACT FEE COMPUTATION (Spring 2022)**I. SITE COST PER RESIDENCE**

Formula: ((Acres x Cost per Acre)/Facility Size) x Student Factor

	Site Acreage	Cost/ Acre	Facility Capacity	Student Generation Factor		Cost/ Single Family	Cost/ Multi Family
				Single Family	Multi Family		
Elem Sch (K - 5)	15	\$489,248	650	0.3010	0.3920	\$3,398.39	\$4,425.81
Middle Sch (6 - 8)	25	\$0	800	0.1460	0.1350	\$0.00	\$0.00
Sr High (9 - 12)	40	\$0	1500	0.1550	0.1530	\$0.00	\$0.00
						\$3,398.39	\$4,425.81

II. PERMANENT FACILITY CONSTRUCTION COST PER RESIDENCE

Formula: ((Facility Cost/Facility Size) x Student Factor) x (Permanent to Total Square Footage Percentage)

Single Family	Facility Cost	Facility Size	% Perm Sq Ft/ Total Sq Ft	Student Generation Factor		Cost/ Single Family	Cost/ Multi Family
				Single Family	Multi Family		
Elem (K - 5)	\$0	650	0.9485	0.3010	0.3920	\$0.00	\$0.00
Mid Sch (6 - 8)	\$134,320,000	800	0.9485	0.1460	0.1350	\$23,251.96	\$21,500.10
Sr High (9 - 12)	\$0	1500	0.9485	0.1550	0.1530	\$0.00	\$0.00
						\$23,251.96	\$21,500.10

III. TEMPORARY FACILITY CONSTRUCTION COST PER RESIDENCE

Formula: ((Facility Cost/Facility Size) x Student Factor) x (Temporary to Total Square Footage Ratio)

Single Family	Facility Cost	Facility Size	% Temp Sq Ft/ Total Sq Ft	Student Generation Factor		Cost/ Single Family	Cost/ Multi Family
				Single Family	Multi Family		
Elem (K - 5)	\$250,000	20.33	0.0515	0.3010	0.3920	\$190.47	\$248.06
Mid Sch (6 - 8)	\$250,000	28.02	0.0515	0.1460	0.1350	\$67.03	\$61.98
Sr High (9 - 12)	\$250,000	28.74	0.0515	0.1550	0.1530	\$69.38	\$68.49
						\$326.88	\$378.53

IV. STATE MATCH CREDIT PER RESIDENCE

Formula: (Boeckh Index x SPI Footage x District Match x Student Factor)

	Boeckh Index	SPI Footage	State Match	Student Generation Factor		Cost/ Single Family	Cost/ Multi Family
				Single Family	Multi Family		
Elem (K - 5)	\$0.00	90	63.83%	0.3010	0.3920	\$0.00	\$0.00
Mid Sch (6 - 8)	\$246.83	108	63.83%	0.1460	0.1350	\$2,484.27	\$2,297.10
Sr High (9 - 12)	\$0.00	130	63.83%	0.1550	0.1530	\$0.00	\$0.00
						\$2,484.27	\$2,297.11

IMPACT FEE COMPUTATION (Spring 2022)**V. TAX CREDIT PER RESIDENCE**

Formula: Expressed as the present value of an annuity

TC = PV(interest rate, discount period, average assd value x tax rate)

	Ave Resid Assd Value	Curr Dbt Serv Tax Rate	Bnd Byr Indx Ann Int Rate	Number of Years	Tax Credit Single Family	Tax Credit Multi Family
Single Family	\$458,409	\$2.13	2.45%	10	\$8,567.73	
Multi Family	\$223,737	\$2.13	2.45%	10		\$4,181.68

VI. DEVELOPER PROVIDED FACILITY CREDIT

Formula: (Value of Site or Facility/Number of dwelling units)

	Value	No. of Units	Facility Credit
Single Family	\$0.00	1	\$0.00
Multi Family	\$0.00	1	\$0.00

FEE RECAP SUMMARY	PER UNIT IMPACT FEES	
	Single Family	Multiple Family
Site Costs	\$3,398.39	\$4,425.81
Permanent Facility Const Costs	\$23,251.96	\$21,500.10
Temporary Facility Costs	\$326.88	\$378.53
State Match Credit	(\$2,484.27)	(\$2,297.11)
Tax Credit	(\$8,567.73)	(\$4,181.68)
FEE (No Discount)	\$15,925.22	\$19,825.65
FEE (50% Discount)	\$7,962.61	\$9,912.82
Less ASD Discount	\$0.00	\$0.00
Facility Credit	\$0.00	\$0.00
Net Fee Obligation	\$7,962.61	\$9,912.82

IMPACT FEE ELEMENTS		SINGLE FAMILY			MULTI FAMILY		
		Elem K - 5	Mid Sch 6 - 8	Sr High 9 - 12	Elem K - 5	Mid Sch 6 - 8	Sr High 9 - 12
Student Factor	Single Family - Auburn actual count April 2022	0.301	0.146	0.155	0.392	0.135	0.153
New Fac Capacity		650	800	1500	650	800	1500
New Facility Cost	Middle School Cost Estimate May 2022		\$134,320,000			\$134,320,000	
Temp Rm Capacity	ASD District Standard of Service. Grades K - 5 @ 20.33, 6 - 8 @ 28.02, & 9 - 12 @ 28.74.	20.33	28.02	28.74	20.33	28.02	28.74
Temp Facility Cost	Relocatables, including site work, set up, and furnishing.	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Site Acreage	ASD District Standard or SPI Minimum	12	25	40	12	25	40
Site Cost/Acre	See below	\$489,248	\$489,248	\$489,248	\$489,248	\$489,248	\$489,248
Perm Sq Footage	16 Elementary, 4 Middle, and 4 High Schools	1,835,123	1,835,123	1,835,123	1,835,123	1,835,123	1,835,123
Temp Sq Footage	24 x 864 SF + 85 x 896 SF + TAP 2661	99,557	99,557	99,557	99,557	99,557	99,557
Total Sq Footage	Sum of Permanent and Temporary above	1,934,680	1,934,680	1,934,680	1,934,680	1,934,680	1,934,680
% - Perm Facilities	Permanent Sq. Footage divided by Total Sq. Footage	94.85%	94.85%	94.85%	94.85%	94.85%	94.85%
% - Temp Facilities	Temporary Sq. Footage divided by Total Sq. Footage	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%
SPI Sq Ft/Student	From OSPI Regulations (WAC 392-343-035)	90	108	130	90	108	130
Boeckh Index	From OSPI in May 2022	\$246.83	\$246.83	\$246.83	\$246.83	\$246.83	\$246.83
Match % - State	From OSPI May 2022	63.83%	63.83%	63.83%	63.83%	63.83%	63.83%
Match % - District	Computed	36.17%	36.17%	36.17%	36.17%	36.17%	36.17%
Dist Aver AV	King County Department of Assessments March 2022	\$458,409	\$458,409	\$458,409	\$223,737	\$223,737	\$223,737
Debt Serv Tax Rate	Current Fiscal Year	\$2.13	\$2.13	\$2.13	\$2.13	\$2.13	\$2.13
G. O Bond Int Rate	Current Rate - (Bond Buyer 20 Index Feb. 2022 avg)	2.45%	2.45%	2.45%	2.45%	2.45%	2.45%

Site Cost Projections

Recent Property Acquisitions	Acreage	Purchase Year	Purchase Price	Purchase Cost/Acre	Adjusted Present Day	Projected Annual Inflation Factor	Sites Required	Latest Date of Acquisition	Projected Cost/Acre
Elem. #16 Parcel 1	1.26	2019	\$480,000	\$382,166	\$485,541	10.00%	Elementary	2023	\$538,173
Elem. #16 Parcel 2	8.19	2019	\$2,959,561	\$361,363	\$459,111	2019 Annual Inflation Factor	2020 Annual Inflation Factor	2021 Annual Inflation Factor	2022 Annual Inflation Factor
Elem. #16 Parcel 3	0.80	2018	\$460,000	\$575,000	\$803,591	10.00%	5%	10.00%	10.00%
Total	10.25		\$3,899,561	\$380,593	\$489,248				

2022 CAPITAL FACILITIES PLAN

Renton School District No. 403

Board of Directors

Avanti Bergquist, MD, President
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Gloria Hodge
Shelby Scovel

Damien Pattenaude, Ed. D, Superintendent



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2022
6-YEAR CAPITAL FACILITIES PLAN
Renton School District No. 403

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I. INTRODUCTION

Purpose of the Capital Facilities Plan:

This Six-Year Capital Facilities Plan (the “Plan”) was prepared by Renton School District (the “District”) in compliance with the requirements of the Washington State Growth Management Act (GMA, the Act), King County Code Title 21A.43, and applicable ordinances of the cities of Bellevue, Newcastle and Renton. It is the district’s intent that the Plan be adopted by King County and the cities of Bellevue, Newcastle, and Renton as a sub-element of their respective Capital Facilities Plans, and that those jurisdictions assess and collect school impact fees on behalf of the district, as empowered by the GMA. This Plan, however, is not intended to be the sole planning instrument developed by the district to determine its capital facility needs.

