



## KING COUNTY

1200 King County Courthouse  
516 Third Avenue  
Seattle, WA 98104

### Signature Report

#### Ordinance 19695

**Proposed No.** 2023-0347.2

**Sponsors** McDermott

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

#### 13 STATEMENT OF FACTS:

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

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

Ordinance 19695

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

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

32           5. Consistent with K.C.C. 21A.28.154, the school technical review  
33           committee met on June 7, 2023, to review each school district's capital  
34           facilities plan, enrollment projections, standard of service, and the  
35           district's overall capacity for the next six years to ensure consistency with  
36           the Growth Management Act, with the King County Comprehensive Plan,  
37           and adopted community and subarea plans and with the district's  
38           calculation and rationale for proposed impact fees. The committee  
39           concluded that the plans attached to this ordinance accurately reflect the  
40           districts' facilities status and concurred with the calculation and rationale  
41           for the impact fees.

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

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Ordinance 19695

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43 facilities plans was conducted by the districts as lead agency on behalf of  
44 King County, and each district issued a Determination of Nonsignificance.  
45 The environmental review conducted by each district adequately  
46 represents the environmental elements and supports the issuance of a  
47 Determination of Nonsignificance for a non-project action.

48 BE IT ORDAINED BY THE COUNCIL OF KING COUNTY:

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

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

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

Ordinance 19695

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64           A. The Tahoma School District No. 409 Capital Facilities Plan (~~((2022-2027))~~)  
65    2023-2028, adopted (~~((June 28, 2022))~~) June 13, 2023, which is included in Attachment A  
66    to (~~((Ordinance 19545))~~) this ordinance;

67           B. The Federal Way Public Schools Capital Facilities Plan (~~((2023))~~) 2024,  
68    adopted (~~((June 14, 2022))~~) June 27, 2023, which is included in Attachment B to  
69    (~~((Ordinance 19545))~~) this ordinance;

70           C. The Riverview School District No. 407 (~~((2022))~~) 2023 Capital Facilities Plan,  
71    adopted (~~((June 28, 2022))~~) June 27, 2023, which is included in Attachment C to  
72    (~~((Ordinance 19545))~~) this ordinance;

73           D. The Issaquah School District No. 411 (~~((2022))~~) 2023 Capital Facilities Plan,  
74    adopted (~~((June 8, 2022))~~) June 22, 2023, which is included in Attachment D to  
75    (~~((Ordinance 19545))~~) this ordinance;

76           E. The Snoqualmie Valley School District No. 410 Capital Facilities Plan  
77    (~~((2022))~~) 2023, adopted (~~((June 2, 2022))~~) June 8, 2023, which is included in Attachment E  
78    to (~~((Ordinance 19545))~~) this ordinance;

79           F. The Highline School District No. 401 Capital Facilities Plan (~~((2022-2027))~~)  
80    2023-2028, adopted (~~((July 6, 2022))~~) July 12, 2023, which is included in Attachment F to  
81    (~~((Ordinance 19545))~~) this ordinance;

82           G. The Lake Washington School District No. 414 Six-Year Capital Facilities  
83    Plan (~~((2022-2027))~~) 2023-2028, adopted (~~((June 6, 2022))~~) June 20, 2023, which is included  
84    in Attachment G to (~~((Ordinance 19545))~~) this ordinance;

Ordinance 19695

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85 H. The Kent School District No. 415 Six-Year Capital Facilities Plan ((2021-  
86 2022 through 2027-2028)) 2022-2023 through 2028-2029, adopted ((~~June 22, 2022~~))  
87 June 28, 2023, which is included in Attachment H to ((~~Ordinance 19545~~)) this ordinance;

88 I. The Northshore School District No. 417 Capital Facilities Plan ((2022-28))  
89 2023-29, adopted ((~~June 27, 2022~~)) August 28, 2023, which is included in Attachment I  
90 to ((~~Ordinance 19545~~)) this ordinance;

91 J. The Enumclaw School District No. 216 Capital Facilities Plan ((2022-2027))  
92 2023-2028, adopted ((~~July 11, 2022~~)) July 24, 2023, which is included in Attachment J to  
93 ((~~Ordinance 19545~~)) this ordinance;

94 K. The Fife School District No. 417 Capital Facilities Plan ((2022-2028)) 2023-  
95 2029, adopted ((~~July 25, 2022~~)) July 31, 2023, which is included in Attachment K to  
96 ((~~Ordinance 19545~~)) this ordinance;

97 L. The Auburn School District No. 408 Capital Facilities Plan ((2022 through  
98 2028)) 2023 through 2029, adopted ((~~June 27, 2022~~)) June 12, 2023, which is included in  
99 Attachment L to ((~~Ordinance 19545~~)) this ordinance; and

100 M. The Renton School District No. 403 ((2022)) 2023-24 Capital Facilities Plan,  
101 adopted ((~~July 13, 2022~~)) July 12, 2023, which is included in Attachment M to  
102 ((~~Ordinance 19545~~)) this ordinance.

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

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

## Ordinance 19695

SCHOOL DISTRICT	SINGLE FAMILY	MULTIFAMILY
	per dwelling	per dwelling
	unit	unit
Auburn, No. 408	<del>\$((7,963))</del>	<del>\$((9,913))</del> <u>9,914</u>
	<u>5,957</u>	
Enumclaw, No. 216	<del>((13,210))</del>	<del>((8,326))</del> <u>7,576</u>
	<u>12,909</u>	
Federal Way, No. 210	0	<del>((0))</del> <u>6,998</u>
Fife, No. 417	<del>((4,039))</del>	<del>((733))</del> <u>2,231</u>
	<u>5,037</u>	
Highline, No. 401	0	0
Issaquah, No. 411	<del>((11,377))</del>	<del>((4,718))</del> <u>3,514</u>
	<u>15,510</u>	
Kent, No. 415	0	0
Lake Washington, No.	<del>((18,610))</del>	<del>((3,586))</del> <u>352</u>
414	<u>5,149</u>	
Northshore, No. 417	<del>((17,963))</del>	<del>((2,625))</del> <u>4,214</u>
	<u>16,957</u>	
Renton, No. 403	<del>((2,911))</del>	<del>((3,697))</del> <u>4,257</u>
	<u>2,161</u>	
Riverview, No. 407	<del>((8,246))</del>	<del>((5,517))</del> <u>6,598</u>
	<u>9,269</u>	

Ordinance 19695

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Snoqualmie Valley	(( <del>16,203</del> ))	(( <del>5,534</del> )) <u>6,391</u>
No. 410	<u>9,231</u>	
Tahoma, No. 409	(( <del>4,535</del> ))	(( <del>1,120</del> )) <u>2,366</u>
	<u>7,952</u>	

107           B. The school impact fees established in subsection A. of this section take effect  
108   January 1, ((~~2023~~)) 2024.

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

Ordinance 19695


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


Ordinance 19695 was introduced on 10/10/2023 and passed by the Metropolitan King County Council on 11/28/2023, by the following vote:

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

KING COUNTY COUNCIL  
KING COUNTY, WASHINGTON

DocuSigned by:  
  
E76CE01F07B14EF...  
Dave Upthegrove, Chair

ATTEST:

DocuSigned by:  
  
8DE1BB375AD3422...  
Melani Hay, Clerk of the Council

APPROVED this \_\_\_\_\_ day of 12/6/2023, \_\_\_\_\_.

DocuSigned by:  
  
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Dow Constantine, County Executive

**Attachments:** A. Tahoma School District No. 409 Capital Facilities Plan 2023 to 2028, B. Federal Way Public Schools Capital Facilities Plan 2024, C. Riverview School District No. 407 Capital Facilities Plan 2023, D. Issaquah School District No. 411 2023 Capital Facilities Plan, E. Snoqualmie Valley School District No. 410 Capital Facilities Plan 2023, F. Highline School District No. 401 Capital Facilities Plan 2023-2028, G. Lake Washington School District No. 414 Six-Year Capital Facilities Plan 2023-2028, H. Kent School District No. 415 Six-Year Capital Facilities Plan 2022-2023 through 2028-2029, I. Northshore School District No. 417 Capital Facilities Plan 2023-29, J. Enumclaw School District No. 216 Capital Facilities Plan 2023-2028, K. Fife School District No. 417 Capital Facilities Plan 2023-2029, L. Auburn School District No. 408 Capital Facilities Plan 2023 through 2029, M. Renton School District No. 403 2023-24 Capital Facilities Plan

# **CAPITAL FACILITIES PLAN**

**2023 to 2028**

**Tahoma School District  
No. 409**

**Adopted: June 13<sup>th</sup> 2023**

TABLE OF CONTENTS

	Page
Summary.....	1
Six-Year Enrollment Projection .....	3
Standard of Service and Availability of Space .....	4
Inventory of Permanent Facilities.....	6
Projected Enrollment and Capacity.....	7
Facility Needs and Financial Plan .....	10
Fee Calculations .....	12
Student Generation Data .....	13
Past and Future Enrollment Data .....	A-1
Impact Fee Calculation .....	B-1
District Map .....	C-1



**TAHOMA SCHOOL DISTRICT NO. 409  
2023  
CAPITAL FACILITIES PLAN - UPDATE**

**Summary:**

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

The District continues to house a large number of families with children within its boundary area. On average, there are about 56 public school students for every 100 single family homes in the District. This is larger than any other District in the County.

Although Tahoma was affected by the pandemic, the District has seen a better recovery in its enrollment than many of its neighbors. Enrollment in October 2022 is just slightly below where it was prior to the start of the pandemic. This does not mean, however, that all the students who were out of school in 2020 have returned. Migration data suggests that more families than usual left during the pandemic and many of these families will not return. But the District has seen growth from new housing in the past two years bringing new students into the District to help make up for these losses as well as continuing the ongoing enrollment growth trend.

Despite the recovery in the District's enrollment, recent demographic trends suggest that growth could start to slow some over the next few years. There are regional trends, for example, like births, population growth, and home sales that are likely to impact enrollment in the near future. The District intends to monitor enrollment and demographic trends closely and will include relevant information in the future updates to this CFP.

Following a period of modest growth, the District continues to receive slight enrollment gains. Tahoma has seen net gains of about 200 students a year for the past two years, bringing enrollment back to the level it was at prior to the start of the pandemic. However, elementary enrollment is still lower than it was prior to the pandemic. In 2015, the total student headcount was 7,913 and in October 2022 the count is 8,829, an increase of 10.4% percent. The District expects enrollment to stabilize and grow with the return to in-person learning and post-pandemic environment. Current enrollment, along with projections presented herein, indicates that the enrollment growth overall will continue over the next six years, reaching a headcount total of 9,389 by the 2028-29 school year.

The 2013 bond projects are now complete and the District is assessing new capacity needed to meet projected growth and planning for interim projects as a part of this Capital Facilities Plan update. The District created a Housing Committee in 2020, comprised of staff and community members, to review and propose solutions for long term capacity needs. The Committee delivered recommendations to the District's Board of Directors in December 2022.

Thereafter, the District formed a Bond Advisory Committee to consider the Housing Committee recommendations along with other District planning needs. The BAC recommendations contemplate several capacity and non-capacity proposals. To address short-term enrollment growth and related capacity needs at the middle and high school levels, the District's Bond Advisory Committee (BAC) has discussed near term additions at Summit Trail Middle School and Tahoma High School. Other recommendations include a new elementary school well as safety and security projects, playfield improvements, and equitable warm/safe/dry projects throughout the district. The Board is currently reviewing the BAC recommendations and, if approved, the projects would be placed on a future construction bond proposal. The District anticipates that, subject to Board and voter approvals, the two addition projects would be constructed and complete within the six year planning period of this CFP. The District's next Capital Facilities Plan update will provide updated information related to any final Board actions. Based on current enrollment projections and capacity needs, the District anticipates the need for growth-related capacity at the secondary level. The BAC recommended planning solutions are identified in the Facilities Needs and Financial Plan section of this CFP.

## SIX-YEAR ENROLLMENT PROJECTIONS

The District consulted with William L. (“Les”) Kendrick Ph.D., an independent demographer, to gain a better understanding of the current reality for Tahoma. The demographer uses, a modified cohort survival method to forecast future enrollment. The method considers a variety of factors to evaluate the potential student population growth for the years 2023 through 2032. These factors include: projected births, projected growth in the K-12 population, and a model which considers growth in population and housing within the District’s boundaries.

K-12 enrollment in the four-county Puget Sound area is still about 23,000 less than what it was in October 2019, prior to the start of the pandemic. At this point it appears that many of the students who were out of school due to the pandemic may not return. Some may have moved, and others may be pursuing educational options outside of the public schools.

Although our long-range forecasts for the District are influenced by regional growth and birth trends, there are reasons to think that Tahoma will see enrollment grow over time. The District continues to house a large number of families with children within its boundary area. There are about 56 public school students for every 100 single family homes in the District (using latest estimates).

One reason this number is so high is that new home construction attracts a lot of families with children. A recent analysis showed that the District sees 93 students for every 100 new single-family construction homes that are sold. Multi-family units generate an average of 28 students for every 100 units. The District anticipates that it will continue to see new housing. There are about 400 units in the housing pipeline slated for future construction in the District boundary area; 104 single-family and 300 multi-family. And, the City of Maple Valley expects to add an additional 1,164 new housing units (likely multi-family) to its housing stock between 2023 and 2032. There is also continued development in the unincorporated areas. Our preferred housing forecast predicts that the District will add approximately 1,621 units between the 2020 Census and 2032.

Calculations based on the 2022 enrollment data indicate that growth will consistently increase over the next six years. Current enrollment of 8,829 (October 2022) is projected to increase to 9,389 (HC) in the 2028-29 school year – an increase of 10.4 percent. K-5 may see a slight overall decrease while 6-8 and 9-12 will experience enrollment growth.

