2014 CAPITAL FACILITIES PLAN

Nothing you do for a child is ever wasted.

GARRISON KEILLOR, *Leaving Home*

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

"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

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SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

Presented herein, in conformance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, Kirkland and Woodinville, is the Capital Facilities Plan (CFP) of the Northshore School District (NSD). This CFP is intended to provide a snapshot of projected student enrollment, site capacities, service over the long term (2014-2025), capital project schedules and capital financing over the next six years (2014-2020). The role of impact fees in funding school construction is addressed in Section 9 of this report.

Summary

Continued elementary enrollment has now pushed most schools in the northern and central service areas of the District into capacity deficit positions. Approval by the community of the 2014 bond allows the district to adopt grade reconfiguration (k-5, 6-8 and 9-12) which will provide some elementary capacity relief. That transition is tentatively scheduled for the 2017 school year. Grade reconfiguration, construction and opening of a new high school and other associated actions were part of a comprehensive plan recommended by the community based Enrollment Demographics Task Force (EDTF) and unanimously adopted by the School Board at its October 23, 2012 board meeting to address capacity issues and take advantage of instructional program benefits.

The 2014 CFP assumes the construction and opening of a new high school and grade reconfiguration in the 2017-2018 school year. Until grade reconfiguration occurs, portable capacity at applicable elementary schools will be maximized with increases based on the projected enrollment growth, program requirements, site security, circulation and gym/library capacities. State projections of a continued increase in birthrates could necessitate increased elementary or junior high capacity within the next five years. The CFP does not assume mandatory Full Day Kindergarten in its projections nor any change in the K-3 ratios, either of which would create significant capacity challenges. If the State Legislature funds implementation, future updates to the Capital Facilities Plan will reflect any adjustments.

Overview of the Northshore School District

The District services six jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, the City of Kirkland and the City of Woodinville. The physical area and student population are roughly two-thirds in King County and one-third in Snohomish County. The District has a population of approximately 122,000 and an enrollment of 19,303. The District has twenty elementary schools, six junior

high schools, three high schools, one alternative schools program, and one early childhood center. The current grade configuration is K-6, 7-9 and 10-12 with a planned transition in the Fall of 2017 to a K-5, 6-8 and 9-12 model. The Urban Growth Area boundary line (UGA) splits the District, exacerbating capacity utilization challenges. Generally, schools on the east side of the UGA line are seeing declining enrollment while schools on the west side are seeing increasing enrollment. To optimize instructional program flexibility and maximize service levels in the most cost effective way possible, the District maintains 10% - 15% of its total design classroom capacity in relocatables (portables).

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Introduction

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

Projections, based on state and local jurisdiction provided data, indicate that this trend of an improved real estate market and increased birth cohorts will continue to fuel higher enrollments over the next decade. The birth cohorts since 2006 have been substantially larger than the numbers seen between 1996 and 2005. As a result, continued growth is expected in K-12 enrollment, especially elementary enrollment. It is expected that a marked increase in K-12 enrollment between 2015 and 2025 will be seen.

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

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

Methodology

Numerous methodologies are available for projecting long-term enrollments. The most common method is known as cohort survival, which tracks groups of students through the system and adjusts the populations to account for the average year-to-year growth. For example, this year's fourth grade is adjusted based on the average enrollment trend of the past in order to estimate next year's fifth grade enrollment. This calculation method considers the past five years' trends to determine the

average adjustment factor for each grade, or cohort. The method works well for all grades except kindergarten, where there is no previous year grade. At kindergarten two methodologies are generally used. First, one can use a linear extrapolation from the previous five years, assuming that there is a trend. Or, alternatively, one can compare the kindergarten enrollment to births from five years prior to calculate a "birth-to-k" ratio. For example, kindergarten enrollment in 2013 is divided by the total births in King and Snohomish counties in 2008 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. To date, these suggestions have not been implemented. The latest forecast from OSPI for the District continues to use cohort survival with a linear extrapolation at the kindergarten level.

Table 2-1 shows a projection for Northshore using the headcount projection provided by OSPI. This model converts the OSPI headcount forecast to an FTE forecast based on the latest data comparing headcount to FTE enrollment in Northshore. The OSPI forecast predicts a gradual increase in FTE enrollment over the next 6 years, with growth at all levels. The forecast also shows a marked increase at kindergarten over time. This is primarily due to the extrapolation of the recent upward trend at kindergarten into the future.

TABLE 2-1
OSPI Cohort Forecase converted to FTE Based on the Latest Northshore FTE Data
October FTE

	Actual	Projections					
	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Grade							
K	757	761	778	796	814	831	849
1	1,566	1,650	1,661	1,699	1,738	1,777	1,815
2	1,640	1,603	1,689	1,700	1,739	1,779	1,819
3	1,559	1,677	1,639	1,727	1,738	1,778	1,819
4	1,550	1,592	1,714	1,675	1,765	1,776	1,817
5	1,550	1,574	1,618	1,742	1,702	1,794	1,805
6	1,476	1,568	1,592	1,637	1,762	1,722	1,815
7	1,555	1,501	1,595	1,620	1,666	1,792	1,751
8	1,517	1,583	1,529	1,625	1,650	1,697	1,825
9	1,596	1,539	1,605	1,550	1,647	1,672	1,720
10	1,545	1,643	1,586	1,654	1,597	1,697	1,722
11	1,531	1,466	1,553	1,500	1,564	1,509	1,604
12	1,461	1,474	1,409	1,496	1,445	1,507	1,454
Total K-6	10,098	10,425	10,691	10,976	11,258	11,457	11,739
Total K-5	8,622	8,857	9,099	9,339	9,496	9,735	9,924
Total 7-9	4,668	4,623	4,729	4,795	4,963	5,161	5,296
Total 6-8	4,548	4,652	4,716	4,882	5,078	5,211	5,391
Total 10-12	4,537	4,583	4,548	4,650	4,606	4,713	4,780
Total 9-12	6,133	6,122	6,153	6,200	6,253	6,385	6,500
District Total	19,303	19,631	19,968	20,421	20,827	21,331	21,815
Change							
#		328	337	453	406	504	484
%		1.7%	1.7%	2.3%	2.0%	2.4%	2.3%