The GMA was adopted by the State legislature in 1990 in response to rapidly increasing development, most notably in King County and the surrounding central Puget Sound area. The Act requires state and local governments to manage Washington’s growth by developing and implementing comprehensive land-use and transportation plans, by designating Urban Growth Areas, and by protecting natural resources and environmentally critical areas.

The Capital Facilities Plan is one element of a County or City’s Comprehensive Plan that addresses existing public facility capacities, forecasts future public facility needs, presents a plan for expanding existing facilities or constructing new facilities to meet those needs, and indicates how those public facility improvements are to be financed. The GMA empowers jurisdictions to assess and collect impact fees as one means of financing new public facilities necessitated by private development.

This Capital Facilities Plan addresses the impact of growth on public school facilities by examining:

1. anticipated growth of the district’s student population over the next six years.
2. the ability of existing and proposed classroom facilities to adequately house those students based on the district’s current Standard of Service.
3. the need for additional enrollment or growth driven capital facilities.
4. the method of financing those capital improvements; and
5. calculation of school impact fees based on, among other variables, the number of students generated by recent residential development (student generation factors).

This plan is updated annually and submitted to local governments for inclusion as a sub-element in their Capital Facilities Plans. Past Plans have been adopted by King County and the Cities of Bellevue, Newcastle, and Renton. The district continues to dialogue with the cities of Tukwila and SeaTac regarding implementation of impact fees within their jurisdictions.

Overview of the Renton School District:

The district is located on the south end of Lake Washington, 11 miles south of Seattle to the west and south of Bellevue to the east. Home to nearly 100,000 people who value working, living, and playing in the Pacific Northwest, Renton has a strong economic base and a favorable business climate. The district spans approximately 32 square miles and serves a diverse population of approximately 15,000 students in pre-K through 12th grade at 4 high schools, 4 middle schools, 15 elementary schools, and an early childhood learning center.

District programs also address the special needs of disabled, academically gifted, and artistically talented students. Four schools (Renton Park Elementary, Hazelwood Elementary, McKnight Middle, and Lindbergh High) are U.S. Department of Education-recognized Blue-Ribbon Schools of Excellence. Community support for Renton schools is strong. School levies, which make up 25% of the district's budget, have been consistently approved by the community for more than 20 years. Voter-approved bond measures or capital facilities levies from 1992 through 2019 have brought exciting improvements in school buildings and support facilities, including the rebuilding of all elementary schools, the remodeling of all middle and high schools, and the recent additional construction of a new elementary school (Sartori) and middle school (Risdon). Voter support has also provided state-of-the-art technology - a must to prepare students for living and working in this leading high-tech region. Every classroom has high-speed Internet connections and ample computer devices for all students.

Creating life-long learners is at the heart of Renton School District's instructional goals. Students are encouraged to reach for excellence through a variety of programs that focus on basic academic skills, problem solving, creative and critical thinking, and social and emotional growth. Each year, Renton School District students qualify as National Merit Finalists while the total value of college scholarships earned is in the hundreds of thousands of dollars. Elementary level students are well-grounded in science through participation in the Hands-on Science Kit Program, lauded by the National Science Teachers' Association. At the high school level, the district's challenging chemistry program, which provides options for advanced placement college credit, has been recognized by the National Science Association, as well as the National Science Foundation. The focus in math is on intensive instruction in the basic skills, supplemented by opportunities to apply developing knowledge to real world problems. The K-12 math program increases student achievement through problem solving, integration of technology, and a rigorous assessment component. Students from elementary to high school levels regularly excel in regional and national mathematics contests. Across all levels and subjects, reading with accuracy and understanding is a primary goal. Elementary students receive a rich exposure to fine literature. Middle and high school students work extensively on reading in the content areas and exploring classic and modern literature works. Reading activities are integrated with a topnotch writing program beginning in kindergarten that provides students with intensive and focused practice for the mastery of a wide range of language arts skills from creative to business and technical writing.

A variety of classes, clubs, and programs give students opportunities to expand their educational horizons and pursue special interests. Choices range from instrumental and music, performing and visual arts, intramurals and athletics, academic-focused and career clubs, and community service opportunities to leadership development programs, business internships, job shadowing, and participation in the annual robotics competition. Special needs students with physical, emotional, and academic disabilities receive individualized attention from skilled teachers. Special education and remedial support are also available and children who are just learning English receive intensive, small-group ESL instruction to supplement their regular classroom learning. Guidance and counseling services are available for primary, middle, and high school students. Intellectually gifted children have many opportunities for extended learning. Operating at two magnet elementary schools and the three middle schools, the Discovery Program offers a challenging curriculum with a special focus on higher level thinking skills. High school students can take advantage of a full range of honors and advanced placement classes.

Renton School District staff consistently show a commitment to their most important task - preparing their students for success in work and life. More than 80 percent of certificated staff have five or more years of higher education, and two of every three teachers have advanced degrees in their fields. Several of the district's certificated and classified staff have received the Washington Award for Educational Excellence. Individual teachers have received special honors such as the Christa McAuliffe Award for Excellence in Education, the Outstanding Secondary Science Award, the Washington State High School Social Studies Teacher of the Year Award, and Outstanding College Alumni recognition. Teachers are encouraged to take an active role in promoting their own professional growth through creating and refining curriculum, sharing successful strategies, and looking for new ways to assess student progress. This focus on continuous staff development enables teachers to consistently improve the quality of instruction and prepares them to help students meet rigorous state academic standards. Hundreds of training opportunities are offered to teachers and other staff members each year, ranging from CPR and first aid, technology education, diversity, and crisis intervention to math, science, and reading instruction strategies, assessment techniques, and arts education.

II. ENROLLMENT TRENDS

Over the past year, District enrollment continued to decline. There were differences across the region, however. Enrollment declined by over 4300 students in King County, but it grew in three other surrounding counties. Renton's decline in enrollment may likely be due to the pandemic and a lower growth rate of immigrant population. Home based instruction also increased in Renton and the surrounding areas.

The district will continue to monitor trends, but there are also significant conditions that may speak to the potential for enrollment growth in the future. The number of new housing units expected to be developed in the district boundary is larger than what has been experienced in the last decade. Additionally, the most recent economic factors increasing interest rates and inflation appear to be causing a reduction in housing prices, at least in the immediate term. This could drive an influx of new home buyers and new construction in the next few years.

Discussion on whether enrollment will return to pre-pandemic levels will likely continue over the next couple of years with future CFP's. The early learning model in most cases had been through remote delivery methods and returned to partial in-person learning in 2020-2021. The district returned to in-person learning this last school year, with families having an option for a virtual program – but that was not highly utilized. Still, the District won't fully understand the ongoing impact of instructional delivery, the current housing market, fuel increases, among others until further into the next couple of school years.

Approval by the community of a 2019 bond measure allowed the district to construct a new elementary school (#16) to accommodate over-enrollment in the K-5 grade span and to provide some elementary capacity relief. Sartori, another new elementary was opened in 2019 as a choice school in the downtown area. Considering the decline in enrollment and the effect of the pandemic, the district chose to supplement the 2020 CFP by further evaluating the enrollment and capacity of the elementary schools located within or near the service areas the new elementary school #16. The conclusion of that analysis reaffirmed the district need for the new elementary school. #16. The new elementary school is scheduled to open in fall of 2023 and is discussed later in this Plan.

III. STANDARD OF SERVICE & CAPACITY

The Renton School District Standard of Service is the standard adopted by the district that identifies the program year, school organizational structure, student/teacher ratios by grade level (considering the requirements of students with special needs), daily class schedule, types of facilities and other factors identified by the district to be beneficial in supporting its educational programs and objectives. The Standard of Service is the major determining factor, together with the number of classrooms (teaching stations), in calculating facility capacity.

The district has adopted a traditional elementary/middle/high school organizational structure that houses kindergarten through Grade 5 in elementary schools, Grades 6 through 8 in middle schools, and Grades 9 through 12 in high schools. The school-year calendar adopted by the

District is also traditional; typically beginning in late August and ending in mid-June. Similarly, the District maintains a common daily schedule, with classes beginning between 7:20 and 9:30 a.m. and ending between 2:03 and 3:10 p.m., depending on grade level.

The district, and the Renton Education Association, recognize that reasonable class size is necessary for optimum learning, and have established the following targets in student/teacher ratios:

Grade Levels K-1	21:1
Grade Level 2	22:1
Grade Level 3	24:1
Grade Levels 4-12	29:1

The 29:1 ratio at the secondary level applies to all Language Arts, Social Studies, Science, Math, World Languages, World Language Exploratory and Health classes. Other ratios apply as follows:

Band/Orchestra	40:1
Choir	50:1
Middle School PE	35:1
High School PE	40:1
All other classes	31:1

For the purposes of this report, student /teacher ratio for special education classes held in self-contained classrooms within comprehensive elementary and secondary facilities is assumed to be 12:1. Educational facilities dedicated solely to special education or other specialized programs are excluded from capacity calculations, as are associated student headcounts.

In response to new State and District high school graduation requirements, beginning with the 2018-2019 school year, all District high schools changed from a semester system to a trimester system, resulting in the following:

- Three 12-week terms instead of two 18-week terms,
- Five 72-minute periods per day instead of six 57-minute periods, and
- Reduction of classroom efficiency from 83% to 80%, reducing facility capacity.