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



## **STANDARD OF SERVICE AND AVAILABILITY OF SPACE**

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

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

### **Standards of Service for Elementary School Students:**

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

### **Standards of Service for Senior and Middle School Students:**

1. Class sizes for grades 6-8 average 30 and class sizes for grades 9-12 average 32.
2. Self-contained special education classes are offered in all buildings.
3. Advanced vocational classes have less than average number of enrollees.
4. Classes are utilized during the day for planning and student consultation.
5. Certain specialty classes, such as visual and performing arts, health and fitness, drama, band, and all vocational courses are not always conducive for scheduling general classes. The district utilizes these specialty areas to the greatest extent possible.
6. The District has/will relocate students of one grade level to facilities of another grade level to take advantage of available excess capacity. The District will continue such actions as necessary.

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

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

<b>Cedar River Elem</b>	K-5	Is under capacity by 180 students in permanent facilities and is 272 students under capacity when considering relocatable facilities.
<b>Glacier Park Elem</b>	K-5	Is over capacity by 171 students in permanent facilities and 105 students under capacity when considering relocatable facilities.
<b>Lake Wilderness Elem</b>	K-5	Is under capacity by 52 students in permanent facilities and 144 students under capacity when considering relocatable facilities.
<b>Rock Creek Elem</b>	K-5	Is over capacity by 127 students in permanent facilities and 103 under capacity when considering relocatable facilities.
<b>Shadow Lake Elem</b>	K-5	Is under capacity by 32 students in permanent facilities and 124 students under capacity when considering relocatable facilities.
<b>Tahoma Elem</b>	K-5	Is over capacity by 80 students in permanent facilities and 58 students under capacity when considering relocatable facilities.
<b>Maple View Middle</b>	6-8	Is under capacity by 233 students in permanent facilities.
<b>Summit Trail Middle</b>	6-8	Is over capacity by 5 students in permanent facilities and under capacity by 169 students when considering relocatable facilities.
<b>Tahoma High</b>	9-12	Is over capacity by 14 students in permanent facilities and under capacity by 24 students when considering relocatable facilities.

**INVENTORY OF PERMANENT FACILITIES****Instructional Facilities**

			Permanent Capacity	Temporary Capacity	October 22 Head Enrollment
Cedar River Elementary	K-5	22516 Sweeney Road SE Maple Valley, 98038	782	92	602
Glacier Park Elementary	K-5	23700 SE 280 <sup>th</sup> Maple Valley, 98038	598	230	769
Lake Wilderness Elementary	K-5	24216 Witte Road SE Maple Valley, 98038	759	92	707
Rock Creek Elementary	K-5	25700 Maple Vly-Black Dmd Rd SE Maple Valley, 98038	598	230	725
Shadow Lake Elementary	K-5	22620 Sweeney Road SE Maple Valley, 98038	529	92	497
Tahoma Elementary	K-5	24425 S.E. 216 <sup>th</sup> Maple Valley, 98038	621	138	701
Maple View Middle School	6-8	18200 SE 240 <sup>th</sup> Kent, 98042	1,247	0	1014
Summit Trail Middle School	6-8	25600 SE Summit-Landsburg Rd. Ravensdale, 98051	1,102	174	1,107
Tahoma High School	9-12	23499 SE Tahoma Way Maple Valley, 98038	2,693	138	2,707

**Support Facilities**

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

## **PROJECTED ENROLLMENT AND CAPACITY**

To address K-5 capacity needs, new permanent modular classrooms were added at Cedar River Elementary School in the spring of 2022, increasing permanent capacity at that school by just over 200 students. Glacier Park Elementary added new temporary portable classrooms in the Summer of 2022 increasing temporary capacity at that school by about 50 students.

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

The District continues to review enrollment increases and related housing needs, as well as planned capacity improvements. Future updates to this CFP will include any adopted adjustments as well as updated information from the Tahoma School Board related to capacity. Increases in capacity planning is subject to final Board review. Action would be needed by the board to place a bond before the voters; leading to the voter's approval of the construction bond. The District will continue to use relocatable facilities to address growth needs. In particular, the District plans to closely monitor capacity needs and add relocatable capacity as necessary depending on actual enrollment growth. Note that the District uses relocatable capacity as a temporary remedy only.



**PROJECTED ENROLLMENT AND CAPACITY (2023-2028)**

<b>Elementary (K-5)</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
Permanent Program Capacity	3,887	3,887	3,887	3,887	3,887	3,887
Total Relocatable Capacity	920	920	920	920	920	920
Total Capacity	4,807	4,807	4,807	4,807	4,807	4,807
Projected Enrollment	4,110	4,156	4,124	4,066	4,008	3,988
Available Capacity (Temp. & Perm. Facilities)	697	651	683	741	799	819

\*Includes 204 student capacity added in 2021 at Cedar River Elementary School

<b>Middle Schools (6-8)</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
Permanent Program Capacity	2,349	2,349	2,349	2,349	2,349	2,679
Total Relocatable Capacity	174	174	174	174	174	174
Total Capacity	2,523	2,523	2,523	2,523	2,523	2,853
Projected Enrollment	2,122	2,195	2,232	2,339	2,444	2,447
Available Capacity (Temp. & Perm. Facilities)	402	407	330	292	186	406

\*Added permanent capacity at Summit Trail Middle School

<b>High School (9-12)</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
Permanent Program Capacity	2,693	2,693	2,693	2,693	2,693	3,193
Total Relocatable Capacity	138	138	138	138	138	138
Total Capacity	2,831	2,831	2,831	2,831	2,831	3,193
Projected Enrollment	2,781	2,761	2,809	2,810	2,819	2,954
Available Capacity (Temp. & Perm. Facilities)	124	50	70	22	21	239

\*Added permanent capacity at Tahoma High School



For the District's internal planning review only, the following chart identifies the projected enrollment and capacity analysis for each grade band using the District's ten-year enrollment projections (through the 2032-33 school year). The chart assumes that the District will not add or adjust any new permanent or temporary capacity, nor adjust programmatic requirements, within the ten-year planning period. It also assumes that the enrollment projections included in Appendix A hold steady through the 2032-33 school year. However, enrollment projections are generally most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions, land use, and demographic trends in the area affect the projection. As such, the projected enrollment for 2031-32 should be viewed through that lens. The District will continue to update its projections on a regular basis. The projections below show a high utilization rate for the middle and high school levels. This means that during planning periods, those spaces would be used by another teacher, e.g. "teacher on a cart" (89% and 87% respectively).

**PROJECTED ENROLLMENT AND CAPACITY (2031-32 school year)**

	K-5	6-8	9-12
Projected Enrollment	4,156	2,286	3,186
Permanent Capacity	3,887	2,349	2,693
Total Capacity (Temp/Perm)	4,807	2,523	2,831
Available Capacity (Temp/Perm)	651	237	(355)

## **FACILITY NEEDS AND FINANCIAL PLAN**

### **Needs Forecast:**

To meet expected enrollment increases and to address other facility needs, the District in recent years completed several bond projects and implemented grade reconfiguration. The District is now planning for additional capacity projects at all three grade levels. The middle and high school projects are growth related.

The District's completion of the 2013 bond projects and associated grade reconfiguration help to address continuing enrollment growth. Conversion of the former Tahoma High School to Maple Valley Middle School (grades 6-8), renaming of and grade reconfiguration at the former Tahoma Junior High School to Summit Trail Middle School (grades 6-8), complete in August 2017, resulted in a net 214 new seats at the 6-8 level. The construction, conversion, and grade reconfiguration at the former Tahoma Middle School (to Tahoma Elementary School) and former Cedar River Middle School (to Cedar River Elementary School) were complete in August 2017. The Tahoma Elementary School and Cedar River Elementary School, together with the new Lake Wilderness Elementary School, increased K-5 capacity by nearly 800 net new seats. Tahoma Senior High School and Regional Learning Center added nearly 1,450 net new seats at the 9-12 level when opened in 2017. In the spring of 2022, the District opened a six-classroom permanent modular construction addition (204 new seats) at the Cedar River Elementary School campus.

The District's Bond Advisory Committee is working now to develop and provide considerations to the Board of Directors for a future bond to address capacity and facility needs throughout the District. The Committee's recommendations are expected in the spring of 2023, with Board review and action related to a future bond to follow. In the interim, the District is planning for capacity solutions to serve growth at the middle and high school levels, and to plan for long-term growth at the elementary school level. Increases in capacity planning is subject to final Board review. Action would be needed by the board to place a bond before the voters; and the voter would need to approve the construction bond. Based on the current BAC recommendations, those solutions could include a new elementary school and additions at the high school and middle school level. The Cedar River Elementary School addition continues to provide available capacity for growth in the interim. In addition, the District may add or relocate portables for growth-related needs during the six years of this Plan. Future updates to this Capital Facilities Plan will include information regarding the Bond Advisory Committee's recommendations and any related Board actions, as well as the District's refined planning as a result of that work.

## FINANCE PLAN

### Capacity Projects

Facility	Proposed Start Date	Proposed/ Actual End Date	Location	Capacity Change	% of Facilities to Serve New Growth	Anticipated Source of Funds**	Site Cost*	Construction Cost
STMS	2024	2027	25600 SE Summit Landsburg Rd, Ravensdale, WA 98051	330	100%	Bond	N/A	\$29,450,000
TSHS	2024	2027	23499 SE Tahoma Way, Maple Valley, WA 98038	430	100%	Bond	N/A	\$31,000,000
<b>TOTAL</b>								<b>\$60,450,000</b>

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

### Non Capacity Projects

Facility	Proposed Start Date	Proposed End Date	Location	Anticipated Source of Funds	Site Cost*	Construction Cost
HVAC – Design and Engineering	3/21	9/24	CR, RC, STMS, GPES, TES, MVMS, SLES	Cap	N/A	\$20,748,000
<b>TOTAL</b>						<b>\$20,748,000</b>



## **FEE CALCULATIONS**

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

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

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

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

Impact fees are calculated based on the District's cost per dwelling unit for capacity projects that will serve the student from new development (including, as applicable, the purchase of land for school sites, making site improvements, constructing schools and purchasing/installing portable facilities). As required under GMA, credits have also been applied for State Match Funds to be reimbursed to the District and property taxes to fund the projects that will be proposed for future bond measures. Assessed values for single and multi-family housing in the Tahoma School District were provided by the King County Assessor in February 2023.

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

Appendix B includes the District's fee calculation. Single Family Housing will yield a fee of \$7,952 and multi-family housing will yield a fee of \$2,366.

## STUDENT FACTORS

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

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

### Single Family Dwelling Units:

Sales Years	Number of Units	Grade Level	Students Generated	Generation Rate
1/1/2017 to 12/31/2021				
SFT->	872	K-5	478	0.548
		6-8	173	0.198
		9-12	158	0.181
		Totals	809	0.928

### Multi-Family Dwelling Units:

	Auburn	Federal Way*	Issaquah	Lake Washington	Northshore	Average^
Elementary	0.440	0.710	0.089	0.039	0.071	0.160
Middle	0.150	0.367	0.029	0.016	0.027	0.056
High	0.172	0.367	0.029	0.022	0.034	0.064
Total	0.762	1.444	0.147	0.077	0.132	0.280

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

*^Figures are rounded.*

## APPENDIX A – ENROLLMENT PROJECTIONS

### Medium Range Forecast (Recommended at this Time)

#### Medium Range Forecast (Recommended)

	Projected Births									
	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
King County	24,337	24,090	23,638	23,428	23,583	23,973	24,428	24,632	24,899	25,178
K Enroll as %	2.45%	2.44%	2.45%	2.47%	2.49%	2.50%	2.50%	2.51%	2.51%	2.54%
City of Maple Valley	341	337	331	328	330	336	342	345	349	352
K Enroll % of City	175.1%	174.5%	175.3%	176.3%	178.0%	178.7%	178.7%	179.5%	179.5%	181.2%

	<u>Oct23</u>	<u>Oct24</u>	<u>Oct25</u>	<u>Oct26</u>	<u>Oct27</u>	<u>Oct28</u>	<u>Oct29</u>	<u>Oct30</u>	<u>Oct31</u>	<u>Oct32</u>
<b>K</b>	597	588	580	578	588	600	611	619	626	639
<b>1</b>	649	632	623	615	613	623	635	648	656	664
<b>2</b>	704	677	659	650	642	640	649	663	676	685
<b>3</b>	731	738	710	692	683	673	671	682	696	710
<b>4</b>	733	757	764	735	717	707	697	695	706	722
<b>5</b>	695	763	787	795	765	746	736	726	724	737
<b>6</b>	694	705	773	798	806	776	756	746	737	736
<b>7</b>	762	720	731	802	827	835	804	784	774	766
<b>8</b>	666	771	728	739	811	836	844	813	793	784
<b>9</b>	754	687	794	751	762	835	862	871	839	819
<b>10</b>	753	751	684	791	748	759	832	858	867	837
<b>11</b>	680	690	687	627	724	685	695	762	786	795
<b>12</b>	<u>595</u>	<u>634</u>	<u>643</u>	<u>641</u>	<u>585</u>	<u>676</u>	<u>639</u>	<u>649</u>	<u>711</u>	<u>735</u>
<b>Total</b>	<b>9,013</b>	<b>9,112</b>	<b>9,165</b>	<b>9,215</b>	<b>9,271</b>	<b>9,389</b>	<b>9,430</b>	<b>9,517</b>	<b>9,593</b>	<b>9,628</b>

Change	184	99	53	50	56	118	40	87	77	35
% Change	2.1%	1.1%	0.6%	0.5%	0.6%	1.3%	0.4%	0.9%	0.8%	0.4%