The cohort method displayed in Table 2-1 generally works well for districts that have a consistent trend of gradual increases or declines in enrollment. It is less reliable in districts where spikes in demographic trends (especially a marked increase or decrease in new housing) can lead to dramatic swings in enrollment from one year to the next. In addition, the use of the linear extrapolation method at the kindergarten level can result in a distorted trend since it does not consider changes in birth trends. Combining cohort survival with other information about births, housing, regional population trends, and even trends in service area and private school enrollment can sometimes provide for a more accurate forecast.

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

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

This forecast produces a result that is lower than the OSPI forecast. This is primarily due to the kindergarten projection. The linear extrapolation method that OSPI uses does not consider the predicted changes in birth trends, or any assumptions about Northshore's share of future cohorts. The District model predicts a lower kindergarten enrollment over time than the OSPI forecast, because it assumes that Northshore's share of the county birth cohorts will remain relatively consistent over the course of the forecast.

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

Looking at the results of the model specifically, overall enrollment is predicted to increase between 2014 and 2019. In the initial years of the forecasts the largest gains are expected at the elementary level. Junior high and high school enrollment are expected to grow more strongly in the latter part of the forecast period as the larger elementary classes from recent years roll up through the grades.

Elementary enrollment is predicted to grow from 10,098 FTE in October 2013 to 10,787 FTE by October 2019. Junior high enrollment is projected to increase from 4,668 FTE in October 2013 to 5,225 FTE by October 2019. High school enrollment is projected to increase from 4,537 FTE in October 2013 to 4,721 FTE by October 2019.

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

	Actual	Projections					
	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Grade							
K	757	727	716	725	740	727	728
1	1,566	1,665	1,585	1,562	1,582	1,613	1,586
2	1,640	1,601	1,702	1,622	1,598	1,617	1,649
3	1,559	1,671	1,630	1,736	1,654	1,628	1,648
4	1,550	1,588	1,702	1,663	1,771	1,685	1,659
5	1,550	1,670	1,610	1,728	1,688	1,796	1,709
6	1,476	1,561	1,581	1,622	1,742	1,700	1,808
7	1,555	1,500	1,587	1,609	1,651	1,772	1,729
8	1,517	1,579	1,524	1,614	1,637	1,679	1,802
9	1,596	1,631	1,592	1,538	1,629	1,651	1,694
10	1,545	1,642	1,574	1,639	1,584	1,677	1,700
11	1,531	1,459	1,550	1,487	1,549	1,496	1,584
12	1,461	1,487	1,400	1,488	1,429	1,487	1,437
Total K-6	10,098	10,483	10,526	10,658	10,775	10,766	10,787
Total K-5	8,622	8,922	8,945	9,036	9,033	9,066	8,979
Total 7-9	4,668	4,710	4,703	4,761	4,917	5,102	5,225
Total 6-8	4,548	4,640	4,692	4,845	5,030	5,151	5,339
Total 10-12	4,537	4,588	4,524	4,614	4,562	4,660	4,721
Total 9-12	6,133	6,219	6,116	6,152	6,191	6,311	6,415
District Total	19,303	19,781	19,753	20,033	20,254	20,528	20,733
Change							
#		478	(28)	280	221	274	205
%		2.5%	-0.1%	1.4%	1.1%	1.4%	1.0%

Long Range Projections

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

This factor was based on a forecast of county K-12 enrollment which used cohort survival trends, birth forecasts, and projected population growth for the county (again using the medium range county forecast obtained from OFM).

Using this methodology the District's enrollment shows continued growth from 2019 to 2025. FTE enrollment in 2020 is projected to be 21,007 and projected FTE enrollment for 2025 is predicted to be 21,579 FTE. This longer range model assumes that the State forecasts of more births, more K-12 growth, and continued population growth for the Puget Sound are reasonably accurate.

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

TABLE 2-3
Projected FTE Enrollment

Level	2015	2020	2025
Elementary:	10,527	10,713	10,821
Jr. High:	4,703	5,225	5,282
High School:	4,524	4,622	5,356
Total:	19,753 FTE	21,007 FTE	21,579 FTE

COUNTY/OFM PROJECTIONS

Using OFM/County data as a base, the District projects a 2035 student FTE population of 26,027. This is based on the OFM/County data for the years 2000 through 2013 and the District's average fulltime equivalent enrollment for the corresponding years. For the years 2000 to 2013, the District's actual enrollment averaged 39.35% of the OFM/County population estimates. However, this figure is misleading in that it assumes that all of the District's students reside in Snohomish County. This is not the case given that the District's boundaries include both King and Snohomish County. As such, the projections are highly speculative and are used only for general planning purposes.

TABLE 2-3.1
Projected FTE Enrollment - 2035 OFM Estimates

Level	2013	2035
Elementary (K-5):	8,622	11,626
Jr. High (6-8):	4,548	6,132
High School (9-12_:	6,133	8,269
Total:	19,303 FTE	26,027 FTE

*Assumes that percentage per grade span will remain constant through 2035.