Beginning with the graduating class of 2020-2021, high school graduation requirements require one additional credit of science (three instead of two), and a total of 24 credits; three more than the previously required 21. This will impact high school capacity, especially regarding science classrooms, where additional classroom space suitable for the various sciences, or the renovation/upgrade of existing classrooms to accommodate the same, will be necessary. The construction of new science classroom addition at Lindbergh High is one such project included in last year's update, although it is not addressed in the calculation of this year's impact fees or previous year's impact fees.

Student/teacher ratios, referenced earlier, are applicable to both permanent and relocatable classrooms. However, since relocatable facilities do not generally allow for the full range of

educational activities promoted by the district, they are generally viewed as temporary or interim housing, necessary to accommodate enrollment fluctuations and development driven enrollment increases, but only until such time as permanent facilities can be financed and constructed. For those reasons, relocatable classrooms capacities are calculated, but not used in the analysis of future facility needs.

Practical Capacity Model:

The Practical Capacity Model calculates building capacity based on limitations that existing facilities place on enrollment as a result of current educational program needs, operating policy and contractual restrictions.

The calculation is made by reviewing the use of each classroom/teaching station in each facility. For every room housing students, a calculation is made, assigning a maximum number of students per room. Sometimes the capacity of core facilities, such as the cafeteria or gym, or the quantity of restroom fixtures, may limit facility capacity to a level below that calculated by collective classroom capacity levels.

Capacity at the secondary school level is further limited by class scheduling restrictions and student distribution among elective classes. Based on a typical middle school six-period day, where one period is designated for teacher planning, capacity is reduced by one-sixth, or 17 percent, of theoretical capacity. Similarly, at high schools, with the newly established five-period day, capacity is reduced by one-fifth, or 20 percent. Elective classes, many of which require specialized classrooms, also figure into the equation for determining a school's capacity, which together with required classes, require a well thought out Master Schedule if the facility's capacity is to be maximized.

Current Capacity:

Student capacity of existing, permanent K-12 facilities, excluding special education facilities and facilities housing alternative learning environments, is 14,788.

Based on current enrollment (October 2021 headcount), the district is showing a capacity deficit in the 6-8 grade span next year and in the out years; as well as a continued, yet smaller deficit in the K-5 grade span. That deficit will transition to a surplus when the new elementary school opens in fall of 2023. This will also allow for a boundary shift to relieve some of the overcrowded schools. It should be noted, however, that current and future capacity at the elementary level, as documented in this report, is based on the district's current Standard of Service, and does not necessarily reflect aspirational K-3 student/teacher ratios of 17 students to one teacher. The district continues to make progress towards these requirements, by utilizing available classroom space, added staffing and plans to utilize the new elementary school classrooms to work towards this ratio. Most recent ratios have been anywhere from 17.3 to 19:1 but staffing during covid has slowed the districts progress. Continued efforts will be made with opening of the new elementary school providing more classroom space to progress towards the K-3 standard of 17:1.

Elementary school capacity remains the district's greatest challenge. Relying heavily on the use of relocatable classrooms (portables) to accommodate the fluctuating student population, portables at elementary schools account for over 15% of the district's total K – 5 facility capacity. Portables are not considered permanent structures and are therefore not included in the inventory of permanent facilities. They are viewed as a short-term solution for managing enrollment fluctuation, housing students on a temporary or interim basis until permanent facilities can be constructed.

Renton School District's capital facilities include both permanent structures and relocatable (interim or portable) classrooms. Permanent facilities are further categorized as either K-12 (traditional elementary, middle, and high school configurations), Special Instructional Use, or Non-instructional Support Facilities. The district maintains a total of 32 permanent and 55 relocatable facilities serving a total student population of 14,595 (October 2021 headcount).

The district's permanent K-12 facilities include 15 elementary schools, 4 middle schools, and 4 high schools. Two Special Instructional Use facilities house the district's early childhood, special education, and alternative learning programs. Support facilities include the Kohlwe Education Center (admin.), Transportation Center, Facilities Operations and Maintenance Center, Nutrition Services/Warehouse, Renton Memorial Stadium, and the Lindbergh Swimming Pool. Total permanent facilities encompass 2,595,263 square feet, with 2,417,847 square feet (93%) devoted to K-12 and instructional special use. See Appendix A for District Maps.

The district's relocatable K-12 facilities are used primarily to address enrollment fluctuations and to house students on an interim or temporary basis until permanent facilities can be constructed. For those reasons they are not considered a long-term solution for housing students and are not acknowledged in the calculation of the capacity of K-12 facilities. Of the 55 relocatable facilities in the district's inventory, 44 are "double portables" containing two classrooms, and 11 are singles. Combined, they provide the district with a total of 99 relocatable classrooms, encompassing 88,704 square feet of additional space available for instruction.

The tables below summarize existing K-12 facility capacity. Table 1 below includes all facilities. Table 2 indicates capacities in term of high school Service Areas. A complete inventory of District facilities, including undeveloped property, follows in Tables 3, 4, & 5. Facility capacity worksheets may be found in Appendix B.

EXISTING FACILITY CAPACITY

Facility Type	Elementary Schools		Middle Schools		High Schools		Total	
Permanent	6,895	84.6%	3,435	88.3%	4,458	98.0%	14,788	89.1%
Relocatable	1,252	15.4%	457	11.7%	92	2.0%	1,801	10.9%
Total	8,147	100%	3,892	100%	4,550	100%	16,589	100%

TABLE 1

CAPACITY BY SERVICE AREA

	Facility Type	Lindbergh	Hazen	Renton High	Total
Elementary	Permanent	1843	2423	2075	6341
	Relocatable	183	618	451	1252
	Total Elem	2026	3041	2526	7593
Middle	Permanent	896	1745	794	3435
	Relocatable	183	183	91	457
	Total Elem	1079	1928	885	3892
High	Permanent	1211	1462	1389	4062
	Relocatable	92	0	0	92
	Total Elem	1303	1462	1389	4154
Grand Total		4408	6431	4800	15639

TABLE 2

1. Does not include Sartori Elementary and Talley High, as they are not associated with a particular service area.

INVENTORY AND CAPACITY OF RELOCATEABLE CLASSROOMS

Building ID	Location	Number of Classrooms	School ID Numbers	Area (sq. ft.)	Student Capacity
53	McKnight Middle	2	7/8	1,792	46
54	Nelsen Middle	2	7/8	1,792	46
55	Nelsen Middle	2	5/6	1,792	46
56	Nelsen Middle	2	3/4	1,792	46
57	Nelsen Middle	2	1/2	1,792	46
59	Lindbergh High	1	2	896	21
60	Lindbergh High	1	3	896	21
61	Lindbergh High	1	4	896	21
62	Talbot Hill Elementary	1	2	896	29
64	Talbot Hill Elementary	1	1	896	29
65	Dimmitt Middle	1	3	896	23
66	Dimmitt Middle	1	4	896	23
69	Honey Dew Elementary	2	3A/3B	1,792	58
70	Talbot Hill Elementary	1	3	896	29
72	McKnight Middle	2	3/4	1,792	46
73	Lakeridge Elementary	2	5/6	1,792	58
74	Sierra Heights Elementary	2	5/6	1,792	58
77	McKnight Middle	2	5/6	1,792	46
78	McKnight Middle	2	1/2	1,792	46
79	Dimmitt Middle	2	1/2	1,792	46
80	Honey Dew Elementary	2	2A/2B	1,792	58
81	Cascade Elementary	2	1/2	1,792	58
82	Sierra Heights Elementary	2	1/2	1,792	58
83	Lindbergh High	2	5/6	1,792	42
84	Maplewood Heights Elementary	2	5/6	1,792	58
85	Dimmitt Middle	1	5	896	23
86	Dimmitt Middle	1	6	896	23
87	Dimmitt Middle	1	7	896	23
88	Bryn Mawr Elementary	2	1/2	1,792	58
89	Bryn Mawr Elementary	2	3/4	1,792	58
90	Honey Dew Elementary	2	4A/4B	1,792	58
91	Honey Dew Elementary	2	1A/1B	1,792	58
92	Tiffany Park Elementary	2	1/2	1,792	58
93	Spring Glen	2	1/3	1,792	46
94	Spring Glen	2	2/4	1,792	46
95	Campbell Hill Elementary	2	2A/2B	1,792	58
96	Campbell Hill Elementary	2	1A/1B	1,792	58
97	Cascade Elementary	2	3/4	1,792	58
98	Cascade Elementary	2	5/6	1,792	58
99	Lakeridge Elementary	2	7/8	1,792	58
100	Lakeridge Elementary	2	3/4	1,792	58
101	Campbell Hill Elementary	2	3A/3B	1,792	58
102	Campbell Hill Elementary	2	4A/4B	1,792	58
103	Maplewood Heights Elementary	2	1/2	1,792	58
104	Maplewood Heights Elementary	2	3/4	1,792	58

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105	Maplewood Heights Elementary	2	7/8	1,792	58
106	Sierra Heights Elementary	2	3/4	1,792	58
107	Sierra Heights Elementary	2	7/8	1,792	58
108	Tiffany Park Elementary	2	3/4	1,792	58
109	Bryn Mawr Elementary	2	5/6	1,792	58
110	Hazelwood Elementary	2	1A/1B	1,792	58
111	Maplewood Heights Elementary	2	9/10	1,792	58
112	Maplewood Heights Elementary	2	11/12	1,792	58
113	Talbot Hill Elementary	2	1A/1B	1,792	58
114	Talbot Hill Elementary	2	2A/2B	1,792	58
Total		99		88,704	2,669