K-5	4,110	4,156	4,124	4,066	4,008	3,988	3,999	4,033	4,084	4,156
6-8	2,122	2,195	2,232	2,339	2,444	2,447	2,404	2,344	2,305	2,286
9-12	2,781	2,761	2,809	2,810	2,819	2,954	3,027	3,140	3,204	3,186

## APPENDIX B – SCHOOL IMPACT FEE CALCULATION

<b>School Site Acquisition Cost:</b>							
((Acres x Cost per Acre) / Facility Capacity) x Student Factor							
	Facility	Cost/	Facility	Student	Student		
	Acreage	Acre	Capacity	Factor	Factor	Cost/	Cost/
				SFR	MFR	SFR	MFR
Elementary	20.00	\$0	204	0.548	0.160	\$0	\$0
Middle	35.00	\$0	800	0.198	0.056	\$0	\$0
High	35.00	\$0	2,692	0.181	0.064	\$0	\$0
						\$0	\$0
<b>School Construction Cost</b>							
((Facility Cost / Facility Capacity) x Student Factor) x (Permanent / Total Sq Ft)							
	%Perm/	Facility	Facility	Student	Student		
	Total Sq.Ft.	Cost	Capacity	Factor	Factor	Cost/	Cost/
				SFR	MFR	SFR	MFR
Elementary	96.11%		204	0.548	0.160	\$0	\$0
Middle	96.11%	\$ 31,000,000	330	0.198	0.056	\$17,876	\$5,056
High	96.11%	\$ 29,450,000	500	0.181	0.064	\$10,246	\$3,623
						\$28,123	\$8,679
<b>Temporary Facility Cost:</b>							
((Facility Cost / Facility Capacity) x Student Factor) x (Temporary / Total Square Feet)							
	%Temp/	Facility	Facility	Student	Student		
	Total Sq.Ft.	Cost	Size	Factor	Factor	Cost/	Cost/
				SFR	MFR	SFR	MFR
Elementary	3.89%	\$ -	20	0.548	0.160	\$0	\$0
Middle	3.89%	\$ -	25	0.198	0.056	\$0	\$0
High	3.89%	\$ -	25	0.181	0.064	\$0	\$0
						\$0	\$0
<b>State Funding Assistance Credit:</b>							
CCA x OSPI Square Footage x Funding Assistance % x Student Factor							
	Current	OSPI Square	District	Student	Student		
	CCA	Footage	Funding %	Factor	Factor	Cost/	Cost/
				SFR	MFR	SFR	MFR
Elementary	\$ 246.83	90	0.00%	0.548	0.160	\$0	\$0
Middle	\$ 246.82	108	0.00%	0.198	0.056	\$0	\$0
Sr. High	\$ 246.83	130	63.29%	0.181	0.064	\$3,676	\$1,300
						\$3,676	\$1,300
<b>Tax Payment Credit:</b>							
Average Assessed Value							
Capital Bond Interest Rate							
Net Present Value of Average Dwelling							
Years Amortized							
Property Tax Levy Rate							
Present Value of Revenue Stream							
<b>Fee Summary:</b>							
				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$28,123	\$8,679		
Temporary Facility Cost				\$0	\$0		
State Funding Credit				(\$3,676)	(\$1,300)		
Tax Payment Credit				(\$8,543)	(\$2,646)		
FEE (AS CALCULATED)				\$15,904	\$4,733		
50% LOCAL SHARE				\$7,952	\$2,366		





**TAHOMA SCHOOL DISTRICT NO. 409**  
Maple Valley, Washington

**Resolution No. 2023-08** Capital Facilities Plan for 2023/2024

WHEREAS, the Tahoma School District No. 409 is required to adopt the Capital Facilities Plan for the 2023-2028 school years; and,

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

THEREFORE, BE IT RESOLVED that the Board of Directors of the Tahoma School District No. 409, on this 6th day of June, 2023, approves the Capital Facilities Plan for the 2023 - 2028 school years.

ADOPTED THIS 6<sup>th</sup> day of June, 2023.



President



Director



Director



Director



Director

Attest:

  
Secretary



# Attachment B

Ordinance 19695



## FEDERAL WAY PUBLIC SCHOOLS

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

# 2024 CAPITAL FACILITIES PLAN



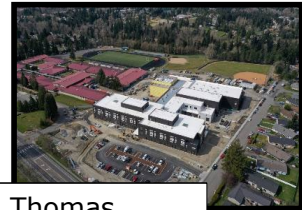
Lake Grove  
Elementary



Mirror Lake  
Elementary



Wildwood  
Elementary



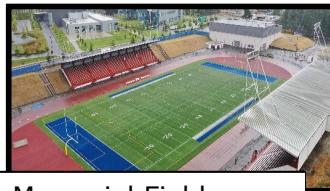
Thomas  
Jefferson  
High School



Star Lake  
Elementary &  
Evergreen  
Middle School



Olympic  
View K-8



Memorial Field  
Renovation



Illahee Middle  
School

## Federal Way District No. 210 Federal Way, Washington

Adopted ☐ June 27, 2023

Re ☐ on ☐ 2023-18

***The Federal Way School District No. 210 hereby provides this Capital Facilities Plan documenting present and future school facility requirements of the District. The plan contains all elements required by the Growth Management Act and King County Council Ordinance 21-A.***

**FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN**

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**FEDERAL WAY PUBLIC SCHOOLS  
2024  
CAPITAL FACILITIES PLAN  
May 12, 2023**

**BOARD OF EDUCATION**

Trudy Davis, President  
Dr. Jennifer Jones, Vice President  
Luckisha Phillips, Legislative Representative  
Quentin Morris, WIAA Representative  
Hiroshi Eto

**SUPERINTENDENT**

Dr. Dani Pfeiffer

Prepared by: Ty Bergstrom, Chief Finance & Operations Officer, Interim  
Sally McLean, Facilitator  
Michael Swartz, Executive Director of Capital Projects  
Jennifer Thomas, Student & Demographic Forecaster

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### TABLE OF CONTENTS

	TABLE OF CONTENTS	1
	INTRODUCTION	2-3
SECTION 1	THE CAPITAL FACILITIES PLAN	
	Introduction	4
	Inventory of Educational Facilities	5
	Inventory of Non-Instructional Facilities	6
	Needs Forecast - Existing Facilities	7
	Needs Forecast - New Facilities	8
	Six Year Finance Plan	9-10
SECTION 2	MAPS	
	Introduction	11
	Map – City and County Jurisdictions	12
SECTION 3	SUPPORT DOCUMENTATION	
	Introduction	13
	Building Capacities	14-16
	Portable Locations	17-18
	Student Forecast	19-22
SECTION 4	KING COUNTY, CITY OF FEDERAL WAY, AND CITY OF KENT IMPACT FEE CALCULATIONS	
	Introduction	23
	Capacity Summaries	24-28
	Impact Fee Calculations	29-31
	Student Generation Rates	32
	Impact Fee Changes from 2023 to 2024	33

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### **INTRODUCTION**

In response to the requirements of the State of Washington Growth Management Act (SHB) 2929 (1990) and ESHB 1025 (1991)), and under the School Impact Fee Ordinances of King County Code 21A, City of Federal Way Ordinance No. 95-249 effective December 21, 1995 as amended, City of Kent Ordinance No.4278 effective June 2018, revised December 2021, and the City of Auburn Ordinance No. 5078 effective 1998, Federal Way Public Schools has updated its Capital Facilities Plan as of May 2023.

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

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

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

Currently Federal Way Public Schools is nearing the end of Phase 2 Bond projects supporting school expansion and replacement as authorized by the voters in 2017. Prior to the passage of the Phase 2 Bond the District formed a 100 member Facilities Planning Committee consisting of parents, community members and staff. This Committee was tasked with developing a recommendation to the Superintendent regarding Phase 2 of the District's plan for school construction, remodeling, and/or modernization for voter consideration in November 2017. The voters passed this \$450M bond authorization with a 62% YES vote reflecting a commitment to invest in the modernization of our infrastructure. As of today, the District has completed Thomas Jefferson High School, Evergreen Middle School, Lake Grove Elementary, Mirror Lake Elementary, Star Lake Elementary, and Wildwood Elementary. Additionally, Olympic View K-8 is scheduled to open in Fall of 2023. Illahee Middle school is at the end of the Design Phase and set for Construction beginning June 2023. Finally, Memorial Field is under construction with completion target of Fall 2023.

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## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### **INTRODUCTION, continued**

The rebuilding of the schools has and will continue create additional capacity for students at the elementary and high school levels.

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

The COVID-19 pandemic negatively affected brick and mortar enrollment in recent years, as well as increased enrollment in the Internet Academy. However, the district's 2022-23 enrollment was higher than projected and has continued to grow throughout the current school year. As we move farther away from the effects of COVID-19, we expect to see continued enrollment growth, especially considering the City of Federal Way's plans to increase housing in the downtown core in conjunction with Sound Transit's Link Light Rail development.

The District has increased capacity at the elementary level over the past several years and shows no unhoused scholars based on the six-year enrollment projections (even with projected growth at that level). The 2024 Capital Facilities Plan does reflect growth at the high school level over the six-year planning period and, with the recent addition at Thomas Jefferson High School and the addition of portable facilities, the District is able to house new scholars at the high school level. As a result, school impact fees are appropriate to assist in offsetting costs of adding increased instructional spaces.

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### **SECTION 1 - THE CAPITAL FACILITIES PLAN**

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

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



## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### INVENTORY OF EDUCATIONAL FACILITIES

#### **ELEMENTARY SCHOOLS (K-5)**

Adelaide	1635 SW 304 <sup>th</sup> St	Federal Way	98023
Brigadoon	3601 SW 336 <sup>th</sup> St	Federal Way	98023
Camelot	4041 S 298 <sup>th</sup> St	Auburn	98001
Enterprise	35101 5 <sup>th</sup> Ave SW	Federal Way	98023
Green Gables	32607 47 <sup>th</sup> Ave SW	Federal Way	98023
Lake Dolloff	4200 S 308 <sup>th</sup> St	Auburn	98001
Lake Grove	303 SW 308 <sup>th</sup> St	Federal Way	98023
Lakeland	35827 32 <sup>nd</sup> Ave S	Auburn	98001
Mark Twain	2450 S Star Lake Rd	Federal Way	98003
Meredith Hill	5830 S 300 <sup>th</sup> St	Auburn	98001
Mirror Lake	625 S 314 <sup>th</sup> St	Federal Way	98003
Nautilus (K-8)	1000 S 289 <sup>th</sup> St	Federal Way	98003
Olympic View (K-8)	2626 SW 327 <sup>th</sup> St	Federal Way	98023
Panther Lake	34424 1 <sup>st</sup> Ave S	Federal Way	98003
Rainier View	3015 S 368 <sup>th</sup> St	Federal Way	98003
Sherwood Forest	34600 12 <sup>th</sup> Ave SW	Federal Way	98023
Silver Lake	1310 SW 325 <sup>th</sup> Pl	Federal Way	98023
Star Lake	26812 40 <sup>th</sup> Ave S, Bldg.B	Kent	98032
Sunnycrest	24629 42 <sup>nd</sup> Ave S	Kent	98032
Twin Lakes	4400 SW 320 <sup>th</sup> St	Federal Way	98023
Valhalla	27847 42 <sup>nd</sup> Ave S	Auburn	98001
Wildwood	2405 S 300 <sup>th</sup> St	Federal Way	98003
Woodmont (K-8)	26454 16 <sup>th</sup> Ave S	Des Moines	98198

#### **MIDDLE SCHOOLS (6-8)**

Federal Way Public Academy (6-10)	34620 9 <sup>th</sup> Ave S	Federal Way	98003
Illahee	36001 1 <sup>st</sup> Ave S	Federal Way	98003
Kilo	4400 S 308 <sup>th</sup> St	Auburn	98001
Lakota	1415 SW 314 <sup>th</sup> St	Federal Way	98023
Sacajawea	1101 S Dash Point Rd	Federal Way	98003
Sequoyah	3450 S 360 <sup>th</sup> ST	Auburn	98001
Evergreen	26812 40 <sup>th</sup> Ave S, Bldg.A	Kent	98032
TAF @ Saghalie (6-12)	33914 19 <sup>th</sup> Ave SW	Federal Way	98023

#### **HIGH SCHOOLS (9-12)**

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

#### **ADDITIONAL SCHOOLS**

Internet Academy (K-12)	31455 28 <sup>th</sup> Ave S	Federal Way	98003
Employment Transition Program (12+)	33250 21 <sup>st</sup> Ave SW	Federal Way	98023
Federal Way Open Doors	31455 28 <sup>th</sup> Ave S	Federal Way	98003
ES24 (Former DeVry Property) (K-8)	3600 S 344 <sup>th</sup> Way,	Federal Way	98001

FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

CURRENT INVENTORY NON-INSTRUCTIONAL FACILITIES

Developed Property

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

Leased Property

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

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

Notes:

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

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

### NEEDS FORECAST - EXISTING FACILITIES

PHASE	EXISTING FACILITY	FUTURE NEEDS	ANTICIPATED SOURCE OF FUNDS
As needed	Purchase and Relocate Portables	Interim Capacity	Anticipated source of funds is Impact Fees.
II	Thomas Jefferson High School	Replaced Existing Building, Increased Capacity	Voter Approved Capital bond
II	Illahee Middle School	Replace Existing Building	Voter Approved Capital bond
II	Evergreen Middle School	Replaced Existing Building	Voter Approved Capital bond
II	Lake Grove Elementary	Replaced Existing Building, Increased Capacity	Voter Approved Capital bond
II	Mirror Lake Elementary	Replaced Existing Building, Increased Capacity	Voter Approved Capital bond
II	Olympic View K-8 School	Replaced Existing Building, Increased Capacity	Voter Approved Capital bond
II	Star Lake Elementary	Replaced Existing Building, Increased Capacity	Voter Approved Capital bond
II	Wildwood Elementary	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Memorial Stadium	Replace Existing Facility	Voter Approved Capital bond
II	ES24 (DeVry Property)	Temp Swing School Increase Capacity	SCAP and K-3 Class size reduction funding
III	Mark Twain Elementary	Replace Existing Building, Increase Capacity	TBD, pending SCAP funding
III	Decatur High School	Replace Existing Building, Increase Capacity	TBD
III	Kilo Middle School	Replace Existing Building	TBD
III	Sacajawea Middle School	Replace Existing Building	TBD
III	Adelaide Elementary	Replace Existing Building, Increase Capacity	TBD
III	Brigadoon Elementary	Replace Existing Building, Increase Capacity	TBD
III	Camelot Elementary	Replace Existing Building, Increase Capacity	TBD
III	Lake Dolloff Elementary	Replace Existing Building, Increase Capacity	TBD
III	Nautilus K-8 School	Replace Existing Building, Increase Capacity	TBD
III	Twin Lakes Elementary	Replace Existing Building, Increase Capacity	TBD
III	Woodmont K-8 School	Replace Existing Building, Increase Capacity	TBD

FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

NEEDS FORECAST - ADDITIONAL FACILITIES

NEW FACILITY	LOCATION	ANTICIPATED SOURCE OF FUNDS
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FWPS has leased a portion of the Truman Campus property to Region X and Puget Sound Education Service District. Region X and PSESD built a Head Start building on this property which has served Federal Way 3- and 4-year-olds for the last twenty years. In the recent re-competition, the federal funding for a Head Start program at this location was lost. Subsequently the District has been using this facility for a state-funded Early Childhood Education (ECEAP) program and is currently in negotiations to secure title to the building. The building will only be available for preschool activities.