Note: Snohomish County Planning and Development Service provided the underlying data for the 2035 projections.[1]

[1] The District has chosen to use Alternative #2 of the Snohomish County 2035 Population Forecast since it contains the medium range forecast of potential growth.

SECTION 3 -- DISTRICT STANDARD OF SERVICE

Primary Objective

Optimizing student learning is the heart of what the District strives for in establishing its service standard for classroom capacity utilization. This requires a constant review and assessment of instructional practices, student learning behaviors, learning environments and program development. An additional variable are changes in mandatory requirements dictated by the state, such as those being discussed relative to full day kindergarten and reduction in K-3 class sizes. These elements as well as demographic projections and cost considerations are weighed in determining service levels.

Grade Reconfiguration and Instructional Program Changes

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

Existing Programs and Standards of Service

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

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

TABLE 3-1
Programs and Teaching Stations

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

A number of the above programs affect the design capacity of some of the buildings housing these programs. Special programs usually require space modifications and sometimes have less density than other, more traditional programs; this potentially translates into greater space requirements. These requirements are part of the difference we see between design capacity and scheduled capacity (see page 14).

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

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

Classroom Type	Elementary – Average Students Per Classroom	Junior High – Average Students Per Classroom	High School – Average Students Per Classroom
Kindergarten	23	NA	NA
Regular, Alternative, EAP	24	27	27
Regular (portables)	24	27	27
Special Education – Mid Level	12	12	12
Special Education – Functional Skills and Academics	8	8	8
Integrated - Regular & Special Education (15 regular & 6 special education students)	21	NA	NA
Special Education Preschool	8 (Sorenson & Cottage Lake)	NA	NA
Transitional Kindergarten	10 (Hollywood Hill & Lockwood)	NA	NA
Vocational	NA	27	27
Dual Language - assuming 2 classes per grade level	24	NA	NA

Snohomish County has requested that the District's plan include a measurement of the current levels of service to compare to the District's minimum levels of service. Table 3-3 shows the District's average students per teaching station as a measurement of its minimum levels of service as of October 31, 2013.

TABLE 3-3
Average Students per Scheduled Teaching Station

Grade Level	# of Scheduled Teaching Stations	FTE Scheduled Capacity	Minimum Level of Service*(1)*	FTE Enrollment	Average FTE / Teaching station
K - 6	518	12,114	23.4	10,098	19.5
7 - 9	230	6,021	26.2	4,668	20.3
10 - 12	220	5,559	25.3	4,537	20.6
Total	968	23,694		19,303	

(1) Capacity divided by the number of teaching stations for the respective year
(2) Excludes alternative programs except SAS

SECTION 4 -- CAPITAL FACILITIES INVENTORY

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

The effective capacity limit at each site will vary based on existing instructional programs, projected future programs and, where possible, the recommendation of local site administration. To monitor this, and for use in preliminary capacity planning, the District establishes design capacities. This is the maximum number of students a site can accommodate based on a standard room capacity of 54, 27, 24, or 12 FTE depending on room size. These figures are compared to the actual utilization or scheduled capacity on a regular basis. Scheduled capacity takes into consideration the specific programs that actually take place in each of the rooms. For example, capacities in rooms utilized for programs such as special education would reflect capacities of the defined service levels (See Table 3-2), eight versus 24 (for a standard size room or relocatables/portables). Due to the need to provide planning time and space for teacher preparation or other required services, some facilities will only support a design capacity utilization of 85%. In secondary schools where recent modernizations have added more teacher preparation space, the utilization percentage is higher.

Schools

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

TABLE 4-1
School Capacity Inventory (Including Relocatables)

School	Year Built	Last Modernization or Capacity addition	Total # of Rooms		Capacity		# Students / Rm		Relocatables		
			Design	Schedule	Design	Schedule	Design	Schedule	# of	Schedule Capacity	% of Schedule
Arrowhead	1957	1994/2011	25	20	597	454	23.9	22.7	5	48	10.6%
Bear Creek	1988	2011	22	22	527	527	24.0	24.0	0	0	0.0%
Canyon Creek	1977	1999/2008	38	37	910	862	23.9	23.3	12	264	30.6%
Cottage Lake	1958	2005	23	17	550	382	23.9	22.5	0	0	0.0%
Crystal Springs	1957	2002/2010	30	29	718	694	23.9	23.9	10	216	31.1%
East Ridge	1991		22	17	526	406	23.9	23.9	0	0	0.0%
Fernwood	1988	2002/2010	41	33	860	788	21.0	23.9	15	190	24.1%
Frank Love	1990		32	28	761	665	23.8	23.8	10	168	25.3%
Hollywood Hill	1980	2001	25	17	598	406	23.9	23.9	2	0	0.0%
Kenmore	1955	2002/2011	27	23	646	526	23.9	22.9	5	48	9.1%
Kokanee	1994		37	31	861	765	23.3	24.7	11	216	28.2%
Lockwood	1962	2004/2011	30	25	669	609	22.3	24.4	4	48	7.9%
Maywood Hills	1961	2002	30	28	717	669	23.9	23.9	8	144	21.5%
Moorlands	1963	2002/2011	34	30	765	693	22.5	23.1	7	60	8.7%
Shelton View	1969	1999/2011	24	23	574	550	23.9	23.9	4	72	13.1%
Sorenson ECC *	2002										
Sunrise	1985		23	16	550	358	23.9	22.4	2	24	6.7%
Wellington	1978	2000/2011	28	26	669	597	23.9	23.0	4	47	7.9%
Westhill	1960	1995/2011	25	23	598	526	23.9	22.9	5	72	13.7%
Woodin	1970	2003	29	28	692	668	23.9	23.9	6	120	18.0%
Woodmoor	1994		46	45	1101	969	23.9	21.5	0	0	0.0%
Subtotal			591	518	13,889	12,114	23.5	23.4	110	1,737	14.3%
Canyon Park	1964	2000/2005	47	41	1,258	1,093	26.8	26.7	4	54	4.9%
Kenmore	1961	2002/2008/2012	39	36	1,054	928	27.0	25.8	1	27	2.9%
Leota	1972	1998	43	35	1,177	931	27.4	26.6	8	54	5.8%
Northshore	1977	2004	44	37	1,195	970	27.2	26.2	4	0	0.0%
Skyview	1992		45	45	1,246	1,156	27.7	25.7	6	162	14.0%
Timbercrest	1997		38	36	1,072	943	28.2	26.2	1	27	2.9%
Subtotal			256	230	7,002	6,021	27.4	26.2	24	324	5.4%
Bothell	1953	2005	87	77	2,251	1,918	25.9	24.9	6	24	1.3%
Inglemoor	1964	2000	81	69	2,125	1,807	26.2	26.2	6	162	9.0%
Woodinville	1983	1994/2008/2012	66	63	1,813	1,672	27.5	26.5	0	0	0.0%
Subtotal			234	209	6,189	5,397	26.4	25.8	12	186	3.4%
SAS	2010		19	11	279	162	14.7	14.7	0	0	0.0%
Total K-12 All			1,100	968	27,359	23,694	24.9	24.5	146	2,247	9.5%