TABLE 3

*Capacity based on Standard of Service and not actual use

INVENTORY AND CAPACITY OF PERMANENT FACILITIES

	NAME	LOCATION	AREA (ft ²)	CAPACITY
ELEMENTARY SCHOOLS	Benson Hill	18665 - 116th Ave. SE, Renton, 98058	67,533	520
	Bryn Mawr	8212 S 118th St., Seattle, 98178	49,157	338
	Campbell Hill	6418 S 124th St., Seattle, 98178	57,072	332
	Cascade	16022 - 116th Ave. SE, Renton, 98058	59,164	467
	Hazelwood	7100 - 116th Ave. SE, Newcastle, 98056	66,161	591
	Highlands	2727 NE 7th St., Renton, 98056	60,000	547
	Honey Dew	800 Union Ave. NE, Renton, 98059	54,620	336
	Kennydale	1700 NE 28th St., Renton, 98056	65,169	622
	Lakeridge	7400 S 115th St., Seattle, 98178	52,958	398
	Maplewood Hgts.	130 Jericho Ave., Renton, 98059	56,220	402
	Renton Park	16828 - 128th Ave. SE, Renton, 98058	65,955	476
	Sartori	332 Park Ave. N, Srenton, 98057	76,797	554
	Sierra Heights	2501 Union Ave. NE, Renton, 98058	53,992	472
	Talbot Hill	2300 Talbot Rd., Renton, 98055	57,844	460
	Tiffany Park	1601 Lake Youngs Way, Renton, 98058	58,758	380
	Total Grades K-5 Capacity		901,400	6,895
MIDDLE SCHOOLS	Dimmitt	12320 - 80th Ave. S, Seattle, 98178	109,070	794
	McKnight	2600 NE 12th St., Renton, 98056	126,706	847
	Nelsen	2304 Jones Ave. S, Renton, 98055	124,234	896
	Risdon	6928 - 116th Ave. SE, Newcastle 98056	136,582	898
		Total Grades 6-8 Capacity		496,592
HIGH SCHOOLS	Hazen	1101 Hoquiam Ave. NE, Renton, 98059	327,395	1,462
	Lindbergh	16426 - 128th Ave. SE, Renton, 98058	242,662	1,211
	Renton	400 S 2nd St., Renton, 98057	278,373	1,389
	Talley	7800 S 132nd St., Renton, 98178	70,831	397
		Total Grades 9-11 Capacity		919,261
	TOTAL GRADE LEVELS K-12		2,317,253	14,788
ALT LEARNING	Meadow Crest EEC	1800 Index Ave. NE, Renton, 98056	68,752	464
	HOME Program - Spring Glen	2607 Jones Ave. S, Renton, 98055	7,005	84
	Renton Academy - Spring Glen	2607 Jones Ave. S, Renton, 98055	24,837	48
		Total Instructional Special Use		100,594
	Total Instructional Facilities		2,417,847	15,384
SUPPORT SERVICES	Facilities Operations Center	7812 S 124th St., Seattle, 98178	21,894	
	Kohlwes Educational Center	300 SW 7th St., Renton, 98057	57,000	
	Lindbergh Pool	16740 - 128th Ave. SE, Renton, 98058	13,600	
	Nutrition Services / Warehouse	409 S Tobin St., Renton 98057	27,466	
	Renton Memorial Stadium	405 Logan Ave. N, Renton, 98057	37,213	
	Transportation Center	420 Park Ave. N, Renton, 98057	20,243	
		Total Support Services		177,416
	Total All Permanent Facilities		2,595,263	

TABLE 4

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RELOCATABLE FACILITY CAPACITY BY SCHOOL*
ELEMENTARY SCHOOLS

Location	Address	Building ID	Area (sq. ft.)	Capacity
Bryn Mawr	8212 S 118th St., Seattle, 98178	88, 89, 109	5,376	174
Campbell Hill	6418 S 124th St., Seattle, 98178	95, 96, 101, 102	7,168	232
Cascade	16022 - 116th Ave. SE, Renton, 98058	81, 97, 98	5,376	174
Hazelwood	7100 - 116th Ave. SE, Newcastle, 98056	110	1,792	58
Honey Dew	800 Union Ave. NE, Renton, 98059	69, 80, 90, 91	7,168	232
Lakeridge	7400 S 115th St., Seattle, 98178	73, 99, 100	5,376	174
Maplewood Heights	130 Jericho Ave., Renton, 98059	84, 103, 104, 105, 111, 112	10,752	348
Sierra Heights	2501 Union Ave. NE, Renton, 98058	74, 82, 106, 107	7,168	232
Talbot Hill	2300 Talbot Rd., Renton, 98055	62, 64, 70, 113, 114	6,272	203
Tiffany Park	1601 Lake Youngs Way, Renton, 98058	92, 108	3,584	116
Elementary School Total Capacity			60,032	1943

MIDDLE SCHOOLS

Location	Address	Building ID	Area (sq. ft.)	Capacity
Dimmitt	12320 - 80th Ave. S, Seattle, 98178	65, 66, 79, 85, 86, 87	6,272	161
McKnight	2600 NE 12th St., Renton, 98056	53, 72, 77, 78	7,168	184
Nelsen	2304 Jones Ave. S, Renton, 98055	54, 55, 56, 57	7,168	184
Middle School Total			20,608	529

HIGH SCHOOLS

Location	Address	Building ID	Area (sq. ft.)	Capacity
Lindbergh	16426 - 128th Ave. SE, Renton, 98058	59, 60, 61, 83	4,480	105
High School Total			4,480	105

INSTRUCTIONAL SPECIAL USE

Location	Address	Building ID	Area (sq. ft.)	Capacity
Spring Glen	2607 Jones Ave. S, Renton, 98055	93, 94	3,584	92
Special Education Total			3,584	92
TOTAL ALL RELOCATABLE CLASSROOMS			88,704	2669

TABLE 5

*Capacity based on Standard of Service and not actual use

UNDEVELOPED PROPERTY

Skyway Site	S Langston Rd. & 76th Ave. S, Seattle	4.18 Acres
Chelan Ave. Site	Chelan Ave. NE & NE 12th St., Renton	10.80 Acres*
Park Ave. N Site	Park Ave. N & N 3rd St., Renton	0.31 Acres
Park Ave. N Site	Park Ave. N & N 5th Ave., Renton	0.45 Acres

**Currently under development to accommodate new elementary school*

IV. ENROLLMENT PROJECTIONS

Projection 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 data. For kindergarten, two methodologies are generally used: A linear extrapolation from the previous five years of kindergarten enrollment, assuming that there is a trend; or, alternatively, a comparison of the kindergarten enrollment to births from five years prior can be used to calculate a "birth-to-k" ratio. For example, kindergarten enrollment in 2019 is divided by the total births in King County in 2014 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 survival 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 rate 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. For this Plan, 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 jurisdictions. However, there are many unknowns due to the overall market pause in real estate, rising gas prices, inflation, and some still consider the pandemic to be of concern. The districts response to this was to consider three projections: a low, medium, and high. Due to inflation and rising interest rates, real estate prices are leveling off and decreasing in some neighborhoods. Considering the relative prices seen in Renton as compared to outlying and more expensive suburban area, this could drive a higher-than-expected growth rate. Regardless, the overall enrollment is predicted to grow between .5% and 2% each year in both the medium and the high projection. The lower and more conservative enrollment projection is more level or a (.3%) to a (1.6%) each year. Because the District needs to be as prepared as possible for a higher growth rate, we are monitoring all three scenarios. There is more potential for growth in the K-5 and high school grade span in the outyears and some decline is anticipated in the 6-8 grade span.

Projections and Future Capacity:

Enrollment projections provided by Educational Data Solutions, LLC indicate some growth in the elementary grade span over the next six years, with a minor *decrease* in middle school and high school enrollment. Using the high level of growth chart, overall enrollment is projected to grow by 791 students, or 15,386 students - returning enrollment to pre-pandemic levels with growth. The elementary grade span is projected to increase by 389 students, middle school is projected to drop enrollment by 62 students and the high school grade span projects a growth of 465 students. While this enrollment projection begins to return the district to pre-pandemic levels and reflects projections that consider a higher rate of growth, it still reflects annual growth between (.2%) a year to 2.1% annual growth, which is relatively consistent with actual enrollment growth over the past decade. Because of the more recent factors in housing prices coming down, planned development within the district, and the expectation that King County population will continue to grow, the district is using the higher enrollment projection for permanent facility capacity planning.

As the District moves past the pandemic and related impacts, there is potential for development growth in the real estate market and for a resurgence of immigrant population with recent political administration changes at the national level. The local jurisdiction is planning on over 5,000 new residential units in various areas over the next 2-10 years. It is the district's responsibility to monitor these projects, the timing and how the district will be able to respond with appropriate capacity to accommodate instructional delivery.