FWPS is also concluding negotiations with King County Metro to secure the Redondo Park & Ride site for the relocation of Mark Twain Elementary school, which has been impacted by the construction of Sound Transit’s Federal Way Link Extension. Construction of a replacement school is slated to be part of the next school construction bond, or Phase 3.

FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

Six Year Finance Plan

Secured Funding

Sources	
Impact Fees (1)	\$142,000
Land Sale Funds (2)	(\$3,820,000)
Bond or Levy Funds (3)	\$80,798,000
K3-Class Size Reduction (4)	\$11,692,000
School Construction Assistance Program (SCAP) (5)	\$73,877,000
TOTAL	\$162,689,000

Projected Revenue

Sources	
School Construction Assistance Program (SCAP) (6)	\$22,300,000
K-3 Class Size Reduction (7)	\$486,000
Bond Funds (8)	\$0
Land Fund Sales (9)	\$0
Impact Fees (10)	\$3,500,000
TOTAL	\$26,286,000

Actual and Planned Expenditures

Total Secured Funding and Projected Revenue	\$188,975,000
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NEW SCHOOLS	Estimated and	Budget	2024	2025	2026	2027	2028	2029	Total	Total Cost
	Prior Years	2023-24	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2023-2030	
MODERNIZATION AND EXPANSION										
Lake Grove Elementary (11)	\$39,500,000								\$0	\$39,500,000
Mirror Lake Elementary (11)	\$41,800,000								\$0	\$41,800,000
Star Lake Elementary (11)	\$38,838,000								\$0	\$38,838,000
Wildwood Elementary (11)	\$40,900,000								\$0	\$40,900,000
Olympic View K-8 School (11)	\$47,450,000								\$0	\$47,450,000
Thomas Jefferson High School (11)	\$124,787,000								\$0	\$124,787,000
Evergreen Middle School (11)	\$66,129,000								\$0	\$66,129,000
Illahee Middle School (11)	\$27,848,000	\$50,843,000	\$9,309,000						\$60,152,000	\$88,000,000
Memorial Stadium (11)	\$28,821,000	\$2,979,000							\$2,979,000	\$31,800,000
									\$0	\$0
									\$0	\$0
SITE ACQUISITION										
Former DeVry/ES 24 (12)	\$27,470,000	\$1,421,000	\$1,423,000	\$1,422,000	\$1,424,000	\$1,422,000	\$1,423,000		\$8,535,000	\$36,005,000
TEMPORARY FACILITIES										
Portables (13)	\$3,500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$3,500,000	\$7,000,000
TOTAL	\$487,043,000	\$55,743,000	\$11,232,000	\$1,922,000	\$1,924,000	\$1,922,000	\$1,923,000	\$500,000	\$75,166,000	\$562,209,000

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## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### SIX YEAR FINANCE PLAN, CON'T

**NOTES:**

1. *These fees are currently being held in a King County, City of Federal Way, City of Auburn, and City of Kent impact fee account, and will be available for use by the District for system improvements. This is yearend balance on 12/31/22.*
2. *This is yearend balance on 12/31/22.*
3. *This is the 12/31/22 balance of bond funds and capital levy funds. This figure includes interest earnings.*
4. *This represents the K3-CSR revenue received but not spent as of 12/31/2022.*
5. *This represents the balance of SCAP funding but no spent as of 12/31/2022.*
6. *This is anticipated SCAP for the future projects authorized by the voters in 2017.*
7. *This is the remaining K-3 Class size reduction grant revenue.*
8. *In November 2017, the District passed a \$450M bond measure. The amount included in the finance plan is for projects that will create additional capacity. Only the costs associated with increasing capacity are included in school impact fee calculations.*
9. *There are no projected sale of surplus properties.*
10. *In this current plan, there are no projected impact fees.*
11. *Project budgets are updated as of December 2022. The budget for Illahee Middle School is still being updated.*
12. *A former private university campus located in Federal Way was purchased in 2019 to provide up to 43 additional permanent elementary classrooms. Prior to creating new permanent capacity this location will be used as a temporary housing. These costs are excluded from impact fee calculations.*
13. *These fees represent the cost of purchasing and installing new portables. The portable expenditure in future years may replace existing portables that are not functional. These may not increase capacity and are not included in the capacity summary.*

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## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### **SECTION 2 - MAPS**

As of September 2023, Federal Way Public Schools has twenty elementary schools (grades K-5), three schools with a K-8 grade configuration, six middle school schools (grades 6-8), four high schools (grades 9-12) and four small secondary schools. The Federal Way Public Academy serves students in grades 6-10. The programs at Open Doors and Career Academy at Truman High School serves students in grades 9-12. In addition to these programs, TAF@Saghalie serves students in grades 6-12 who reside within the service area and the Employment and Transition Program (ETP) at the Norman Center serves 18–21-year-old scholars.

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

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

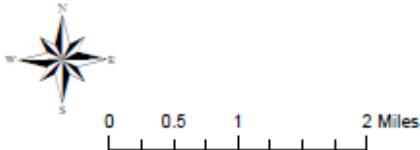
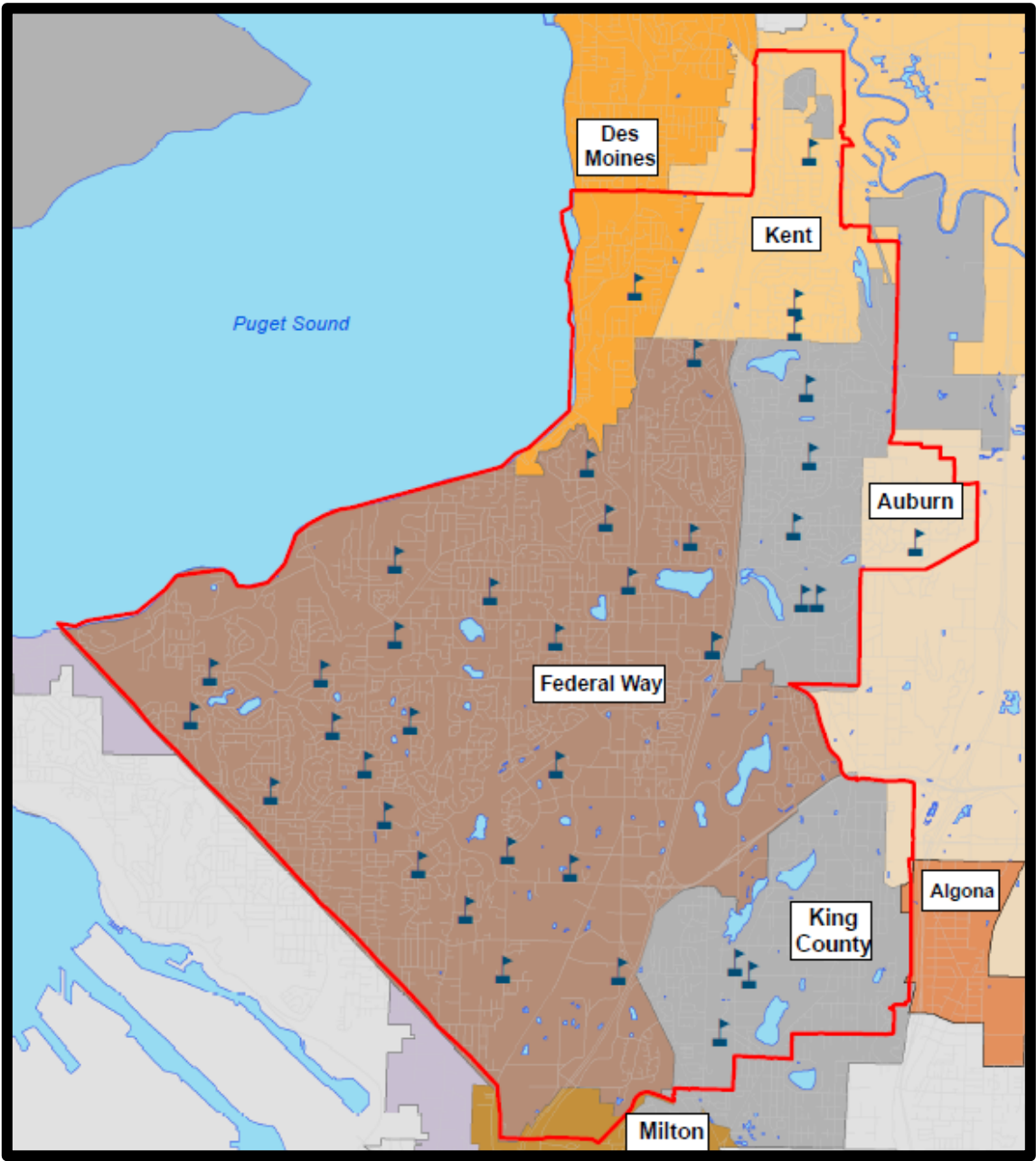
Adjusting boundaries requires careful consideration by the district and is not taken lightly. It is recognized that there is a potential impact on students who are required to change schools. Boundary adjustments impact the whole district, not just one school.

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

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

FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

MAP – CITY AND COUNTY JURISDICTIONS



City and County Jurisdictions

FWPS boundaries is 100% Urban Growth Area



## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### **SECTION 3 - SUPPORT DOCUMENTATION**

Building Capacities - The Education Program

Portable Locations

Student Forecast – 2023 through 2029

FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

BUILDING CAPACITIES

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

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

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

Class Size Guidelines	FWPS Historical “Standard of Service”	HB2661/SHB2776 Enacted Law	Square Footage Guideline
Kindergarten	18.9	17	25-28
Grades 1-2	18.9	17	25-28
Grade 3	18.9	17	28
Grades 4-5	25	25	28
Grades 6-12	26	26	28

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

Special Education Resource Rooms:

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

English as a Second Language Programs:

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

Middle School Computer Labs:

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

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**FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN**

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**BUILDING CAPACITIES, continued****High School Career Development and Learning Center (Resource) Room:**

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

**Preschool/ECEAP:**

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

**Alternative Learning Experience:**

Federal Way offers students the opportunity to participate in an Alternative Learning Experience through our Internet Academy. These students have never been included in the capacity calculation of unhoused students.

**1418 Youth Reengagement:**

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

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

**BUILDING CAPACITIES, continued****ELEMENTARY BUILDING  
PROGRAM CAPACITY**

School Name	Headcount	<sup>1</sup> Preschool
Adelaide	392	30
Brigadoon	408	30
Camelot	378	30
Enterprise	524	15
Green Gables	439	
Lake Dolloff	535	
<sup>3</sup> Lake Grove	588	
Lakeland	455	
Mark Twain	515	
Meredith Hill	606	30
<sup>3</sup> Mirror Lake	514	30
Nautilus (K-8)	512	
Olympic View (K-8)	429	
Panther Lake	501	
Rainier View	607	30
Sherwood Forest	451	6
Silver Lake	476	
Star Lake	544	30
Sunnycrest	636	
Twin Lakes	413	30
Valhalla	598	
<sup>3</sup> Wildwood	597	30
Woodmont (K-8)	474	
<b>TOTAL</b>	<b>11,592</b>	<b>291</b>

<b>Elementary Average</b>	<b>504</b>	
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**MIDDLE SCHOOL BUILDING  
PROGRAM CAPACITY**

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

<b>*Middle School Average</b>	<b>727</b>
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**HIGH SCHOOL BUILDING  
PROGRAM CAPACITY**

School Name	Headcount
Decatur	1243
Federal Way	1684
Thomas Jefferson	1600
Todd Beamer	1085
TAF @ Saghalie	155
Career Academy at Truman	159
Federal Way Public Academy	116
Employment Transition Program	48
<b>TOTAL</b>	<b>6,090</b>

<b><sup>2</sup>High School Average</b>	<b>1,403</b>
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## Notes:

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

<sup>2</sup>Federal Way Public Academy, Career Academy at Truman High School, and Employment Transition Program

and TAF @ Saghalie for the high school school grade span (9-12) are non-boundary schools. These schools are not used in the calculated averages.

