Capital
Facilities Plan 2022-28
Northshore School District
May 2022

Northshore School District

Northshore School District

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

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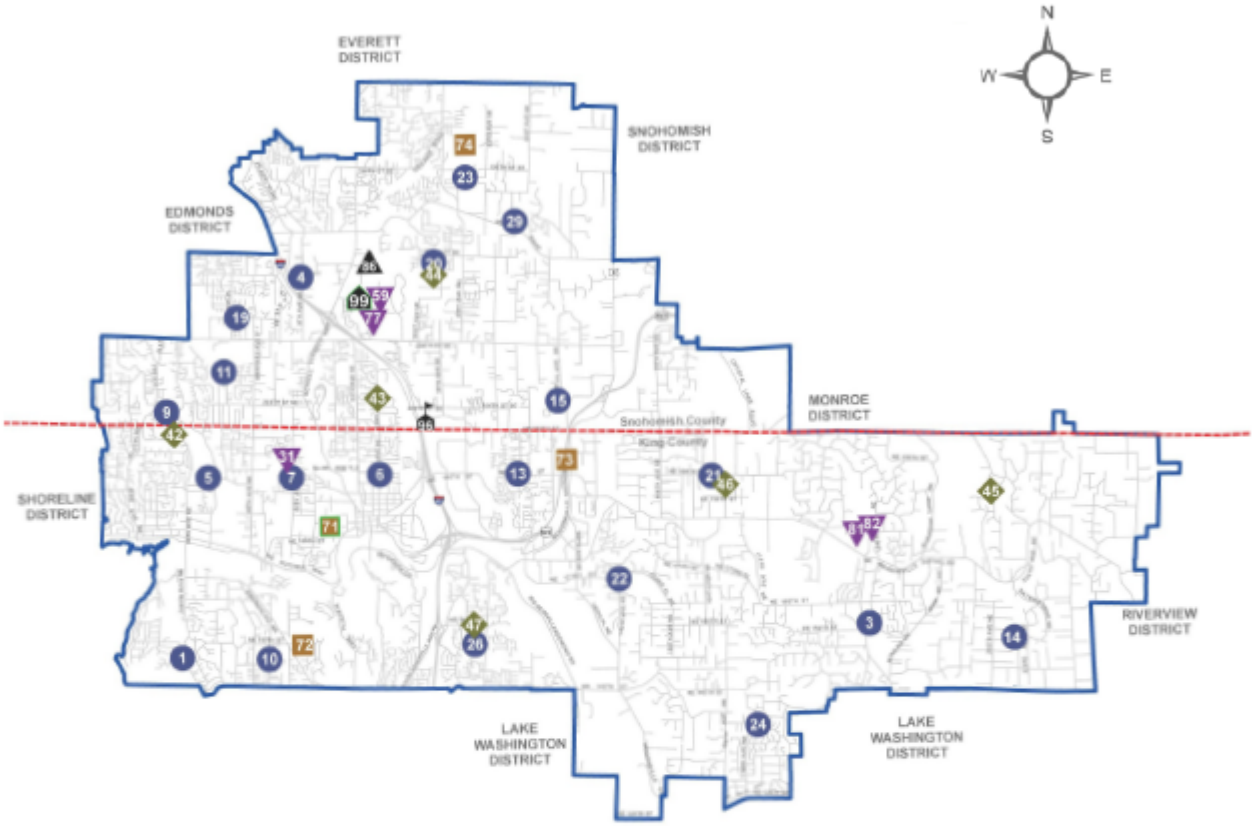

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Introduction

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	27/28
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: • 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) • 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.