Acknowledging the opening of the new Sartori Elementary School in 2018 and factoring in the projections in elementary school enrollment over the next six years, current capacity will still be insufficient to accommodate all K-5 students. With the passage of the 2019 RSD bond measure, the district is moving forward with construction of an additional elementary school, which, upon

completion, will allow permanent capacity to surpass enrollment for the first time in nearly two decades. The district's sixteenth elementary school is scheduled to open in the fall of 2023. Boundary planning and adjustments are underway.

Projections show a slight drop in middle school enrollment over the next six years and there are currently no plans to increase middle school capacity. At the high school level, projected enrollment over the next six years will add an additional 465 students. With a current surplus capacity of 195, this enrollment increase will result in a deficit of 65 by the school year 2023 – 2024. That deficit will be mitigated in part, by the construction of new science classrooms, and the renovation of existing science classrooms, at Lindbergh and Renton High School. There are no additional plans to increase overall high school capacity, but discussions are underway regarding long-term plans for Renton High School.

PROJECTED ENROLLMENT GROWTH

	ACTUAL OCT. 2020/21 HEADCOUNT	ACTUAL OCT. 2021/22 HEADCOUNT	OCT. 2027/28 PROJECTED HEADCOUNT	ACTUAL CHANGE 2020 - 2021	ACTUAL CHANGE (%) 2020 - 2021	PROJECTED CHANGE 2021 - 2027	PERCENTAGE CHANGE 2021 - 2027
ELEMENTARY	7,057	6,820	7,159	(237)	-3.36%	339	4.97%
MIDDLE	3,648	3,512	3,467	(136)	-3.73%	-45	-1.28%
HIGH	4,206	4,263	4,715	57	1.36%	452	10.60%
other/alt	177	170	170	0	-	-	-
TOTAL	14,911	14,595	15,386	(316)	-2.12%	791	5.42%

TABLE 6

RENTON SCHOOL DISTRICT NO. 403
ENROLLMENT PROJECTIONS BY COHORT SURVIVAL *
(KK Linear Projection)

	-- ACTUAL HEADCOUNT --		----- PROJECTED ENROLLMENT -----						
	Oct. 2020	Oct. 2021	2022 H	2022 M	2023	2024	2025	2026	2027
Kindergarten	1,090	1,117	1,160	1,137	1,180	1,179	1,165	1,159	1,183
Grade 1	1,202	1,100	1,164	1,146	1,190	1,211	1,210	1,196	1,190
Grade 2	1,206	1,181	1,094	1,078	1,162	1,188	1,209	1,208	1,194
Grade 3	1,136	1,177	1,201	1,183	1,103	1,171	1,197	1,218	1,217
Grade 4	1,163	1,106	1,190	1,172	1,203	1,105	1,173	1,200	1,220
Grade 5	1,186	1,139	1,119	1,103	1,195	1,208	1,110	1,178	1,205
TOTAL K - 5	7,057	6,820	6,928	6,819	7,033	7,062	7,064	7,159	7,209
Grade 6	1,216	1,136	1,115	1,099	1,094	1,168	1,181	1,084	1,151
Grade 7	1,232	1,156	1,148	1,131	1,125	1,103	1,178	1,191	1,093
Grade 8	1,144	1,220	1,180	1,163	1,162	1,138	1,116	1,192	1,206
TOTAL 6 - 8	3,648	3,512	3,444	3,393	3,381	3,409	3,475	3,467	3,450
Grade 9	1,104	1,151	1,265	1,247	1,218	1,199	1,175	1,152	1,230
Grade 10	1,101	1,130	1,202	1,184	1,307	1,258	1,239	1,213	1,190
Grade 11	986	983	1,066	1,050	1,126	1,225	1,179	1,161	1,137
Grade 12	975	998	990	975	1,075	1,137	1,236	1,189	1,171
TOTAL 9 - 12	4,206	4,227	4,523	4,456	4,726	4,819	4,828	4,715	4,728
other	177	170	175	175	175	175	175	175	175
TOTAL K - 12	14,911	14,595	14,894	14,668	15,140	15,290	15,367	15,341	15,387
YEARLY CHANGE			299	73	246	150	77	-26	46
YEARLY CHANGE %			2.05%	0.49%	1.65%	0.99%	0.50%	-0.17%	0.30%
CUMULATIVE CHANGE			299	73	545	695	772	746	792
CUMULATIVE CHANGE %			2.05%	0.50%	3.73%	4.76%	5.29%	5.11%	5.43%

TABLE 7

*for 'other' projections, the numbers is allocated throughout grade levels

V. ENROLLMENT DRIVEN FACILITY NEEDS

With the opening of the new Sartori Elementary School in August 2018, the 2017 elementary deficit capacity of 1,244 was dramatically reduced by nearly 40% to 755. With the passage of the 2019 Bond Measure, approved by the voters in November 2019, the District is proceeding with the construction of its sixteenth elementary school, located in the Hazen High School service area, where the district has experienced the most recent growth in the past decade plus. The new school is scheduled to be completed and opened for the 2023-24 school year.

At the middle school level, enrollment projections indicate that, due to decreased enrollment, the current deficit of 77 unhoused students will become a surplus of 106 by the 2023-24 school year. There are currently no enrollment or growth driven capital facilities projects in the planning stages for middle schools.

At the high school level, the district continues showing a decreasing surplus capacity until the 2022/2023 school year, when enrollment is projected to overtake capacity, resulting in a deficit of 65. The capacity deficit continues through the 2027/2028 school year. Although the need for additional facilities based on enrollment growth has not been a recent priority, changes in graduation requirements have created the need for additional science classrooms and laboratories. Changed requirements include an increase from 21 to 24 credits, and one addition credit of Science. As part of the recently passed 2019 Bond Measure, the District will be constructing additional science classrooms at Lindbergh High School and renovating/upgrading existing science classrooms at all three comprehensive high schools. The district anticipates some added capacity from this effort. Additionally, the district may be considering future bond efforts to upgrade or replace Renton High School. This will be both an opportunity to add needed capacity to address anticipated and projected growth as well as provide educational space more comparable to what is offered at both Hazen and Lindberg High Schools.

In addition to these current and/or future projected permanent facility deficits at the elementary and high school levels, it should be noted that the District is also reaching its maximum limit in providing portable classrooms at its existing sites, due to current land use and building code requirements. Although not included in the calculation of Impact Fees, the implementation of new relocatable classrooms and/or the relocation of existing ones, remains a viable method of addressing both growth and the shifting of student population, for the short term.

Similarly, science classroom additions proposed for Lindbergh High School, as well as other potential high school renovations, additions, or relocations responding to enrollment growth and/or changes in capacity methodology, are not included in the calculation of these fees.

Table 8 compares the current permanent capacity of Renton School District facilities to current and projected enrollment for the next six years.

SURPLUS / DEFICIT CAPACITY PROJECTIONS¹ 2022/23 - 2027/28

		21/22	22/23	23/24	24/25	25/26	26/27	27/28
ELEM. K-5	PERMANENT CAPACITY	6,895	6,895	7,545	7,545	7,545	7,545	7,545
	STUDENT ENROLLMENT	6,820	6,928	7,033	7,062	7,064	7,159	7,209
	SURPLUS / (DEFICIT CAPACITY)	75	(33)	512	483	481	386	336
MIDDLE 6-8	PERMANENT CAPACITY	3,435	3,435	3,435	3,435	3,435	3,435	3,435
	STUDENT ENROLLMENT	3,512	3,444	3,380	3,409	3,475	3,467	3,450
	SURPLUS / (DEFICIT CAPACITY)	(77)	(9)	55	26	(40)	(32)	(15)
HIGH 9-12	PERMANENT CAPACITY	4,458	4,458	4,458	4,458	4,542	4,542	4,542
	STUDENT ENROLLMENT	4,263	4,523	4,727	4,819	4,828	4,715	4,728
	SURPLUS / (DEFICIT CAPACITY)	195	(65)	(269)	(361)	(286)	(173)	(186)

TABLE 8

1. Does not include relocatable facilities (portables)

Capital Construction Plan:

For the next six-year period, the district's highest priorities will be addressing existing and projected facility capacity deficits, aging infrastructure at secondary schools, and planning for both growth and program related added capacity. This includes:

- Construction of a new elementary school within the Hazen High School service area, where most of the growth has and continues to occur, and relief is needed at the elementary grade-span.
- High school additions and/or renovations to create additional science classroom/laboratory space to address changes in State graduation requirements
- Planning for renovation or replacement of Renton High School, Dimmitt Middle School and/or Nelson Middle School – all aging facilities and also impacted by growth
- Acquisition of land for future development
- Addition and or relocation of relocatable classrooms (interim classroom space known as portables)

Other high priority capital improvements will fall into one or more of the following major categories; Safety and Security, Energy Conservation, Site Improvements, and Building Upgrades. Improvements will occur district-wide, affecting nearly all District facilities, achieving and maintaining the level of service necessary to provide safe, healthy, and nurturing learning environments for all students. These improvements are not necessarily enrollment related. Many of these projects will be funded by the 2019 Bond Measure passed in November 2019.