<sup>3</sup> Lake Grove and Wildwood opened January 2021; Mirror Lake is opened September 2021

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## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### **PORTABLE LOCATIONS**

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

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

With the school expansion projects funded through the 2017 Bond, new capacity has been created within the new schools and portables have been eliminated from these campuses.

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

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FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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

	INSTRUCTIONAL	NON INSTRUCTIONAL*
Adelaide	1	2
Brigadoon	1	
Camelot	1	
Enterprise	3	
Green Gables	1	
Lake Dolloff	5	1
Lake Grove		
Lakeland		
Mark Twain	3	
Meredith Hill	3	
Mirror Lake		
Nautilus	3	
Olympic View		
Panther Lake	4	
Rainier View	5	
Sherwood Forest	2	4
Silver Lake	1	3
Star Lake		
Sunnycrest	6	
Twin Lakes	1	2
Valhalla	4	
Wildwood		
Woodmont	3	
<b>TOTAL</b>	<b>47</b>	<b>12</b>

**PORTABLES LOCATED  
AT HIGH SCHOOLS**

	INSTRUCTIONAL	NON INSTRUCTIONAL
Decatur	8	1
Federal Way		
Thomas Jefferson		
Todd Beamer	8	
<b>TOTAL</b>	<b>16</b>	<b>1</b>

**PORTABLES LOCATED  
AT SUPPORT FACILITIES**

MOT	
TDC	9
Former TAFA	
<b>TOTAL</b>	<b>9</b>

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

Sherwood Forest	1
Evergreen	
Total	

**PORTABLES LOCATED  
AT MIDDLE SCHOOLS**

	INSTRUCTIONAL	NON INSTRUCTIONAL
Illahee		
Kilo	1	6
Lakota		
Sacajawea	5	
Sequoyah	1	1
Evergreen		
TAF@ Saghalie	4	
<b>TOTAL</b>	<b>11</b>	<b>7</b>

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## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### STUDENT FORECAST

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

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

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

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

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



## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

### STUDENT FORECAST, CON'T

The last demographer update was completed prior to the City of Federal Way's Housing Action Plan. The enrollment projections below have been updated to include anticipated new student growth generated from the planned development.

Single family <sup>1</sup>	Homes	ES	MS	HS	ES SGR	MS SGR	HS SGR	Total SGR
The Woodland at Redondo Creek 2023	67	11	5	6	0.1642	0.0746	0.0896	0.3284
West Hill Plat 2023	20	3	1	2	0.1500	0.0500	0.1000	0.3000
South Campus Estates 2024	10	2	1	1	0.2000	0.1000	0.1000	0.4000
Twin Tails 2024	38	6	3	4	0.1579	0.0789	0.1053	0.3421
1st Ave Townhomes 2025	135	23	9	13	0.1704	0.0667	0.0963	0.3333
Gian Singh Townhomes 2025	18	3	1	2	0.1667	0.0556	0.1111	0.3333
Summit at Steel Lake 2025	24	4	2	2	0.1667	0.0833	0.0833	0.3333
Upland Federal Way 2025	8	1	1	1	0.1250	0.1250	0.1250	0.3750
VSM Plat 2025	11	2	1	1	0.1818	0.0909	0.0909	0.3636
Alder Village 2026	84	14	6	8	0.1667	0.0714	0.0952	0.3333
Creskide Commons Townhomes 2026	94	16	6	9	0.1702	0.0638	0.0957	0.3298
Kislyak Short Plat 2026	6	1	0	1	0.1667	0.0000	0.1667	0.3333
<b>Total</b>	<b>515</b>	<b>86</b>	<b>36</b>	<b>50</b>	<b>0.1705</b>	<b>0.0682</b>	<b>0.0958</b>	<b>0.3340</b>

<sup>1</sup>Single-family Student Generation Rates current as of 5/1/23 used to project the number of students per proposed development.

Multi family - Affordable Housing	Units	ES	MS	HS	ES SGR	MS SGR	HS SGR	Total SGR
Silver Shadows 2024	202	144	74	74	0.7129	0.3663	0.3663	1.4455
Beckett Apts 2025	360	256	132	132	0.7111	0.3667	0.3667	1.4444
Celebration Park Apts 2026	345	245	126	126	0.7101	0.3652	0.3652	1.4406
<b>Total</b>	<b>907</b>	<b>645</b>	<b>332</b>	<b>332</b>	<b>0.7104</b>	<b>0.3665</b>	<b>0.3665</b>	<b>1.4432</b>

<sup>1</sup>Multi-family (Affordable Housing) Student Generation Rates current as of 5/1/23 used to project the number of students per proposed development.

Multi family - Market Rate	Units	ES	MS	HS	ES SGR	MS SGR	HS SGR	Total SGR
Federal Way Mixed Use 2023	240	29	15	23	0.1222	0.0621	0.0942	0.2792
<b>Total</b>	<b>240</b>	<b>29</b>	<b>15</b>	<b>23</b>	<b>0.1356</b>	<b>0.1073</b>	<b>0.1808</b>	<b>0.2792</b>

<sup>1</sup>Multi-family (Market-rate) Student Generation Rates from last market-rate development (Brookside, 2009) used to project the number of students per proposed development.

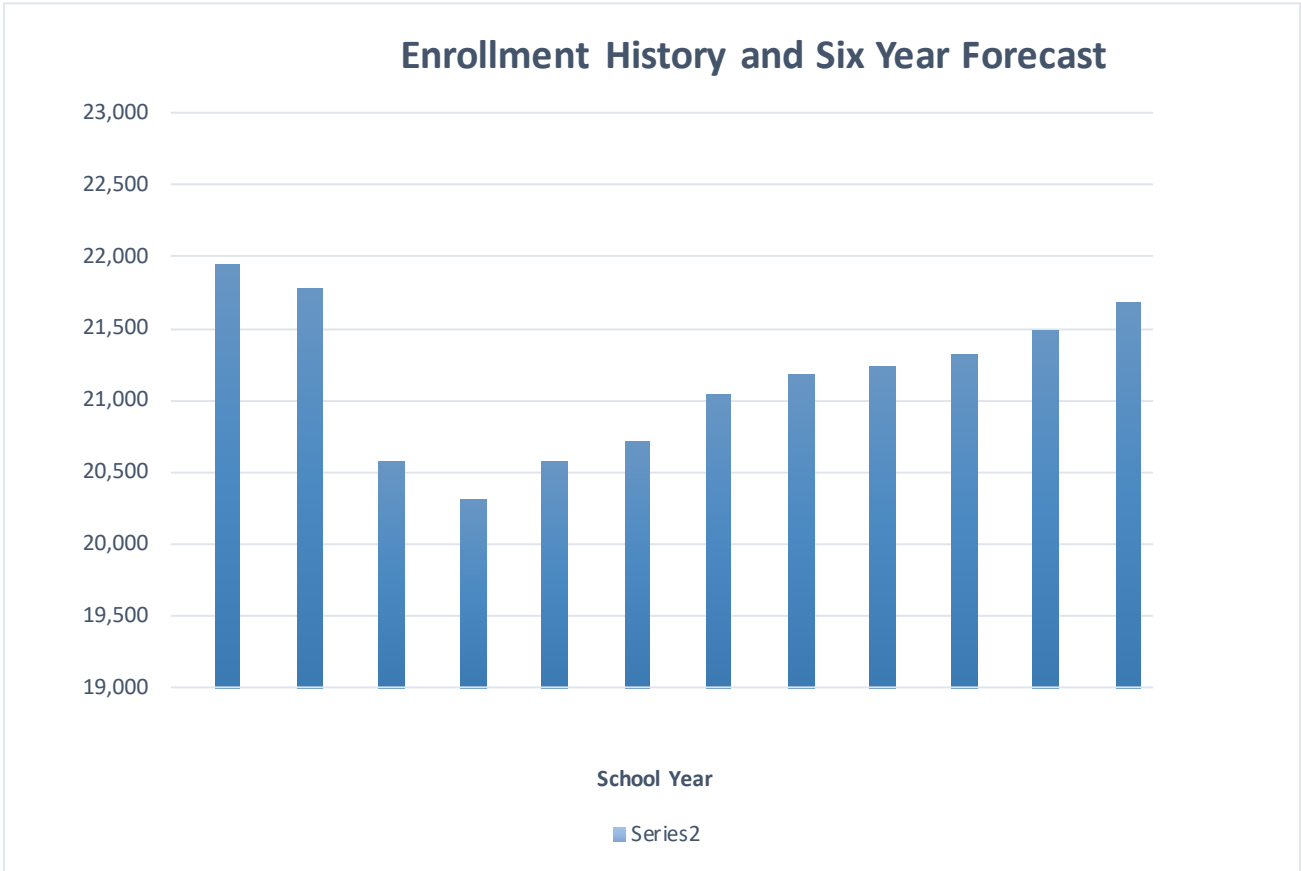
FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

STUDENT FORECAST, CON'T

October 1 Head Count Enrollment History and Projections

Calendar Yr	School Year	Elementary	Middle School	High School	Total K -12	Percent Change
2018	2017-18	10,418	5,159	6,501	22,078	
2019	2018-19	10,158	5,115	6,674	21,947	-0.6%
2020	2019-20	9,953	5,309	6,516	21,778	-0.8%
2021	2020-21	9,192	4,990	6,385	20,567	-5.6%
2022	2021-22	9,062	4,850	6,393	20,305	-1.3%
2023	2022-23	9,317	4,719	6,532	20,568	1.3%
2024	B2023-24	9,452	4,789	6,473	20,714	0.7%
2025	P2024-25	9,613	4,872	6,558	21,044	1.6%
2026	P2025-26	9,695	4,913	6,569	21,176	0.6%
2027	P2026-27	9,743	4,935	6,559	21,238	0.3%
2028	P2027-28	9,782	4,955	6,586	21,322	0.4%
2029	P2028-29	9,860	4,995	6,638	21,493	0.8%
2029	P2029-30	9,949	5,040	6,698	21,687	0.9%

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



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## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### **STUDENT FORECAST, continued**

Most of the methods used for long range enrollment reporting assume that enrollment is a constant percent of something else (e.g. population) or that enrollment will mirror some projected trend for the school-age population over time. The report included 5 different calculations to provide a range of possible projections for the District to the year 2029. This model produces a projection that is between 19,500 and 21,000 when applied to the low, medium, and high range modes. This provides a reasonable range for long-range planning and is consistent with estimates from various models.

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

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

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

The COVID-19 pandemic negatively affected brick and mortar enrollment in recent years, as well as increased enrollment in the Internet Academy. The district's 2022-23 enrollment was higher than projected. As we move farther away from the effects of COVID-19, we hope to see continued enrollment growth, especially considering the City of Federal Way's plans to increase housing in the down-town core in conjunction with Sound Transit's Link Light Rail development. We took a conservative look at residential developments in-progress and pre-application phase that were not taken into consideration with previous demographic studies because they were unknown at the time of the study.

FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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

Capacity Summaries

Site & Construction Costs Allocations

Student Generation Rates

Impact Fee Calculations

Reference to Impact Fee Calculations

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

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### CAPACITY SUMMARIES

#### All Grades, Elementary, Middle School, and High Schools

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

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

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

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

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

### CAPACITY SUMMARIES, Continued

#### Capacity Summary – All Grades

	Actual	Budget	-- Projected --					
Calendar Year	2023	2024	2025	2026	2027	2028	2029	2030
School Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
<b>CAPACITY</b>								
BUILDING PROGRAM								
HEADCOUNT CAPACITY	22,592	22,957	22,957	22,957	23,569	23,569	23,569	23,569
Add Capacity	365	0	0	612	0	0	0	0
Adjusted Program Headcount Capacity	22,957	22,957	22,957	23,569	23,569	23,569	23,569	23,569

#### ENROLLMENT

Basic Headcount Enrollment	20,568	20,714	21,044	21,176	21,238	21,322	21,493	21,642
Internet Academy Headcount Enrollment <sup>1</sup>	(255)	(255)	(255)	(255)	(255)	(255)	(255)	(255)
Basic FTE Enrollment without Internet Academy	20,313	20,459	20,789	20,921	20,983	21,067	21,238	21,387

<b>SURPLUS OR (UNHOUSED)</b>								
<b>PROGRAM FTE CAPACITY</b>	<b>2,644</b>	<b>2,498</b>	<b>2,168</b>	<b>2,648</b>	<b>2,586</b>	<b>2,502</b>	<b>2,331</b>	<b>2,182</b>

#### RELOCATABLE CAPACITY

Current Portable Capacity	1,685	1,685	1,643	1,645	1,697	1,749	1,801	1,853
Add/Subtract Portable Capacity	0	(42)	2	52	52	52	52	52
Adjusted Portable Capacity	1,685	1,643	1,645	1,697	1,749	1,801	1,853	1,905

<b>SURPLUS OR (UNHOUSED)</b>								
<b>PROGRAM AND RELOCATABLE</b>								
<b>CAPACITY</b>	<b>4,329</b>	<b>4,141</b>	<b>3,813</b>	<b>4,345</b>	<b>4,335</b>	<b>4,303</b>	<b>4,184</b>	<b>4,087</b>

#### NOTES:

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

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

## CAPACITY SUMMARIES, Continued

## Capacity Summary – Elementary Schools

CAPACITY		Actual	Budget	-- Projected --					
	Calendar Year	2023	2024	2025	2026	2027	2028	2029	2030
	School Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
<b>BUILDING PROGRAM</b>									
HEAD COUNT CAPACITY		11,065	11,193	11,193	11,193	11,805	11,805	11,805	11,805
Add/Subtract capacity total		128	0	0	612	0	0	0	0
Add capacity at <sup>1</sup> :									
Star Lake		128							
De Vry					612				
Olympic View K-8				0					
Adjusted Program Headcount Capacity		11,193	11,193	11,193	11,805	11,805	11,805	11,805	11,805