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

Relocatable Classroom Facilities (Portables)

Traditionally the District has kept 10% to 15% percent of its design capacity in relocatables. This percentage fluctuates, impacted by growth and changes in instructional program needs. Relocatables are utilized to help achieve efficient facility utilization and balance economic costs while encouraging innovation and new approaches, particularly for non-core or pilot programs. As funding for permanent capacity is secured through bond financing, or other changes occur, such as the revision of instructional programs or lower enrollment projections; the need for related relocatables are reassessed.

A typical portable classroom provides capacity for 24 students at the elementary level or 27 at the secondary level. Relocatables are used to meet a variety of instructional needs. Of the 146 relocatable classrooms that the District owns, 92 are used as classrooms housing students for scheduled classes or for pull out programs. Within the financial capabilities of the District, the intent is to minimize the size of the first group. Their actual use may reflect loads that are less than the standards of service identified in Section 3. Not included in the scheduled capacity are approximately 33 relocatables that are used for daycare, PTA, conference rooms/resource rooms, temporary housing in conjunction with pending modernizations or recently vacated as a result of the consolidation of some programs within other existing permanent space. A summary of relocatables is presented in Table 4-2.

Table 4-2 Relocatable Classroom Summary

School	Total # of Portables	Portables Scheduled *(Note 1)*	Designed Student Capacity	Scheduled Student Capacity	"Pull Out" Programs *(Note 2)*
Arrowhead	5	2	120	48	2
Bear Creek	0	0	0	0	0
Canyon Creek	12	11	288	264	1
Cottage Lake	0	0	0	0	0
Crystal Springs	10	9	240	216	0
East Ridge	0	0	0	0	0
Fernwood	15	8	238	190	2
Frank Love	10	7	240	168	1
Hollywood Hill	2	0	48	0	0
Kenmore	5	2	120	48	3
Kokanee	11	8	240	216	1
Lockwood	4	2	48	48	0
Maywood Hills	8	6	192	144	1
Moorlands	7	3	120	60	0
Shelton View	4	3	96	72	0
Sorenson ECC**	0	0	0	0	0
Sunrise	2	1	48	24	0
Wellington	4	2	95	47	2
Westhill	5	3	120	72	1
Woodin	6	5	144	120	1
Woodmoor	0	0	0	0	0
Subtotal	110	72	2,397	1,737	15
Canyon Park	4	2	108	54	0
Kenmore	1	1	27	27	0
Leota	8	2	216	54	0
Northshore	4	0	108	0	0
Skyview	6	6	162	162	0
Timbercrest	1	1	27	27	0
Subtotal	24	12	648	324	0
Bothell	6	2	162	24	1
Inglemoor	6	6	162	162	0
Woodinville	0	0	0	0	0
SAS	0				
Subtotal	12	8	324	186	1
Total K-12 All	146	92	3,369	2,247	16

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

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

Other Facilities

In addition to 32 school sites, the District also owns and operates sites that provide transportation, administration, maintenance and operational support to the schools. The District also holds undeveloped properties that were acquired for potential development of a facility for instructional use. An inventory of these facilities is provided in Table 4-3 below. The new high school will be built on the 61 acres north of Fernwood Elementary. The remaining two undeveloped sites are located in the eastern and northern areas of the District respectively. Depending on possible grade configuration decisions, program changes and/or future growth, one or more of these sites may become an elementary or secondary school site.

TABLE 4-3
Inventory of Support Facilities & Undeveloped Land

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

The District does not currently lease any facilities or property.

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

Capacity needs resulting from changes in demographic growth patterns, instructional program or other variables are reviewed by District staff and a group of parents, educators, administrators, and consultants who comprise the Enrollment Demographic Task Force (EDTF). The EDTF examines enrollment projections, capacity considerations, student impacts, cost impacts, program choices, etc. and recommends potential solutions to the Board. If approved by the Board, these recommended actions are implemented by the District and then incorporated into the Capital Facilities Plan.