VI. SIX-YEAR FINANCE PLAN

Finance Plan:

The primary funding sources for all capital construction projects scheduled over the next six years include 2019 Bond funds, remaining funds from the 2016 capital levy; and school impact fees currently being collected by King County and the cities of Bellevue, Newcastle and Renton. Expenditures for enrollment driven projects over the next six years are estimated at \$800 million, of which 99% is secured by the 2019 Bond Measure approved by the voters in November 2019, and previously collected impact fees.

Impact Fees:

Impact fees were calculated in conformance with King County Council Ordinance 11621, resulting in a slight increase of \$252 per unit for single-family fees – now set at \$2,911.00, and an increase in multi-family fees of \$310 per unit – now set at \$5,047.00 The primary variables contributing to these increases are due to a notable increase in construction costs. Student Generation Factors were re-utilized from 20201 calculations - anticipating not much changes in the last year due to market conditions and the pandemic. New rates will be calculated in 2022 for the next capital facilities plan. Housing assessed values went up dramatically, but we continue to experience low bond rates.

A comparison of current and last year's fees is shown below.

IMPACT FEES	2020/21	2021/22	CHANGE
SINGLE-FAMILY	\$2,659	\$2,911	\$252
MULTI-FAMILY	\$4,737	\$3,697	(\$1,040)

Enrollment driven capital improvements projects identified in this Plan will be funded by the 2019 Capital Bond funds, and school impact fees assessed and collected by King County and the cities of Bellevue, Newcastle and Renton. The District does not appear to be eligible for any funding through the OSPI School Construction Assistance Program (SCAP) at this point in time, based on the construction projects included in this update.

The District's intent in structuring its capital improvement programs is to maintain a constant level of construction throughout the program period in order to optimize the utilization of its management capabilities. The District utilizes a combination of in-house project management (Capital Projects Office) and outside management consultants to accomplish this.

Enrollment driven projects represent only a portion of the district's total capital improvement plan. Estimated expenditures for enrollment driven projects over the duration of this six-year plan are indicated in Table 9 below.

SIX-YEAR FINANCE PLAN - GROWTH DRIVEN PROJECTS

Project	Estimated Expenditures ¹ (\$1,000,000's)						Funding (\$1,000s)		
	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26	Total	Secured ²	Unsecured ³
New Elem. School	20	45	2	1			68	67	1
Science Classrooms	5	15	5	5			30	30	
Land Acquisition	1	2	5				8	7	1
Total	26	62	12	6	0	0	106	104	2

TABLE 9

1. Estimated expenditures based on total project cost, including hard and soft costs.
2. Secured funding includes 2019 bond monies, and previously collected school impact fees.
3. Unsecured funds include future school impact fees and potential bond initiatives.

APPENDIX

VII. IMPACT FEES

The GMA empowers jurisdictions to assess and collect impact fees as a means of supplementing the funding of additional public facilities necessitated by enrollment growth from new development. In the case of public schools, impact fees are assessed only on residential new development. To determine an equitable school impact fee throughout unincorporated King County, King County Code 21A was adopted, establishing an impact fee formula that has in turn been adopted by the cities of Bellevue, Newcastle and Renton, in their respective enabling ordinances. The formula requires that school districts establish “Student Generation Factors” that estimate the number of students generated by each new single or multi-family residential unit constructed and establish district-specific construction costs that are unique to that district. Refer to Appendix D for substantiating documentation on Student Generation Factors.

Other factors influencing impact fees include:

Site Acquisition Costs - the estimated cost per acre to purchase property.

Building Acquisition Cost - the estimated cost to construct facilities unique to the district.

Temporary Facility Cost - the estimated cost per classroom to purchase and install a relocatable classroom, including site work and utilities.

State Funding Assistance Credit - the amount of funding provided by the State, subject to District eligibility, based on a construction cost allocation and funding assistance percentage established by the State.

Tax Credit – Driven by assessed property values, taxation rate, and Bond interest rates.

Based on the Growth Management Act and King County Code 21A, impact fees for the plan year 2022 are:

Single-Family Units	\$2911
Multi-Family Units	\$3697

APPENDIX

Single-Family and Multi-Family Fee Calculation spreadsheet follows:

SCHOOL IMPACT FEE CALCULATION							
SITE ACQUISITION COST							
Facility	Site Area (Acres)	Cost per Acre	Facility Capacity	SINGLE FAMILY		MULTI-FAMILY	
				SGF	COST	SGF	COST
Elementary	10	650,000	650	0.154	\$1,540	0.137	\$1,370.00
Middle	0	650	850	0.065	\$0	0.042	\$0.00
High	0	650	1250	0.062	\$0	0.060	\$0.00
TOTAL					\$1,540	TOTAL	\$1,370
SCHOOL CONSTRUCTION COST							
Facility	Perm. % of Tot.	Facility Cost (2022)	Facility Capacity	SINGLE FAMILY		MULTI-FAMILY	
				SGF	COST	SGF	COST
Elementary	84.63%	58,000,000	650	0.154	\$11,630	0.137	\$10,346
Middle	88.25%	0	850	0.065	\$0	0.042	\$0
High	97.97%	0	1,250	0.062	\$0	0.060	\$0
TOTAL					\$11,630	TOTAL	\$10,346
TEMPORARY FACILITY COST							
Facility	Perm. % of Tot.	Facility Cost (2022)	Facility Capacity	SINGLE FAMILY		MULTI-FAMILY	
				SGF	COST	SGF	COST
Elementary	15.37%	0	29	0.154	\$0	0.137	\$0
Middle	11.75%	0	26	0.065	\$0	0.042	\$0
High	2.03%	0	26	0.062	\$0	0.060	\$0
TOTAL					\$0	TOTAL	\$0
OSPI SCAP							
Facility	Cost Alloc. per Sq. Ft.	Sq. Ft. per Student	Assistance Percentag	SINGLE FAMILY		MULTI-FAMILY	
				SGF	COST	SGF	COST
Elementary	246.83	90	0.3133	0.154	(\$1,072)	0.137	(\$954)
Middle	246.83	117	0.3133	0.065	\$0	0.042	\$0
High	246.83	130	0.3133	0.062	\$0	0.060	\$0
TOTAL					(\$1,072)	TOTAL	(\$954)
TAX CREDIT (TC) *				SINGLE-FAMILY		MULTI-FAMILY	
Average Assessed Value (AAV)				\$652,512		\$350,337	
Interest Rate for Bonds (i)				2.45%		2.45%	
Term (t = maximum 10 yrs.)				10		10	
Tax Rate (r)				0.001096		0.001096	
TC TOTAL				(\$6,275)		(\$3,369)	
FACILITY CREDIT				\$0		\$0	
TOTAL FEE				\$5,823		\$7,333	
50% DEVELOPER FEE OBLIGATION				2,911		3,697	
				IMPACT FEE		2,911	
						3,697	

TABLE 10

* TAX CREDIT (TC) = NPV (net present value) x AAV x r where:

$$NPV = \frac{((1+i)^t - 1)}{i(1+i)^t}$$

AAV = Average assessed Value
r = Tax Rate
i = Bond Interest Rate as of 03/2019
t = Bond Term

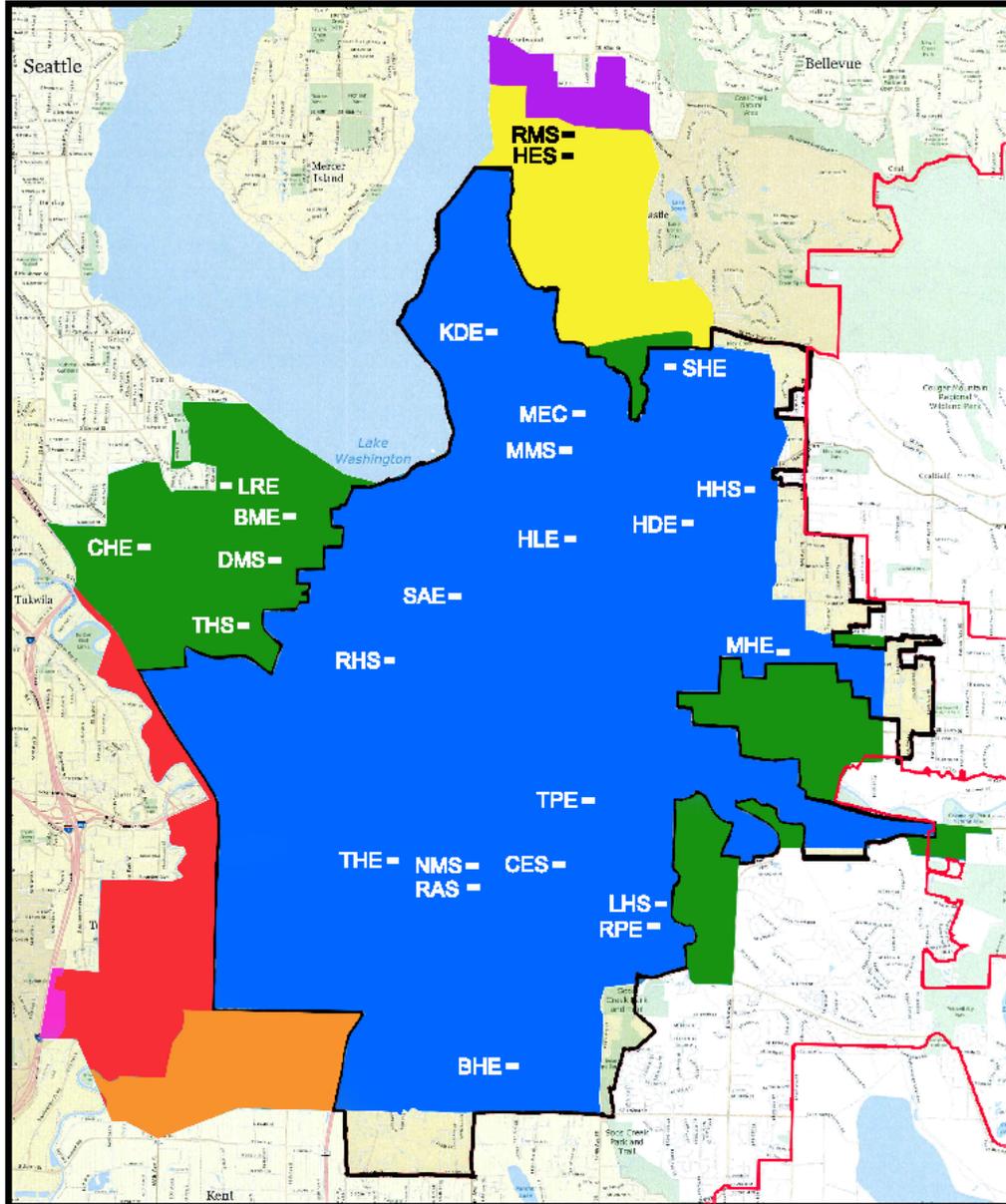
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XIII. APPENDICES