## ENROLLMENT

Basic Headcount Enrollment	9,317	9,456	9,617	9,699	9,747	9,786	9,864	9,953
Internet Academy Headcount <sup>2</sup>	(20)	(20)	(20)	(20)	(20)	(20)	(20)	(20)
Basic Headcount Enrollment without Internet Academy	9,297	9,436	9,597	9,679	9,727	9,766	9,844	9,933

<b>SURPLUS OR (UNHOUSED) PROGRAM CAPACITY</b>	<b>1,896</b>	<b>1,757</b>	<b>1,596</b>	<b>2,126</b>	<b>2,078</b>	<b>2,039</b>	<b>1,961</b>	<b>1,872</b>
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RELOCATABLE CAPACITY<sup>3</sup>

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

<b>SURPLUS OR (UNHOUSED) PROGRAM AND RELOCATABLE CAPACITY</b>	<b>2,827</b>	<b>2,646</b>	<b>2,485</b>	<b>3,015</b>	<b>2,967</b>	<b>2,928</b>	<b>2,850</b>	<b>2,761</b>
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## NOTES:

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



## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

### CAPACITY SUMMARIES, Continued

#### Capacity Summary – Middle Schools

	Actual	Budget	-- Projected --					
Calendar Year	2023	2024	2025	2026	2027	2028	2029	2030
School Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
<b>CAPACITY</b>								
BUILDING PROGRAM								
HEADCOUNT CAPACITY	5,074	5,074	5,074	5,074	5,074	5,074	5,074	5,074
Add/Subtract capacity	0	0	0	0	0	0	0	0
Add capacity at:								
Evergreen <sup>1</sup>								
Illahee								
Adjusted Program Headcount Capacity	5,074	5,074	5,074	5,074	5,074	5,074	5,074	5,074

#### ENROLLMENT

Basic Headcount Enrollment	4,719	4,800	4,883	4,923	4,946	4,966	5,005	5,005
Internet Academy <sup>2</sup>	(55)	(55)	(55)	(55)	(55)	(55)	(55)	(55)
Basic Enrollment without Internet Academy	4,664	4,745	4,828	4,868	4,891	4,911	4,950	4,950

<b>SURPLUS OR (UNHOUSED) PROGRAM CAPACITY</b>	<b>410</b>	<b>329</b>	<b>246</b>	<b>206</b>	<b>183</b>	<b>163</b>	<b>124</b>	<b>124</b>
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#### RELOCATABLE CAPACITY<sup>3</sup>

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

<b>SURPLUS OR (UNHOUSED) PROGRAM AND RELOCATABLE CAPACITY</b>	<b>748</b>	<b>667</b>	<b>534</b>	<b>494</b>	<b>471</b>	<b>451</b>	<b>412</b>	<b>412</b>
---	------------	------------	------------	------------	------------	------------	------------	------------

#### NOTES:

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

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

### CAPACITY SUMMARIES, Continued

#### Capacity Summary – High Schools

CAPACITY		Actual	Budget	-- Projected --					
	Calendar Year	2023	2024	2025	2026	2027	2028	2029	2030
	School Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
BUILDING PROGRAM									
HEADCOUNT CAPACITY		5,853	6,090	6,090	6,090	6,090	6,090	6,090	6,090
Add/Subtract capacity		237	0	0	0	0	0	0	0
Thomas Jefferson High School		237							
Adjusted Program Headcount Capacity		6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090

#### ENROLLMENT

Basic Headcount Enrollment	6,532	6,473	6,558	6,569	6,559	6,586	6,638	6,698
Internet Academy <sup>1</sup>	(180)	(180)	(180)	(180)	(180)	(180)	(180)	(180)
Basic Ed without Internet Academy	6,352	6,293	6,378	6,389	6,379	6,406	6,458	6,518

<b>SURPLUS OR (UNHOUSED)</b>								
<b>PROGRAM CAPACITY</b>	<b>(262)</b>	<b>(203)</b>	<b>(288)</b>	<b>(299)</b>	<b>(289)</b>	<b>(316)</b>	<b>(368)</b>	<b>(428)</b>

#### RELOCATABLE CAPACITY<sup>2</sup>

Current Portable Capacity	416	416	416	520	624	728	832	936
Add/Subtract portable capacity	0	0	52	52	52	52	52	52
As Needed on High School Campuses			52	52	52	52	52	52
Adjusted Portable Capacity	416	416	520	624	728	832	936	1,040

<b>SURPLUS OR (UNHOUSED)</b>								
<b>PROGRAM AND RELOCATABLE</b>								
<b>CAPACITY<sup>3</sup></b>	<b>154</b>	<b>213</b>	<b>232</b>	<b>325</b>	<b>439</b>	<b>516</b>	<b>568</b>	<b>612</b>

#### NOTES:

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

FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

IMPACT FEE CALCULATIONS

Single and Multi-Family Residences

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

Impact Fee Calculation

When applicable, the CFP includes variables for the calculation of the Impact Fee for single family and multi-family units based on King County Code 21A and the Growth Management Act.

	<i>Plan Year 2023</i>	<b>Plan Year 2024</b>
Single Family Units	\$0	<b>\$0</b>
Multi-Family Units	\$0	<b>\$6,998</b>

Impact Fee Calculation - King County Code 21A

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

### IMPACT FEE CALCULATIONS, CON'T

<b>School Site Acquisition Cost:</b>				Student	Student	Cost/	Cost/
	Facility	Cost /	Facility	Factor	Factor	SFR	MFR
	Acreage	Acre	Capacity	SFR	MFR		
Elementary			0	0.1705	0.7104	\$0	\$0
Middle School				0.0682	0.3665	\$0	\$0
High School				0.0958	0.3665	\$0	\$0
<b>TOTAL</b>						<b>\$0</b>	<b>\$0</b>

<b>School Construction Cost:</b>				Student	Student	Cost/	Cost/
	% Perm Fac./ Total Sq Ft	Facility Cost	Facility Capacity	Factor SFR	Factor MFR	SFR	MFR
Elementary	96.61%		0	0.1705	0.7104	\$0	\$0
Middle School	98.36%			0.0682	0.3665	\$0	\$0
High School	98.28%	\$16,017,095	237	0.0958	0.3665	\$6,363	\$24,344
<b>TOTAL</b>						<b>\$6,363</b>	<b>\$24,344</b>

<b>Temporary Facility Cost:</b>				Student	Student	Cost/	Cost/
	% Temp Fac. Total Sq Ft	Facility Cost	Facility Capacity	Factor SFR	Factor MFR	SFR	MFR
Elementary	4.60%			0.1705	0.7104	\$0	\$0
Middle School	2.75%			0.0682	0.3665	\$0	\$0
High School	1.21%			0.0958	0.3665	\$0	\$0
<b>TOTAL</b>						<b>\$0</b>	<b>\$0</b>

<b>School Construction Assistance Program Credit Calculation:</b>				Student	Student	Cost/	Cost/
	Construction Cost Allocation/Sq Ft	Sq. Ft. Student	State Match	Factor SFR	Factor MFR	SFR	MFR
Elementary	24683.00%			0.1705	0.7104	\$0	\$0
Middle School	24683.00%			0.0682	0.3665	\$0	\$0
High School	24683.00%	\$130	1	0.0958	0.3665	\$1,963	\$7,510
<b>Total</b>						<b>\$1,963</b>	<b>\$7,510</b>

<b>Tax Payment Credit Calculation</b>				SFR	MFR
Average Assessed Value <sup>2</sup> (April 2022)				\$590,378	\$236,260
Capital Bond Interest Rate (February 2022)				3.58%	3.58%
Net Present Value of Average Dwelling				\$4,890,202	\$1,956,982
Years Amortized				10	10
Property Tax Levy Rate				\$1.45	\$1.45
<b>Present Value of Revenue Stream</b>				<b>\$7,091</b>	<b>\$2,838</b>

	<b>Single Family Residences</b>	<b>Multi-Family Residences</b>
<b>Mitigation Fee Summary</b>		
Site Acquisition Cost	\$ -	\$ -
Permanent Facility Cost	\$ 6,363	\$ 24,344
Temporary Facility Cost	\$ -	\$ -
State Match Credit	\$ (1,963)	\$ (7,510)
Tax Payment Credit	\$ (7,091)	\$ (2,838)
<b>Sub-Total</b>	<b>\$ (2,691)</b>	<b>\$ 13,996</b>
50% Local Share	\$ (1,345)	\$ 6,998
<b>Calculated Impact Fee<sup>1</sup></b>	<b>\$ -</b>	<b>\$ 6,998</b>

<sup>1</sup>Each jurisdiction (King County, Cities of Federal Way, Auburn, Kent) through local ordinances may adopt lesser fees.

<sup>2</sup>Due to the high number of affordable housing projects in Federal Way there is a significant difference between Appraised and Taxable values. We have chosen to use the Appraised value to give a higher credit to future

FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

IMPACT FEE CALCULATION, CON'T

SCHOOL CONSTRUCTION COST

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

Square Footage	Capacity at approx. 131 sq. ft.
Current: 179,119	1378
Planned: 210,000	1615
Increased Capacity	237
Increase as %	17.24%
GMP	\$92,903,922
<b>Proportionate Share</b>	<b>\$16,017,095</b>

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

FACILITIES CAPACITY

Permanent Facility Capacity:

Changes to the Building Program Capacities calculation are found on page 16.

Capacity Summaries:

The changes in the Capacity Summary reflect the changes in the capacities and student forecast. New schools and increased capacity at current buildings are shown as increases to capacity. Capacity Summaries are found on pages 24-27.

Student Generation Factor Analysis:

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

Temporary Facility Cost:

The list of portables reflects the movement of portables between facilities or new portables purchased. Portable Locations can be found on pages 17 and 18.

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

### STUDENT GENERATION RATES New Construction 2018-2022

Single family	Homes	KG	1st	2nd	3rd	4th	5th	ES Total	6th	7th	8th	MS Total	9th	10th	11th	12th	HS Total	Total
Emerald Greens	16	0	2		2		2	6	1		1	2	1		1		2	10
Havenwood Park	84	0	4	2	4	1	3	14	1		1	2	1		2	1	4	20
Huntington Woods	73	1	1	2	2	2	2	10	2	3		5	1	2	4		7	22
Jovita Heights	107	5	7	1	6		3	22	2	7	2	11		7	4	1	12	45
Lake Killarney Estates	14	2					1	3	1		1	2					0	5
Moncalieri	20	1			1			2				0		2			2	4
Pacific Heights	41	1	3	2	3	2	2	13	1	1	3	5		2		1	3	21
Retreat Meadows	56	2	1	2	1			6		1	1	2	1	3		3	7	15
Starwater	19	0						0				0		1			1	1
Wyncrest II	41	2	1	1	1	1	1	7	1	2		3					0	10
Non-Subdivision	145	6	2	5		1	8	22	3	3	4	10	6	3	5	7	21	53
<b>Total</b>	<b>616</b>	<b>20</b>	<b>21</b>	<b>15</b>	<b>20</b>	<b>7</b>	<b>22</b>	<b>105</b>	<b>12</b>	<b>17</b>	<b>13</b>	<b>42</b>	<b>10</b>	<b>20</b>	<b>16</b>	<b>13</b>	<b>59</b>	<b>206</b>

Multi family	Units	KG	1st	2nd	3rd	4th	5th	ES Total	6th	7th	8th	MS Total	9th	10th	11th	12th	HS Total	Total
21-Watermark (650)	221	33	23	32	20	26	23	157	25	28	28	81	25	20	19	17	81	319
<b>Total</b>	<b>221</b>	<b>33</b>	<b>23</b>	<b>32</b>	<b>20</b>	<b>26</b>	<b>23</b>	<b>157</b>	<b>25</b>	<b>28</b>	<b>28</b>	<b>81</b>	<b>25</b>	<b>20</b>	<b>19</b>	<b>17</b>	<b>81</b>	<b>319</b>

Single family	Homes	ES	MS	HS	ES SGR	MS SGR	HS SGR	Total SGR
Emerald Greens	16	6	2	2	0.3750	0.1250	0.1250	0.6250
Havenwood Park	84	14	2	4	0.1667	0.0238	0.0476	0.2381
Huntington Woods	73	10	5	7	0.1370	0.0685	0.0959	0.3014
Jovita Heights	107	22	11	12	0.2056	0.1028	0.1121	0.4206
Lake Killarney Estates	14	3	2	0	0.2143	0.1429	0.0000	0.3571
Moncalieri	20	2	0	2	0.1000	0.0000	0.1000	0.2000
Pacific Heights	41	13	5	3	0.3171	0.1220	0.0732	0.5122
Retreat Meadows	56	6	2	7	0.1071	0.0357	0.1250	0.2679
Starwater	19	0	0	1	0.0000	0.0000	0.0526	0.0526
Wyncrest II	41	7	3	0	0.1707	0.0732	0.0000	0.2439
Non-Subdivision	145	22	10	21	0.1517	0.0690	0.1448	0.3655
<b>Total</b>	<b>616</b>	<b>105</b>	<b>42</b>	<b>59</b>	<b>0.1705</b>	<b>0.0682</b>	<b>0.0958</b>	<b>0.3344</b>