As noted earlier, the Urban Growth Boundary Line (UGA) splits the District service area, exacerbating capacity utilization challenges. Developers generally favor building inside the UGA since it allows for a higher number of homes per acre. The growth seen by the District reflects this, with schools outside the UGA declining in enrollment while schools inside the UGA (on the northern/western sides) see increased enrollment. This contributes to a situation where, in total, the District has excess capacity (Table 5-1) as capacity for schools outside the UGA see lower enrollment growth while schools inside the UGA see significantly higher growth. Once boundary changes and transportation options become prohibitive in rehousing students to areas of available capacity, the challenge becomes greater. Elementary capacity in the District's higher growth northern central corridor has been increased by the equivalent of more than an elementary school through permanent capacity additions, additional portables and changes in service boundaries. Despite these actions, projections indicate that the elementary capacity in this area will probably be insufficient to meet service levels within the next several years (Table 5-2). The proposed grade reconfiguration will provide capacity relief for the current growth at the majority of the elementary sites as indicated by a comparison of Table 5-2 & Table 5-3. Elementary capacities will remain tight at most northern corridor schools even after grade reconfiguration. If population growth continues or major changes in mandated programs occur, the area may require additional elementary and/or junior high capacity.

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

TABLE 5-1 School Enrollment vs. Design Capacity

	2013 / 14	*2014 / 15*	*2015 / 16*	*2016 / 17*	*2017 / 18***	*2018 / 19***	*2019 / 20***
Elementary Enrollment	10,098	10,383	10,527	10,657	9,034	9,067	8,979
Designed Permanent Capacity - Existing	11,492	11,492	11,492	11,492	11,492	11,492	11,492
Designed Capacity in New Permanent Facilities							
Designed Capacity in Relocatables	2,397	2,637	2,637	2,637	2,637	2,637	2,637
# of Relocatables included in Designed Capacity	100	110	110	110	110	110	110
Total Designed Capacity with Relocatables	13,889	14,129	14,129	14,129	14,129	14,129	14,129
Surplus Capacity	*3,791*	*3,746*	*3,602*	*3,472*	*5,095*	*5,062*	*5,150*
Junor High School Enrollment	4,668	4,609	4,703	4,761	5,030	5,151	5,339
Designed Permanent Capacity - Existing	6,354	6,354	6,354	6,354	6,354	6,354	6,354
Designed Capacity in New Permanent Facilities							
Designed Capacity in Relocatables	648	648	702	702	702	702	702
# of Relocatables included in Designed Capacity	24	24	26	26	26	26	26
Total Designed Capacity with Relocatables	7,002	7,002	7,056	7,056	7,056	7,056	7,056
Surplus Capacity	*2,334*	*2,393*	*2,353*	*2,295*	*2,026*	*1,905*	*1,717*
High School Enrollment	4,537	4,588	4,524	4,614	6,191	6,311	6,415
Designed Permanent Capacity - Existing	6,144	6,144	6,144	6,144	6,144	7,744	7,744
Designed Capacity in New Permanent Facilities					1,600		
Designed Capacity in Relocatables	324	324	324	324	324	324	324
# of Relocatables included in Designed Capacity	12	12	12	12	12	12	12
Total Designed Capacity with Relocatables	6,468	6,468	6,468	6,468	8,068	8,068	8,068
Surplus Capacity	*1,931*	*1,880*	*1,944*	*1,854*	*1,877*	*1,757*	*1,653*
Total Enrollment	19,303	19,580	19,753	20,032	20,255	20,529	20,732
Designed Permanent Capacity - Existing	23,990	23,990	23,990	23,990	23,990	25,590	25,590
Designed Capacity in New Permanent Facilities	-	-	-	-	1,600	-	-
Designed Capacity in Relocatables	3,369	3,609	3,663	3,663	3,663	3,663	3,663
# of Relocatables included in Designed Capacity	136	146	148	148	148	148	148
Total Designed Capacity with Relocatables	27,359	27,599	27,653	27,653	29,253	29,253	29,253
Surplus Capacity	***8,056***	***8,019***	***7,900***	***7,621***	***8,998***	***8,724***	***8,521***