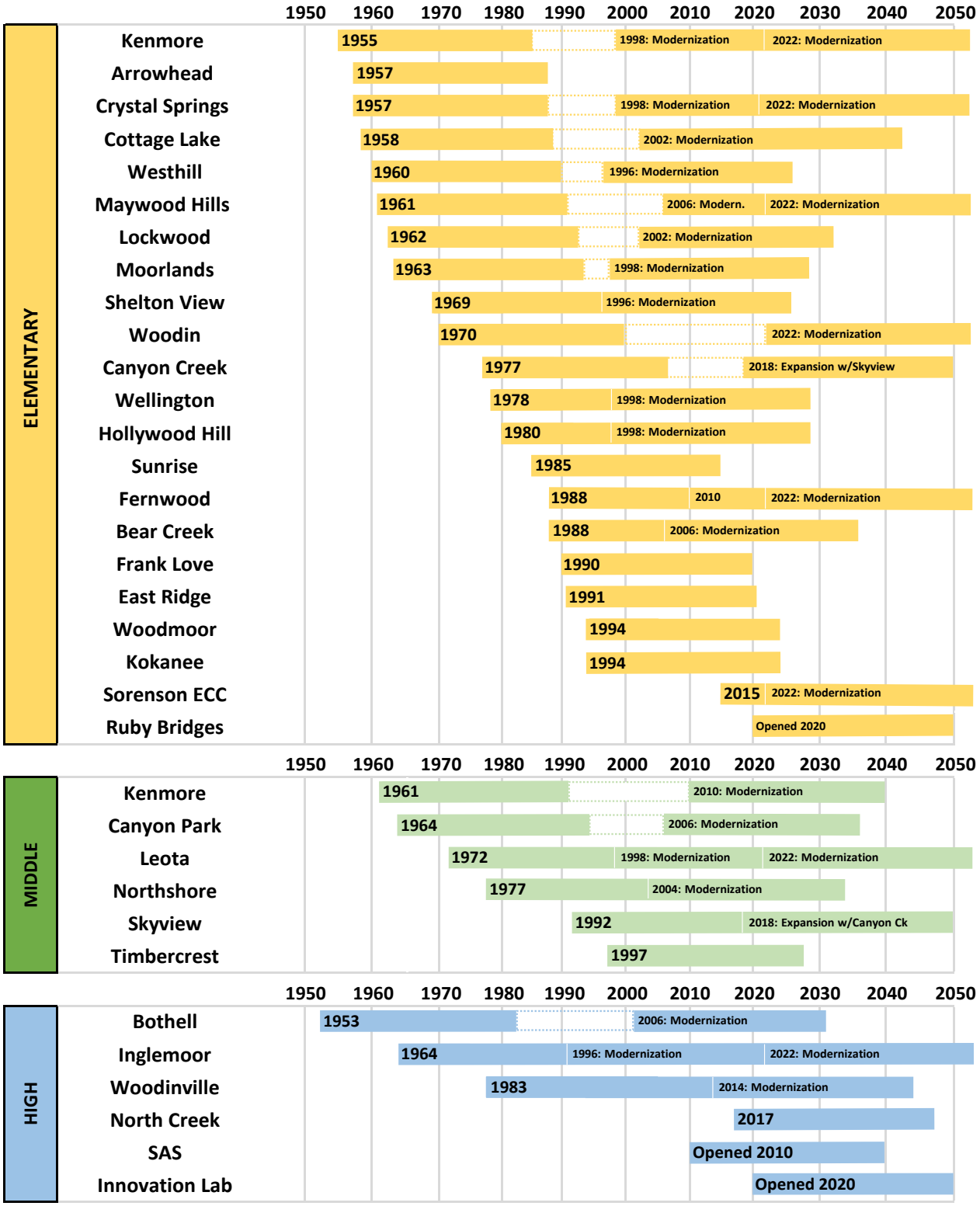
Capacity takes into consideration the specific programs that take place in each of the classrooms in a school every year. For example, capacities in rooms utilized for programs such as special education would reflect the defined service levels **(Table 3.2)**, ranging from 8 to 26 students per room. 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		Multi-Family	
	2,574 Units		3,296 Units	
	Students	Factor	Students	Factor
K	157	0.061	39	0.012
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		Apartments	
	866 Units		2,430 Units	
	Students	Factor	Students	Factor
K	31	0.036	8	0.003
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:

	Site Size Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ SFDU
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:

	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFDU
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:

	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFDU
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:

	Const Cost Allocation	OSPI Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ SFDU
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:

	Site Size Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ THDU
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:

	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ THDU
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:

	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ THDU
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:

	Const Cost Allocation	OSPI Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ THDU
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:

	Site Size Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ MFDU
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:

	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFDU
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:

	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFDU
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:

	Const Cost Allocation	OSPI Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ MFDU
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