Multi family	Units	ES	MS	HS	ES SGR	MS SGR	HS SGR	Total SGR
21-Watermark	221	157	81	81	0.7104	0.3665	0.3665	1.4434
<b>Total</b>	<b>221</b>	<b>157</b>	<b>81</b>	<b>81</b>	<b>0.7104</b>	<b>0.3665</b>	<b>0.3665</b>	<b>1.4434</b>

## FEDERAL WAY PUBLIC SCHOOLS 2024 CAPITAL FACILITIES PLAN

### IMPACT FEE CALCULATION CHANGES FROM 2023 to 2024

<u>Item</u>	<u>From/To</u>	<u>Comment</u>
Percent of Permanent Facilities	96.95% to <b>97.65%</b>	Report #3 OSPI
Percent Temporary Facilities	3.05% to <b>2.41%</b>	Updated portable inventory
Average Cost of Portable Classrooms	\$128,646 to <b>\$231,523</b>	Cost of last portable purchased.
Construction Cost Allocation	\$246.83 to <b>\$246.83</b>	Change effective July 2022 (2023 not available at time of production)
State Match	62.95% to <b>63.86%</b>	Change effective July 2022 (2023 not available at time of production)
Average Assessed Value		Per King County Assessor's Office
	SFR- \$465,326 to <b>\$581,023</b>	Single-family residences
	MFR- \$171,672 to <b>\$198,069</b>	Apartments (2023 data corrected)
Capital Bond Interest Rate	2.45% to <b>3.58%</b>	Market Rate
Property Tax Levy Rate	\$1.85 to <b>\$1.45</b>	King County Treasury Division
Student Generation Factors		Updated Housing Inventory
Single-Family		<i>Note: Student generation factors for our single family units are based on new developments constructed within the District over the last five (5) years prior to the date of the fee calculation.</i>
Elementary	0.1627 to <b>0.1705</b>	
Middle School	0.0278 to <b>0.0682</b>	
High School	0.0516 to <b>0.0958</b>	
Multi-Family		<i>Student generation factors for are multi-family units are based on new developments constructed within the District over the last five (5) years prior to the date of the fee calculation.</i>
Elementary	0.5158 to <b>0.7104</b>	
Middle School	0.3167 to <b>0.3665</b>	
High School	0.2081 to <b>0.3665</b>	
Impact Fee <sup>1</sup>		
	SFR- \$0 to <b>\$0</b>	Single-Family Residential based on the updated calculation
	MFR - \$0 to <b>\$6,998</b>	Multi-Family Residential based on the updated calculation

<sup>1</sup>Each jurisdiction (King County, Cities of Federal Way, Auburn, Kent) through local ordinances may adopt lesser fees.





# CAPITAL FACILITIES PLAN

## RIVERVIEW SCHOOL DISTRICT

# 2023

Adopted June 27, 2023

### BOARD OF DIRECTORS

Lori Oviatt, President

Danny L. Edwards, Vice-President

Sabrina Parnell, Director

Jodi Fletcher, Director

Carol Van Noy, Director

### SUPERINTENDENT

Dr. Susan Leach

Superintendent

### PREPARED BY:

Meisha Robertson,

Director of Business & Operations

RIVERVIEW SCHOOL DISTRICT NO. 407

2023-2029  
SIX- YEAR CAPITAL FACILITIES PLAN  
TABLE OF CONTENTS

<u>Section:</u>	<u>Page Numbers:</u>
1. Introduction	2
2. Student Enrollment Trends and Projections	4
3. District Standard of Service	5
4. Capital Facilities Inventory	8
5. Projected Facilities Needs	10
6. Capital Facilities Financing Plan	12
7. Impact Fees-Student Generation Factors; Impact Fee Calculations	14

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

## **SECTION 1 -- INTRODUCTION**

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

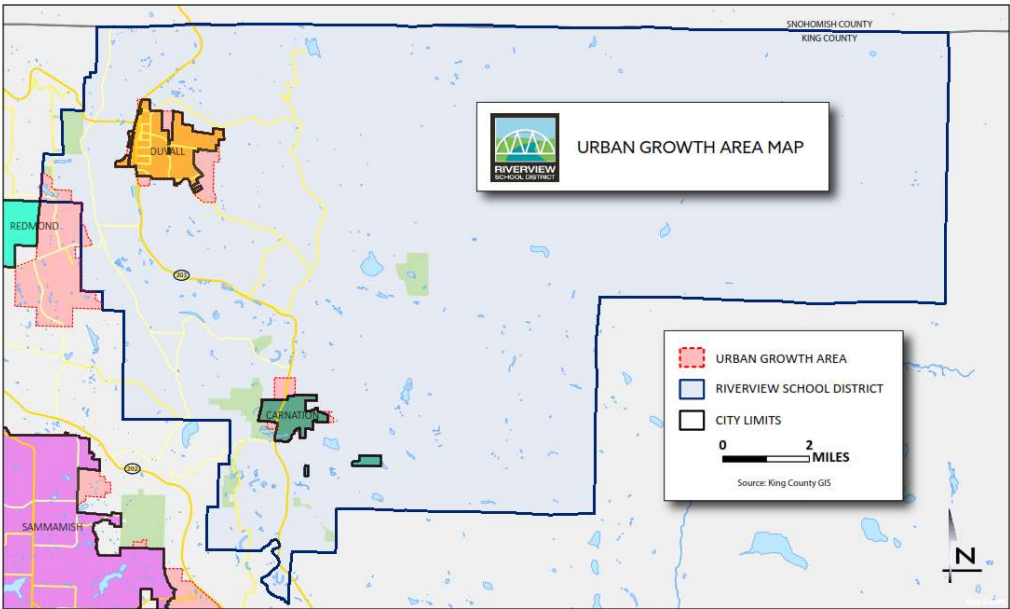
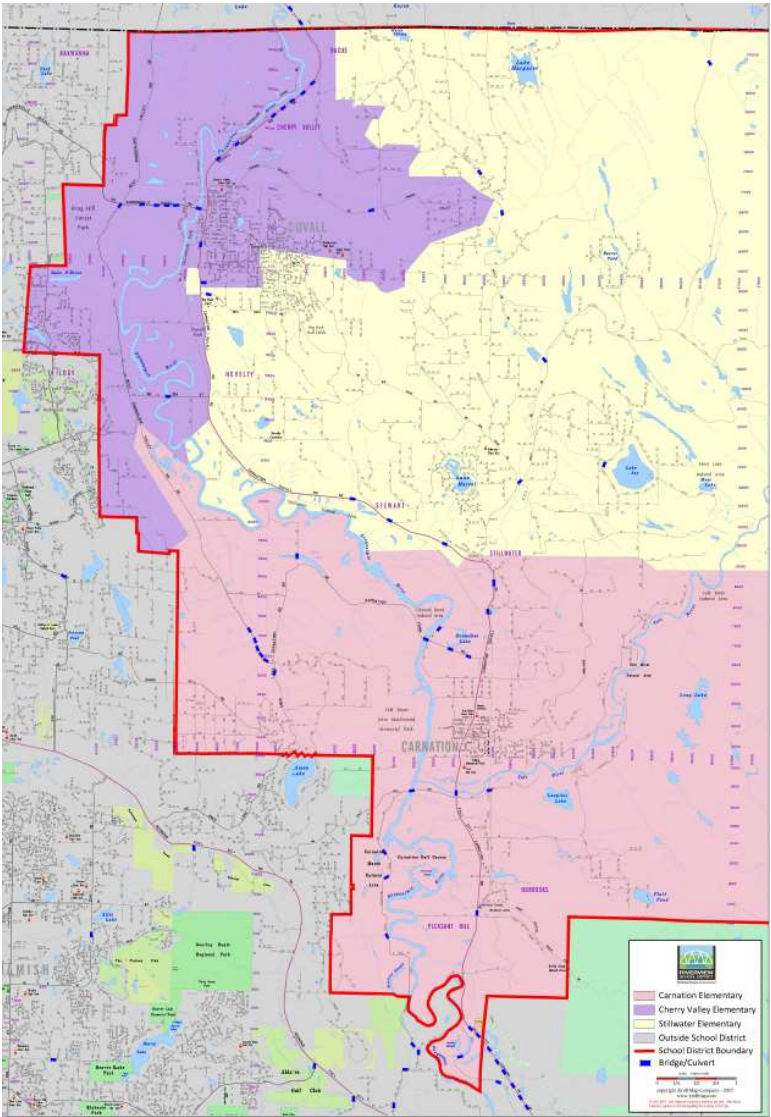
Presented herein, in conformance with the Growth Management Act and local county and municipal codes is the Capital Facilities Plan (CFP) of the Riverview School District.

This Capital Facilities Plan is intended to provide the City of Carnation, the City of Duvall, King County, other jurisdictions, and our own community with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next six years (2023-2029).

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

### **Overview of the Riverview School District**

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



## SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

### Projected Student Enrollment 2023-2029

Enrollment projections are most accurate for the initial years of the forecast period. For later years, the review of enrollment patterns, birth rates, housing trends, and other demographic changes are useful yearly indicators in evaluating and adjusting projections. This year's plan anticipates a slight decline in student enrollment. Some of the trends are a result of: 1) transfers to private schools, 2) decline in kindergarten enrollment based on lower birth rates, and 4) lower student generation rates regardless of local growth in housing developments. The City of Carnation estimates approximately 168 single family residences and 24 multi-family residences will be built within the current planning period. Based on the City of Duvall's current development applications, it is their expectation that they will have at least 500 housing starts within the next five-year planning period. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event that enrollment growth exceeds the projections.

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

Table 2.1

**Riverview School District Headcount Enrollment Projection**

Grade	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>K</b>	211	205	212	217	230	236	234
<b>1</b>	249	222	216	221	227	240	246
<b>2</b>	225	256	228	221	226	233	246
<b>3</b>	246	231	262	233	225	231	238
<b>4</b>	232	252	237	267	238	230	236
<b>5</b>	204	237	258	241	272	242	234
<b>K-5</b>	<b>1,367</b>	<b>1,403</b>	<b>1,413</b>	<b>1,400</b>	<b>1,418</b>	<b>1,412</b>	<b>1,434</b>
<b>6</b>	227	208	241	261	244	275	245
<b>7</b>	225	228	209	242	262	245	276
<b>8</b>	234	225	227	208	241	260	244
<b>6-8</b>	<b>686</b>	<b>661</b>	<b>677</b>	<b>711</b>	<b>747</b>	<b>780</b>	<b>765</b>
<b>9</b>	273	244	235	237	217	251	271
<b>10</b>	252	266	238	229	231	212	245
<b>11</b>	230	221	233	209	201	203	186
<b>12</b>	229	217	209	220	197	190	192
<b>9-12</b>	<b>984</b>	<b>948</b>	<b>915</b>	<b>895</b>	<b>846</b>	<b>856</b>	<b>894</b>
<b>Total</b>	<b>3,037</b>	<b>3,012</b>	<b>3,005</b>	<b>3,006</b>	<b>3,011</b>	<b>3,048</b>	<b>3,093</b>

\* October headcount

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

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

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

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

#### Elementary:

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

#### Secondary:

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

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

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

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

**Elementary classrooms:**

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

**Secondary:**

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

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

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

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

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



## **SECTION 4 -- CAPITAL FACILITIES INVENTORY**

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

### **Schools**

The Riverview School District currently operates three elementary schools (grades K-5), one middle school (grades 6-8), and one high school (grades 9-12). In addition, the district supports the following alternative programs located in the Riverview Learning Center facility: CLIP alternative high school; CLEAR alternative high school; and PARADE, a K-12 parent partnership program. ECEAP, a pre-school program, is at the Riverview Ancillary Program Center.

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

Classroom capacities have been determined for each school according to their usage. For the purpose of this Plan, classroom uses are: regular education, self-contained special-education, and learning support. The school facility inventory is summarized on Table 4.1. The current inventory of facilities indicates a permanent capacity of 2,697 students, with an additional 617 student capacity available in interim facilities (See Tables 4.1 and 5.1). An additional student capacity of 168 is available at the Riverview Learning Center but, based on programming, is not included in the District's total permanent classroom capacity for purposes of this CFP and the growth-related capacity analysis.