** Figures adjusted for Grade Reconfiguration K-5, 6-8 & 9-12

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

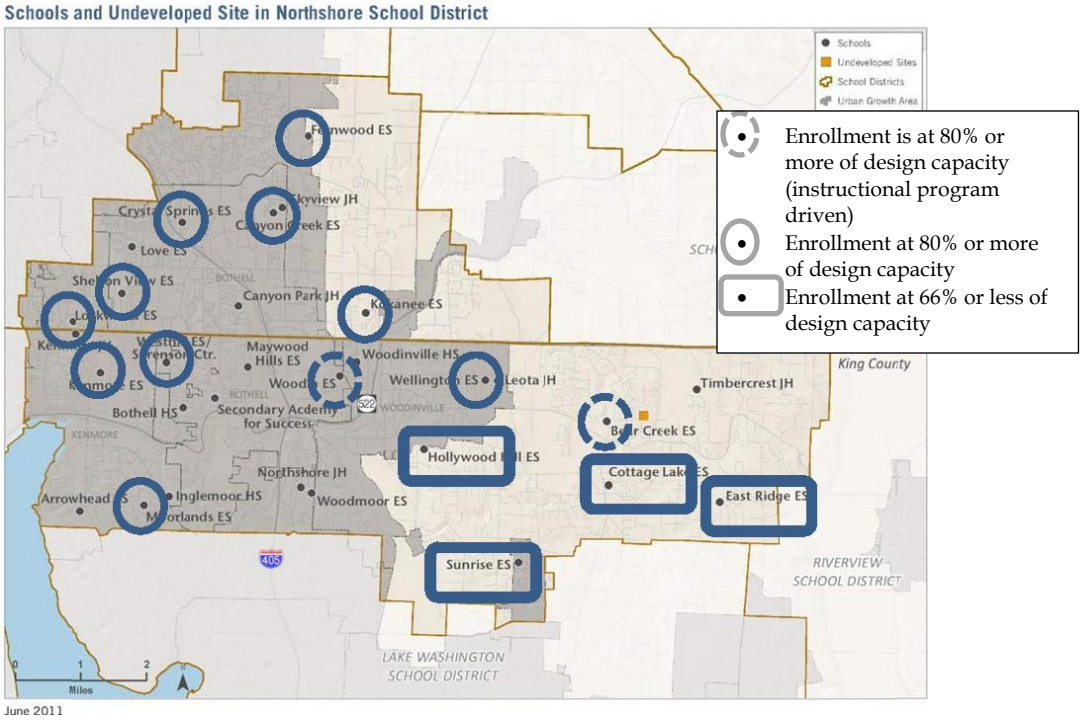
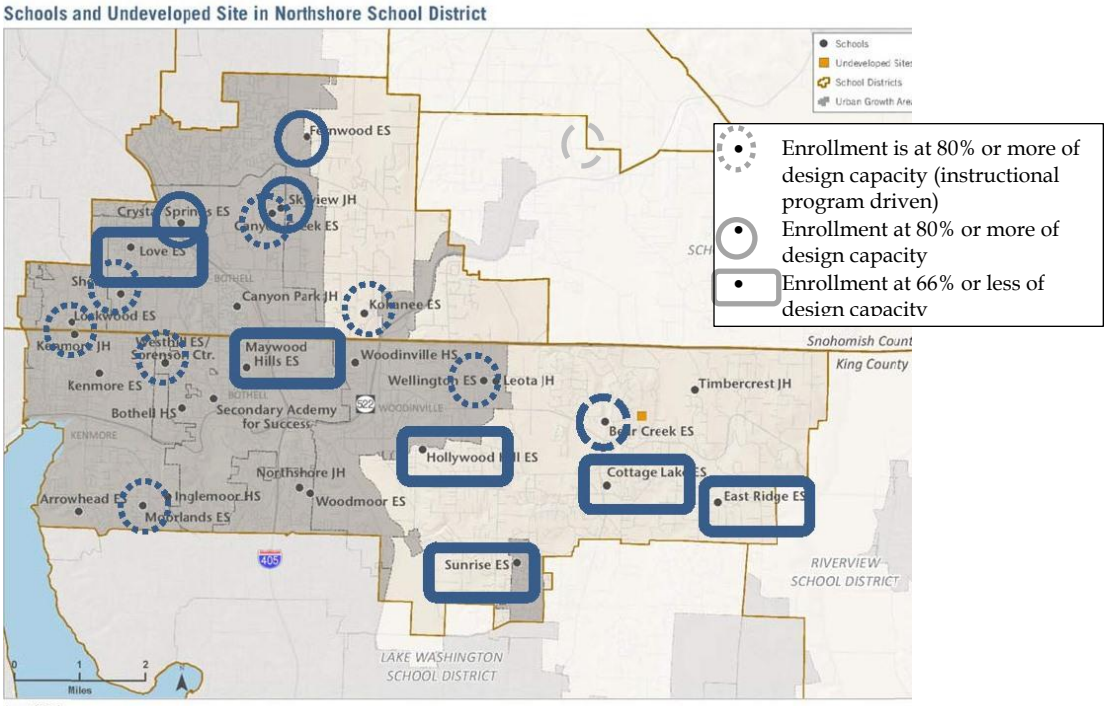


Table 5-3 Projected Elementary Capacities with Grade Reconfiguration in 2019(Assumes no program changes)



Note: "Instructional Program Driven" reflects school enrollments that result from program placement at a specific school

Long-term Facility Needs (Year 2025)

A long-term projection of un-housed students and facilities needs is shown in Table 5-4 below. The capacity shown assumes the construction of a new high school, resulting from the successful February 2014 bond measure. As with any long term projections, many assumptions and estimates on housing must be made, increasing the risk associated with the accuracy of the projections. The data below does not reflect the challenges noted earlier in high growth areas where projected growth continues to challenge existing capacity.

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

Grade Level	FTE Designed Capacity	FTE Enrollment
Elementary	14,129	9,109
Jr. High	7,056	5,313
High School	8,068	7,157
Total	29,253	21,579

SECTION 6 -- GROWTH RELATED PROJECTS

Planned Improvements - Construction to Accommodate New Growth

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

Long term projections indicate growth of possibly 1,800 new students in the next ten years. The CFP assumes that new capacity at the elementary and junior high level will be required. The District will continue to monitor the multitude of factors that shape our capacity needs, e.g.; instructional delivery, the economy, changes in planned land use, changes in mandated program requirements, permit activity, and birth rates, in order to help ensure needed instructional space is available when and where needed, and pursue additional land acquisition should construction of additional sites be necessary to accommodate those needs.