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APPENDIX

RSD BOUNDARY MAP - MUNICIPALITY OVERLAY



Renton School District Map Legend

	Bellevue		Renton
	Kent		Seatac
	King County		Tukwila
	Newcastle		City Limits of Renton
			KC UG Boundary

Abbreviations

Elementary & Pre-K Schools:		Secondary Schools:	
BHE	Benson Hill Elementary	DMS	Dimmitt Middle School
BME	Bryn Mawr Elementary	HHS	Hazen High School
CES	Cascade Elementary	LHS	Lindbergh High School
CHE	Campbell Hill Elementary	MMS	McKnight Middle School
HDE	Honeydew Elementary	NMS	Neleen Middle School
HES	Hazlewood Elementary	RHS	Renton High School
HLE	Highlands Elementary	RMS	Risdon Middle School
KDE	Kennydale Elementary	THS	Talley High School
LRE	Lakeridge Elementary		
MEC	Meadowcrest Early Learning		
MHE	Maplewood Heights Elementary		
RAS	Renton Academy		
RPE	Renton Park Elementary		
SAE	Sartori Elementary		
SHE	Sierra Heights Elementary		
THE	Talbot Hill Elementary		
TPE	Tiffany Park Elementary		

APPENDIX

ELEMENTARY SCHOOL CAPACITY

FACTORS:	Student/Teacher Ratios:
	Grades K-1 21:1
	Grade 2 22:1
	Grade 3 24:1
	Grades 4-5 29:1
	Scheduling Efficiency 1.00
	Program Efficiency 1.00

Permanent Teaching Stations

SCHOOL	Total	K-1	2	3	4-5	Sped	Other	Cap
BENSON HILL	32	8	3	3	6	4	8	520
BRYN MAWR	25	7	3	5	0	1	9	338
CAMPBELL HILL	25	6	2	6	0	2	9	332
CASCADE	31	7	4	0	7	3	10	467
HAZELWOOD	32	9	4	4	7	2	6	591
HIGHLANDS	32	8	4	3	7	2	8	547
HONEY DEW	22	7	4	4	0	1	6	336
KENNYDALE	33	9	3	5	8	2	6	622
LAKERIDGE	26	6	3	3	4	2	8	398
MAPLEWOOD HGTS.	26	11	5	2	0	2	6	402
RENTON PARK	32	7	3	3	6	2	11	476
SARTORI	32	8	4	4	6	3	7	554
SIERRA HGTS.	29	8	4	3	4	3	7	472
TALBOT HILL	26	8	3	2	6	1	6	460
TIFFANY PARK	27	8	3	3	2	2	9	380
TOTAL	430	109	52	50	63	32	116	6,895

Relocatable Classrooms

SCHOOL	Total	K-1	2	3	4-5	Sped	Other	Cap	Total Cap
BENSON HILL	0	0	0	0	0	0	0	0	520
BRYN MAWR	6	0	0	0	5	0	1	145	483
CAMPBELL HILL	8	0	0	3	5	0	0	217	549
CASCADE	6	0	0	4	0	0	2	96	563
HAZELWOOD	2	0	0	0	0	0	2	0	591
HIGHLANDS	0	0	0	0	0	0	0	0	547
HONEY DEW	8	0	0	0	6	0	2	174	510
KENNYDALE	0	0	0	0	0	0	0	0	622
LAKERIDGE	6	0	0	0	1	0	5	29	427
MAPLEWOOD HGTS.	12	0	0	3	9	0	0	333	735
RENTON PARK	0	0	0	0	0	0	0	0	476
SARTORI	0	0	0	0	0	0	0	0	554
SIERRA HGTS.	8	0	0	1	3	0	4	111	583
TALBOT HILL	5	0	0	2	0	1	2	60	520
TIFFANY PARK	4	0	0	0	3	0	1	87	467
TOTAL	65	0	0	13	32	1	19	1,252	8,147

TABLE 11

2021 Capital Facilities Plan

Renton School District No. 403

APPENDIX

Permanent Teaching Stations

LINDBERGH SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap
BENSON HILL	32	8	3	3	6	4	8	520
CASCADE	31	7	4	0	7	3	10	467
RENTON PARK	32	7	3	3	6	2	11	476
TIFFANY PARK	27	8	3	3	2	2	9	380
TOTAL	122	30	13	9	21	11	38	1,843

Relocatable Classrooms

LINDBERGH SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap	Total Cap
BENSON HILL	0	0	0	0	0	0	0	0	520
CASCADE	6	0	0	4	0	0	2	96	563
RENTON PARK	0	0	0	0	0	0	0	0	476
TIFFANY PARK	4	0	0	0	3	0	1	87	467
TOTAL	10	0	0	4	3	0	3	183	2,026

Permanent Teaching Stations

HAZEN SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap
HAZELWOOD	32	9	4	4	7	2	6	591
HONEY DEW	22	7	4	4	0	1	6	336
KENNYDALE	33	9	3	5	8	2	6	622
MAPLEWOOD HGTS.	26	11	5	2	0	2	6	402
SIERRA HGTS.	29	8	4	3	4	3	7	472
TOTAL	110	27	16	14	12	8	25	1,832

Relocatable Classrooms

HAZEN SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap	Total Cap
HAZELWOOD	2	0	0	0	0	0	2	0	591
HONEY DEW	8	0	0	0	6	0	2	174	510
KENNYDALE	0	0	0	0	0	0	0	0	622
MAPLEWOOD HGTS.	12	0	0	3	9	0	0	333	735
SIERRA HGTS.	8	0	0	1	3	0	4	111	583
TOTAL	28	0	0	4	18	0	6	618	2,450

2021 Capital Facilities Plan

Renton School District No. 403

APPENDIX

Permanent Teaching Stations

RENTON HIGH SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap
BRYN MAWR	25	7	3	5	0	1	9	338
CAMPBELL HILL	25	6	2	6	0	2	9	332
HIGHLANDS	32	8	4	3	7	2	8	547
LAKERIDGE	26	6	3	3	4	2	8	398
TALBOT HILL	26	8	3	2	6	1	6	460
TOTAL	109	28	12	14	17	7	31	1,737

Relocatable Classrooms

RENTON HIGH SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap	Total Cap
BRYN MAWR	6	0	0	0	5	0	1	145	483
CAMPBELL HILL	8	0	0	3	5	0	0	217	549
HIGHLANDS	0	0	0	0	0	0	0	0	547
LAKERIDGE	6	0	0	0	1	0	5	29	427
TALBOT HILL	5	0	0	2	0	1	2	60	520
TOTAL	19	0	0	5	6	1	7	306	2,043

APPENDIX

MIDDLE SCHOOL CAPACITY

FACTORS:	Student/Teacher Ratios:
	Core Classes 29:1
	PE 35:1
	Band/Orchestra 40:1
	Choir 50:1
	SPED 12:1
	Other 31:1
	Scheduling Efficiency 0.83
	Program Efficiency 0.95

Permanent Teaching Stations

SCHOOL	Total	Core	PE	Band	Choir	SPED	Other	Support	Cap
DIMITT	41	21	3	1	1	4	5	6	794
MCKNIGHT	41	25	3	1	1	4	5	2	847
NELSEN	52	22	3	1	1	2	9	14	896
RISDON	47	24	3	2	1	7	4	6	898
TOTAL	181	92	12	5	4	17	23	28	3,435

Relocatable Classrooms

SCHOOL	Total	Core	SPED	Support	Cap	Total Cap
DIMITT	4	4	0	0	91	885
MCKNIGHT	8	8	0	0	183	1,030
NELSEN	8	8	0	0	183	1,079
RISDON	0	0	0	0	0	898
TOTAL	20	20	0	0	457	3,892