Planned Improvements – Existing Facilities (Building Improvement Program)

In a number of other sites where the existing facility layout meets instructional needs and building structural integrity is relatively good, individual buildings systems are targeted for replacement or modernization to extend the life of the overall site. Almost 37 building systems at 21 schools have been replaced with this program, extending the useful life of the overall site. Other planned projects include renovating play fields and athletic fields, providing and upgrading technology and replacing/upgrading building systems. See Section 7 for a list of projects.

Modernizations

Capacity additions at Canyon Creek Elementary and Fernwood Elementary were completed in the Fall of 2009 and Fall of 2010 respectively. The relocation of the alternative program (SAS) and Transportation was completed by the Fall of 2010. In 2012 modernizations were completed at Woodinville High School (Phase II) and Kenmore Junior High (Phase III).

New Facilities and Additions

Funding is included in the 2014 bond.

TABLE 6-1
Planned Construction Projects – Growth Related

Project	Estimated Completion Date	Projected Student Capacity Added
New High School – Grade Reconfiguration	2016/2017	1600 High School *(3722 188th St. SE Bothell)*

SECTION 7 – CAPITAL INSTRUCTIONAL FACILITIES PLAN

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

Year of Construction	Projects
2013/2014	**New High School - Planning** BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects WHS Modernization Phase III **Portable Additions**
2014/2015	**New High School** WHS Modernization Phase III BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects **Portable Additions**
2015/2016	**New High School** WHS Modernization Phase III BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects
2016/2017	**New High School** **WHS Modernization Phase III** BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects
2017/2018	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects **Junior High Modernization/Capacity Addition** **Elementary Capacity Addition**
2018/2019	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects **Junior High Modernization/Capacity Addition** **Elementary Capacity Addition**

SECTION 8 -- CAPITAL FACILITIES FINANCING PLAN

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

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond issue. Bonds are sold as necessary to generate revenue. They are retired through collection of property taxes. Voters approved a bond of $177.5 million in February 2014. Revenues from these bonds will be used to implement the Capital Facilities Plan set forth herein.

State Financial Assistance

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

State financial assistance is available for qualifying school construction projects, however these funds may not be received until two to three years after a matched project has been completed. This forces the District to finance the complete project with local funds. Site acquisition and site improvements are not eligible to receive matching funds. These funds, as with all State funded programs, have been reduced and given the current state budget, could be eliminated. Also, if no changes to existing capacity are made, district demographics are projected to result in a loss of eligibility for state match at the secondary level. The District is currently ineligible for state match at the elementary level.

Impact Fees

Authorization to collect impact fees has been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. Impact fees are generally collected by the permitting agency at the time of final plat approval or when building permits are issued. In the case of the four cities in the District, the Capital Projects Office collects fees prior to recording of plats, or issuance of permits. The District continues to assess its eligibility regarding the collection of impact fees. See the discussion regarding the impacts of growth in Section 6. The District may request impact fees in future CFP updates.

Budget and Financing Plan

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

The School District's planning for bond issues is outlined on Table 8-1. The District expects the proceeds of the bond sales to be supplemented by state financial assistance[2]. However, since the timing and amounts of these supplemental sources are unpredictable, they have not been included in the District's internal budgeting.

TABLE 8-1
Facilities Plan – Capital Budget

2014 CAPITAL FACILITIES PLAN BUDGET * $S IN 000S	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
MODERNIZATIONS/BUILDING SYSTEMS REPLACEMENT							
Building Improvement Program	1,000	4,300	3,300	2,100		3,000	4,000
Woodinville High School Modernization Phase III	1,000	8,000	8,000				
SJH Modernization/Capacity					2,000	16,000	5,000
New Elementary School						2,500	8,000
Elementary School Modernization							5,000
NEW CONSTRUCTION							
New High School	19,100	47,000	56,100	5,800			
New Junior High Capacity (See Above)							
Technology	1,000	1,000	4,500		-	2,000	2,100
Fields	3,475	800	800		-	500	525
Code Compliance/Small Works	1,000	1,250	1,250	1,500	500	2,000	2,000
Site Purchase/Circulation	1,500	4,500					-
Overhead	1,100	1,100	1,100	1,100	1,100	1,100	1,100
Bond Expenses		542	542	115			
TOTAL:	29,175	68,492	75,592	10,615	3,600	27,100	27,725
Bond Expenditures	29,175	68,492	75,592	10,615	3,600	27,100	27,725

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

[2]State funding represents a significant challenge to the District. Although the District at times has a real need for additional classroom and support spaces, the criteria and formulas established by the state do not recognize this need, and as noted on page 28, the District has previously constructed growth-related additions without state financial assistance. Even where the District is eligible for State financial assistance, the present inadequate funding mechanism has resulted in significant delays in receiving the funds and a consequent reduction in their value.

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

TABLE 8-2
Financing Plan – Growth Projects

$s in 000s	13/14*	14/15	15/16	16/17	17/18	Local Funds	State Financial Assistance	Impact Fees/Mit Payments
New High School Capacity – Growth Corridor/Grade Reconfiguration	21,100	47,000	56,100	5,800		130,000		
*Includes 2 million of spending from fiscal year 2012/2013								

SECTION 9 -- IMPACT FEES

School Impact Fees under the Washington State Growth Management Act

The Growth Management Act (GMA) authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands.[1]

Methodology and Variables Used to Calculate School Impact Fees

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

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

Impact Fee Schedules

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

TABLE 9-1
Impact Fee Schedule – All Jurisdictions

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

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

APPENDIX A

DEFINITIONS

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

Boeckh Index. WAC 392-343-060 establishes guidelines for determining the per square foot area cost allowance for new school construction. Washington State uses what is called a "Boeckh Index." The Boeckh Index is the average of a seven-city building cost index for commercial and factory buildings in Washington State, as reported by the E.H. Boeckh Company. The index is adjusted every two months from a base index of $74.87, which was established in 1984.[1]

CFP. Capital Facilities Plan - refers to this document.

DCD. Washington State Department of Community Development.

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

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

GMA. Washington State Growth Management Act.

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

OFM. Washington State Office of Financial Management.

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

SEPA. Washington State Environmental Policy Act.

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

Student Factor or Student Generation Rate. The Student Factor is the average number of students by grade span (elementary, junior high, and high school)

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

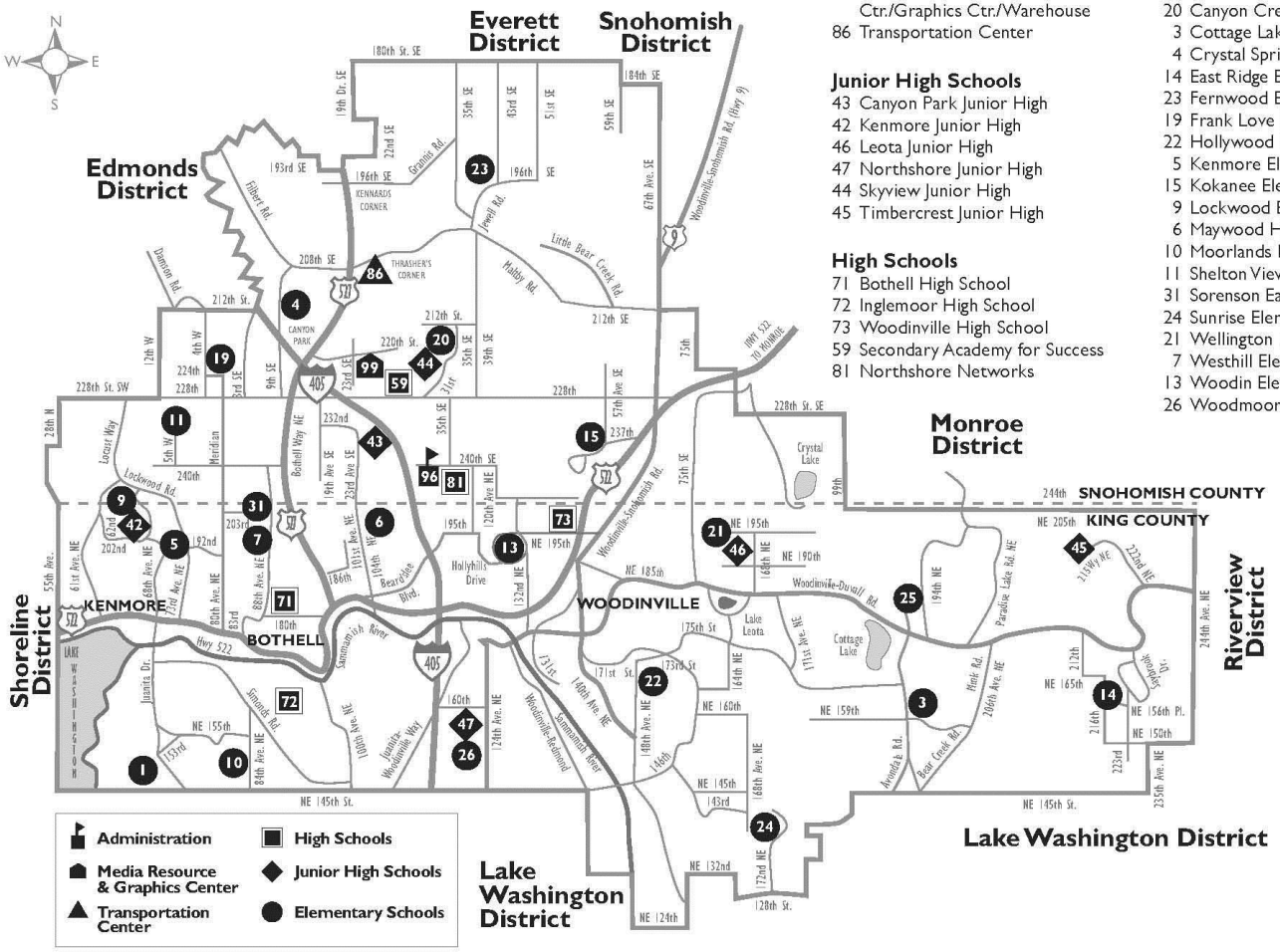
typically generated by each housing type. Student Factors are calculated based on a survey of all new residential units permitted by jurisdictions within the District during the most recent five-year period.

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

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

WAC. Washington Administrative Code.

Northshore School District



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

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

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

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

APPENDIX C

SUMMARY OF CHANGES IN THIS YEAR'S CAPITAL FACILITIES PLAN

This year's Capital Facilities Plan is an updated document, based on the 2013 CFP. The significant changes reflected in the current Plan are identified below.

Section 2 - Student Enrollment Trends and Projections
Enrollment projections were updated to reflect recent enrollment trends for the years 2015 through 2020 and new long range projections for the year 2025.

Section 3 – District Standard of Service
Tables 3-2 & 3-3 were updated.

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

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

Section 6 - Growth Related Projects
Updated to reflect current growth projections.

Section 7 - Capital Facilities Plan
This section was updated to reflect changes in scheduled modernizations and non-growth related projects.

Section 8 – Finance Plan
The finance plan has been updated.

Section 9 – Impact Fees
Updated.