APPENDIX

HIGH SCHOOL CAPACITY

FACTORS:	Student/Teacher Ratios:
	Core Classes 29:1 (24:1 Talley)
	PE 40:1
	Band/Orchestra 40:1
	Choir 50:1
	SPED 12:1
	Other 31:1 (24:1 Talley)
	Scheduling Efficiency 0.80
	Program Efficiency 0.90

Permanent Teaching Stations

SCHOOL	Total	Core	PE	Band	Choir	SPED	Other	Support	Cap
HAZEN	78	44	3	2	1	7	18	3	1,462
LINDBERGH	55	32	3	1	1	6	11	1	1,211
RENTON	68	34	3	1	1	7	16	6	1,389
TALLEY	24	13	1	0	0	1	6	3	397
TOTAL	225	123	10	4	3	21	51	13	4,458

Relocatable Classrooms

SCHOOL	Total	Core	SPED	Support	Cap	Total Cap
HAZEN	0	0	0	0	0	1,462
LINDBERGH	5	4	1	0	92	1,303
RENTON	0	0	0	0	0	1,389
TALLEY	0	0	0	0	0	397
TOTAL	5	4	1	0	92	4,550

APPENDIX D

**RENTON SCHOOL DISTRICT NO. 403
ENROLLMENT PROJECTIONS BY COHORT SURVIVAL*
(KK Linear Projection)**

	-- ACTUAL HEADCOUNT --		----- PROJECTED ENROLLMENT -----						
	Oct. 2020	Oct. 2021	2022 H	2022 M	2023	2024	2025	2026	2027
Kindergarten	1,090	1,117	1,160	1,137	1,180	1,179	1,165	1,159	1,183
Grade 1	1,202	1,100	1,164	1,146	1,190	1,211	1,210	1,196	1,190
Grade 2	1,206	1,181	1,094	1,078	1,162	1,188	1,209	1,208	1,194
Grade 3	1,136	1,177	1,201	1,183	1,103	1,171	1,197	1,218	1,217
Grade 4	1,163	1,106	1,190	1,172	1,203	1,105	1,173	1,200	1,220
Grade 5	1,186	1,139	1,119	1,103	1,195	1,208	1,110	1,178	1,205
TOTAL K - 5	7,057	6,820	6,928	6,819	7,033	7,062	7,064	7,159	7,209
Grade 6	1,216	1,136	1,115	1,099	1,094	1,168	1,181	1,084	1,151
Grade 7	1,232	1,156	1,148	1,131	1,125	1,103	1,178	1,191	1,093
Grade 8	1,144	1,220	1,180	1,163	1,162	1,138	1,116	1,192	1,206
TOTAL 6 - 8	3,648	3,512	3,444	3,393	3,381	3,409	3,475	3,467	3,450
Grade 9	1,104	1,151	1,265	1,247	1,218	1,199	1,175	1,152	1,230
Grade 10	1,101	1,130	1,202	1,184	1,307	1,258	1,239	1,213	1,190
Grade 11	986	983	1,066	1,050	1,126	1,225	1,179	1,161	1,137
Grade 12	975	998	990	975	1,075	1,137	1,236	1,189	1,171
TOTAL 9 - 12	4,206	4,227	4,523	4,456	4,726	4,819	4,828	4,715	4,728
other	177	170	175	175	175	175	175	175	175
TOTAL K - 12	14,911	14,595	14,894	14,668	15,140	15,290	15,367	15,341	15,387
YEARLY CHANGE			299	73	246	150	77	-26	46
YEARLY CHANGE %			2.05%	0.49%	1.65%	0.99%	0.50%	-0.17%	0.30%
CUMULATIVE CHANGE			299	73	545	695	772	746	792
CUMULATIVE CHANGE %			2.05%	0.50%	3.73%	4.76%	5.29%	5.11%	5.43%

TABLE 7

*for 'other' projections, the numbers is allocated throughout grade levels

APPENDIX D

STUDENT GENERATION FACTORS

The formula for determining school impact fees, as established by King County Council Ordinance 11621, requires that school districts provide “student factors based on district records of average actual student generation rates for new developments constructed over a period of not more than five years prior to the date of the fee calculation.” The Ordinance also provides that, in the event this information is not available in the District, “data from adjacent districts, districts with similar demographics, or county-wide averages must be used.” In years past, the district has opted to use averaging data from nearby districts, but instead chose to evaluate actual student generation data for last year’s CFP and has chosen to utilize the same numbers for this 2022 CFP. Student generation rates will be re-calculated next year, as the effect of the pandemic and the inflationary market may settle out.

STUDENT GENERATION FACTORS

	Elementary (K-5)	Middle School (6-8)	High School (9-12)	Total
SINGLE-FAMILY	0.154	0.065	0.062	0.282
MULTI-FAMILY	0.137	0.042	0.060	0.240

APPENDIX E

CHANGES FROM PREVIOUS PLAN

PERMANENT FACILITY CAPACITY (Students)			
	2020/21	2021/22	CHANGE
Elementary	6,895	6,895	0
Middle	3,435	3,435	(0)
High	4,458	4,458	0
Total	14,788	14,788	(0)

STUDENT ENROLLMENT (October Headcount)			
	2020/21	2021/22	CHANGE
Elementary	7,057	6,820	(237)
Middle	3,648	3,512	(136)
High	4,206	4,263	57
Total	14,911	14,595	(316)

IMPACT FEES			
	2021/22	2022/23	CHANGE
Single-Family	2,659	2,911	252
Multi-Family	4,737	5,047	310

STUDENT GENERATION FACTORS			
	2021	2022	CHANGE
Single-Family			
Elementary	0.154	0.154	0.000
Middle	0.065	0.065	0.000
High	0.062	0.062	0.000
Total	0.282	0.282	0.000
Multi-Family			
Elementary	0.137	0.137	0.000
Middle	0.042	0.042	0.000
High	0.060	0.060	0.000
Total	0.240	0.240	0.000

ADDITIONAL IMPACT FEE FACTORS			
	2021	2022	CHANGE
Land Acquisition per Acre	650,000	650,000	0
Temp. Building Acquisition	177,000	177,000	0
State Match Percentage	0.3133	0.3133	0.00%
Ave. Assessed Value - Single	509,159	652,512	143,353
Ave. Assessed Value - Multi	179,200	350,337	171,137
Bond Interest Rate	2.44%	2.45%	0.005%
Tax Rate per \$1000	1.03306	1.09602	0.06296
Construction Cost Allocation	238.22	246.83	8.61

Certificate Of Completion

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Document Pages: 7	Signatures: 3
Supplemental Document Pages: 401	Initials: 0
Certificate Pages: 6	Envelope Originator:
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	Cherie.Camp@kingcounty.gov
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 claudia.balducci@kingcounty.gov
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 ID: 5b026aca-3c41-427a-a475-50d5e9d32a7e

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 Angel.Foss@kingcounty.gov
 Deputy Clerk of the Council
 King County Council
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Electronic Record and Signature Disclosure:

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Supplemental Documents:	Ordinance 19545 Attachment A.pdf	Viewed: 11/23/2022 12:39:55 PM
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	Ordinance 19545 Attachment B.pdf	Viewed: 11/23/2022 12:40:00 PM
		Read: Not Required
		Accepted: Not Required
	Ordinance 19545 Attachment C.pdf	Viewed: 11/23/2022 12:40:18 PM
		Read: Not Required
		Accepted: Not Required
	Ordinance 19545 Attachment D.pdf	Viewed: 11/23/2022 12:40:24 PM
		Read: Not Required
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	Ordinance 19545 Attachment E.pdf	Viewed: 11/23/2022 12:40:38 PM
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	Ordinance 19545 Attachment F.pdf	Viewed: 11/23/2022 12:40:46 PM
		Read: Not Required

Signer Events	Signature	Timestamp
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	Ordinance 19545 Attachment H.pdf	Accepted: Not Required Viewed: 11/23/2022 12:41:14 PM Read: Not Required
	Ordinance 19545 Attachment I.pdf	Accepted: Not Required Viewed: 11/23/2022 12:41:49 PM Read: Not Required
	Ordinance 19545 Attachment J.pdf	Accepted: Not Required Viewed: 11/23/2022 12:41:52 PM Read: Not Required
	Ordinance 19545 Attachment L.pdf	Accepted: Not Required Viewed: 11/23/2022 12:41:57 PM Read: Not Required
	Ordinance 19545 Attachment K.pdf	Accepted: Not Required Viewed: 11/23/2022 12:42:00 PM Read: Not Required
	Ordinance 19545 Attachment M.pdf	Accepted: Not Required Viewed: 11/23/2022 12:42:04 PM Read: Not Required

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In Person Signer Events	Signature	Timestamp
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Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Kaitlyn Wiggins kwiggins@kingcounty.gov Executive Legislative Coordinator King County Executive Office Security Level: Email, Account Authentication (None)	COPIED	Sent: 11/23/2022 12:42:19 PM Viewed: 11/23/2022 12:46:44 PM
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Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
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Certified Delivered	Security Checked	11/29/2022 1:48:26 PM
Signing Complete	Security Checked	11/29/2022 1:48:37 PM
Completed	Security Checked	11/29/2022 1:48:37 PM

Payment Events	Status	Timestamps
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