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

Table 4.1

**Inventory of Permanent School Facilities and Related Program Capacity**  
**2022-2023 School Year**

<b>ELEMENTARY LEVEL</b>								
Facility	Address	Grade Span	Permanent Capacity*	2022-23 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CARNATION ELEMENTARY	4950 Tolt Avenue Carnation, WA 98014	K thru 5	407	342	1960	2011	50,567	10.85
CHERRY VALLEY ELEMENTARY	26701 NE Cherry Valley Rd Duvall, WA 98019	K thru 5	397	443	1953	2011	54,779	10.34
STILLWATER ELEMENTARY	11530 320th Ave NE Carnation, WA 98014	K thru 5	372	483	1988	N/A	49,588	18.81
EAGLE ROCK MULTI-AGE	29300 NE 150th Street Duvall, WA 98019	K thru 5	0	58	N/A	N/A	0	@ CHS
<b>Total Elementary School</b>			<b>1176</b>	<b>1326</b>				
<b>MIDDLE SCHOOL LEVEL</b>								
Facility	Address	Grade Span	Permanent Capacity*	2022-23 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
TOLT MIDDLE SCHOOL	3740 Tolt Avenue Carnation, WA 98014	6, 7 & 8	672	643	1964	2009	84,113	40.2
<b>Total Middle School</b>			<b>672</b>	<b>643</b>				
<b>HIGH SCHOOL LEVEL</b>								
Facility	Address	Grade Span	Permanent Capacity*	2022-23 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CEDARCREST HIGH SCHOOL	29000 NE 150th Street Duvall, WA 98019	9 thru 12	849	888	1993	2009	108,755	42.85
<b>Total High School</b>			<b>849</b>	<b>888</b>				
<b>ALTERNATIVE LEARNING CENTER</b>								
Facility	Address	Grade Span	Permanent Capacity*	2022-23 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
RIVERVIEW LEARNING CENTER	32302 NE 50th Street Carnation, WA 98014	K thru 12**	168	180	2011	N/A	14,545	2.08
<b>Total Alternative School</b>			<b>168</b>	<b>180</b>				
<b>TOTAL DISTRICT</b>			<b>2865</b>	<b>3037</b>				

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

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

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

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

## **SECTION 5 -- PROJECTED FACILITY NEEDS**

### **Near-term Facility Needs**

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

#### **Relocatable (Portable) Classrooms**

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

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

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

Table 5.1

**School Enrollment and Capacity Projections 2023-2024 through 2028-2029**

Elementary (K - 5)	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Projected enrollment	1,367	1,403	1,413	1,400	1,418	1,412	1,434
Capacity in permanent facilities	1,176	1,176	1,176	1,176	1,176	1,176	1,176
Added capacity new permanent	0	0	0	0	0	0	400
Total permanent capacity	1,176	1,176	1,176	1,176	1,176	1,176	1,576
<b>Net Surplus or (Deficit) in Perm. Facilities</b>	<b>-191</b>	<b>-227</b>	<b>-237</b>	<b>-224</b>	<b>-242</b>	<b>-236</b>	<b>142</b>
Capacity in Relocatables**	425	353	353	353	353	353	353
Number of Relocatables	23	20	20	20	20	20	20
Capacity with Relocatables	1,601	1,529	1,529	1,529	1,529	1,529	1,929
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>234</b>	<b>126</b>	<b>116</b>	<b>129</b>	<b>111</b>	<b>117</b>	<b>495</b>

Middle School (6-8)	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Projected Enrollment	686	661	677	711	747	780	765
Capacity in permanent facilities	672	672	672	672	672	672	672
Added capacity new permanent	0	0	0	0	0	0	0
Total permanent capacity	672	672	672	672	672	672	672
<b>Net Surplus or (Deficit) in Perm. Facilities</b>	<b>-14</b>	<b>11</b>	<b>-5</b>	<b>-39</b>	<b>-75</b>	<b>-108</b>	<b>-93</b>
Capacity in Relocatables	168	168	216	216	216	216	216
Number of Relocatables	8	8	10	10	10	10	10
Capacity with Relocatables	840	840	888	888	888	888	888
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>154</b>	<b>179</b>	<b>211</b>	<b>177</b>	<b>141</b>	<b>108</b>	<b>123</b>

High School (9-12)	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Projected Enrollment	984	948	915	895	846	856	894
Capacity in permanent facilities	849	849	849	849	849	849	849
Added capacity new permanent	0	0	0	0	0	0	0
Total permanent capacity	849	849	849	849	849	849	849
<b>Net Surplus or (Deficit) in Perm. Facilities</b>	<b>-135</b>	<b>-99</b>	<b>-66</b>	<b>-46</b>	<b>3</b>	<b>-7</b>	<b>-45</b>
Capacity in Relocatables	216	216	216	216	216	216	216
Number of Relocatables	9	9	9	9	9	9	9
Capacity with Relocatables	1,065	1,065	1,065	1,065	1,065	1,065	1,065
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>81</b>	<b>117</b>	<b>150</b>	<b>170</b>	<b>219</b>	<b>209</b>	<b>171</b>

Surplus/Deficiency Capacity (K-12)	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Projected Enrollment	3,037	3,012	3,005	3,006	3,011	3,048	3,093
Capacity in Permanent Facilities	2,697	2,697	2,697	2,697	2,697	2,697	3,097
<b>Capacity in Perm. Facil. and Relocatables</b>	<b>3,506</b>	<b>3,434</b>	<b>3,482</b>	<b>3,482</b>	<b>3,482</b>	<b>3,482</b>	<b>3,882</b>
Surplus Capacity with Relocatables	469	422	477	476	471	434	789
<b>Surplus Capacity without Relocatables</b>	<b>-340</b>	<b>-315</b>	<b>-308</b>	<b>-309</b>	<b>-314</b>	<b>-351</b>	<b>4</b>

\* October 2021 Enrollment Head Count

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

## **SECTION 6 - CAPITAL FACILITIES FINANCING PLAN**

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

### **General Obligation Bonds**

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond issue. Bonds are sold as necessary to generate revenue. They are retired through collection of property taxes. Riverview was unable to pass the most recent bond measure ran in February of 2020, but the school board is preparing a new proposal to submit to voters as soon as February 2025.

### **Capital Projects Levies**

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

### **State Financial Assistance**

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

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

### **Impact Fees**

Impact fees have been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. Impact fees are generally collected on new residential construction by the permitting agency at the time of final plat approval or when building permits are issued.

## Budget and Financing Plan

The Financing Plan below demonstrates how the Riverview School District plans to finance improvements for the years of 2022-2028. The financing of additional portables is planned through secured funding (via the current approved levy measure). The district anticipates asking its voters to approve a bond measure to fund a new K-5 elementary, high school/middle school addition/remodel and security updates. Subject to Board approval, this proposal is expected to be on the ballot if feasible in 2025.

### 2023-2029 Financing Plan

Facility:	Estimated Cost:	Secured Sources of Funds			Unsecured Source of Funds		
		Bond/Local	State Match*	Impact Fees	Bond/Local	State Match*	Impact Fees
New Elementary School*	\$ 46,000,000.00				\$ 46,000,000.00		TBD
Cedarcrest High School Addition	\$ 10,500,000.00				\$ 8,000,000.00	\$ 2,500,000.00	
Tolt Middle School Addition	\$ 10,500,000.00				\$ 10,500,000.00		
Major Facility Maintenance	\$4,000,000.00	\$ 4,000,000.00					
Technology/Security Upgrades	\$ 11,200,000.00	\$ 11,200,000.00					
Portable Classrooms*	\$ 500,000.00			\$ 500,000.00			TBD

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

\*Additional Permanent Capacity Related Projects

Cost estimates include constructions costs only, no soft costs are included.

## SECTION 7 -- IMPACT FEES

### School Impact Fees Under the Washington State Growth Management Act

The Growth Management Act (GMA) authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands. The calculation contained in this Plan yields impact fees to be collected during calendar year 2024.

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

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

### Student Factors

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

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

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

**2022–23 District K–12 Students per Housing Unit Built 2017–2021**

Housing Type	Housing Units	K–5 Students	6–8 Students	9–12 Students	K–5	6–8	9–12	K–12 Total
Single-family	482	115	50	66	0.239	0.104	0.137	0.479
Multifamily	121	18	3	4	0.149	0.025	0.033	0.207

Source: Flo Analytics analysis of King County GIS parcel areas and King County Department of Assessments residential building, apartment complex, and condo complex data with year built 2017–2021, and RSD October 2022 student addresses.

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

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

Housing Type	Impact Fee per Unit
Single-family	\$13,904
Multi-family	\$9,897

**Impact Fee Schedule - King County**

Housing Type	Impact Fee per Unit
Single-family	\$9,269
Multi-family	\$6,598

Table 7.3

## SCHOOL IMPACT FEE CALCULATIONS

DISTRICT: Riverview School District #407  
 YEAR: 2023  
 JURISDICTION: King County, Cities of Carnation and Duval

## School Construction Cost

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

	% Perm/ Total Sq/Ft	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	93.27%	\$46,000,000	400	0.239	0.149	\$25,635.26	\$15,981.81
Middle	93.27%	\$0	0	0.104	0.025	\$0.00	\$0.00
Senior	93.27%	\$0	0	0.137	0.033	\$0.00	\$0.00
<b>TOTAL</b>		\$46,000,000	400			<b>\$25,635.26</b>	<b>\$15,981.81</b>

## Temporary Facility Costs

Facility Cost / Facility Capacity x Student Generation Factor x Temporary/Total Sq. Ft

	%Temp/ Total Sq/Ft	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	6.48%	\$0	0	0.239	0.149	\$0.00	\$0.00
Middle	6.48%	\$500,000	48.00	0.104	0.025	\$70.20	\$16.88
Senior	6.48%	\$0	0	0.137	0.033	\$0.00	\$0.00
<b>TOTAL</b>		\$500,000	48			<b>\$70.20</b>	<b>\$16.88</b>

## State Matching Credit

Boeckh Index x SPI Square Footage x District Match % x Student Factor

	Boeckh Index	SPI Footage	State Match %	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	\$246.83	0	0.0%	0.239	0.149	\$0.00	\$0.00
Middle	\$246.83	0	0.0%	0.104	0.025	\$0.00	\$0.00
Senior	\$246.83	0	0.0%	0.137	0.033	\$0.00	\$0.00
<b>TOTAL</b>						<b>\$0.00</b>	<b>\$0.00</b>

## Tax Payment Credit:

	SFR	MFR
Average Assessed Value	\$992,551	\$ 388,286.00
Capital Bond Interest Rate (Bond Payer's Index)	3.58%	3.58%
Years Amortized	10	10
Property Tax Bond Rate	0.8717	0.8717

## Present Value of Revenue Stream

## Fee Summary

Single Family Multiple Family

Site Acquisition Cost	\$0	\$0
Permanent Facility Cost	\$25,635	\$15,982
Temporary Facility Cost	\$70	\$17
State Match Credit	\$0.00	\$0.00
Tax Payment Credit	(\$7,166.66)	(\$2,803.60)
FEE (AS CALCULATED)	\$18,538.34	\$13,195.40
25% FEE for Cities (AS DISCOUNTED)	\$4,634.59	\$3,298.85
<b>FINAL City of Carnation and Duval FEE</b>	<b>\$13,903.75</b>	<b>\$9,896.55</b>
FEE (AS CALCULATED)	\$18,538.34	\$13,195.40
50% FEE for King County (AS DISCOUNTED)	\$9,269.17	\$6,597.70
<b>FINAL King County FEE</b>	<b>\$9,269.17</b>	<b>\$6,597.70</b>



Attachment D Ordinance 19695

# 2023 CAPITAL FACILITIES PLAN

## Issaquah School District No. 411 Issaquah, Washington

Adopted June 22, 2023

Resolution 2023

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

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## TOWN OF RENTON COMMUNITY DEVELOPMENT

The Town of Renton Community Development Plan (the "Plan") has been prepared as the primary facility planning document, in compliance with the requirements of the Comprehensive Growth Management Act and King County Council Code Title 20A. The Plan was prepared under the authority of the Council in April 2023.

The Plan is an update of the prior Renton Community Development Plan adopted by the Council. However, the Plan is not intended to be the sole Plan for the District. The District may prepare other and periodic long-range community development plans consistent with the long-range plan, and into which the Council or other relevant parties may incorporate, and other needs of the District may be required. Any such plan or plan may be consistent with the Plan.

In June 2022, the District Council requested to the Council to propose and to adopt a long-range plan for the development of the unincorporated area of the County. On October 6, 2022, the Council adopted the District Plan and the present ordinance. The Plan is the annual update of the Community Plan.

The Council and the City of Renton, the City of Renton, the City of Renton and the City of Renton are the sole providers of the District. Most of the jurisdictional provisions provide exceptions for the City of Renton and certain other local governments.

Pursuant to the requirements of the Comprehensive Growth Management Act, the Plan shall be updated on an annual basis, and shall be in the form of a schedule of updates.

## STANDARD OPERATIONS

Classroom and student capacity needs are dictated by the type and amount of space required to accommodate the District's adopted educational program. The educational program standards which typically drive space needs include grade configuration, optimal classroom size, class size, education program offerings, classroom utilization and educational requirements and use of real estate resources within the portfolio.

Different class sizes are used depending on the grade level or program offered within the education or the related program. At the present time 72 is used for 2000, the maximum classroom size established by the state standard for elementary grades. The Board and District Administration continue to keep class sizes near the level provided by 72 until it is done in the future. There is no limitation that requires the state to fund a maximum of 20. The District provided funding under ten percent in the 2016-2017 school year. A class size of 20 for grades 1-5 is not used to estimate funding capacity. A class size of 26 is used for grades 6 and 2 for grade 12. Open enrollment class size is based on 2 students per class. For the purpose of this analysis, room designated for open use, consistent with the provision of the county code Title 2A, are not considered classroom.

However, some classroom space is used for student and teacher in number of non-teaching areas and some space is used. Program design, site and federal requirements, collective bargaining agreement, and various other factors affect the use of space in the school. Due to these factors, utilization factor of 0.8 is used to adjust design capacity to actual capacity of the building.

Portables used in classroom are used to provide additional enrollment increase for interim purposes until permanent classroom are completed. When permanent facilities are completed, the portables are either moved to other locations or interim classroom or removed.

The total count of school to no longer allow school to be built outside the school district boundary line. The District owned property planned for new elementary school and middle school could not be used for the planned purpose. The District could then plan the site to third party. The District has acquired one elementary site, two elementary sites and one middle school site in the area. The state does not provide funding for property purchase.

The District's voters approved the 2016 bond to provide funding for new elementary, new middle school, two new elementary schools, a replacement of an existing middle school and addition to the existing elementary school. About the project are not complete at the exception of the new elementary and one new elementary school, which are not completed further in the project. Plan and measure additional funding source. The District's voters recently passed a proposition that would, in part, fund for the school. Additional funding for the elementary school anticipated to be pursued during the current planning period.

D O P M T T R A A D T D T R A T O R A T

## D DOR MPACT AND RO T R AT D APA T D

The District relies on property tax revenue to help fund its current and projected needs. However, the property tax revenue is used to fund a portion of the property tax project. The undesignated property tax revenue is not revenue source of revenue. As a result, the District will rely on bond funds to fund construction. The District's current projected property tax project included in the Capital Plan includes one bond fund and one elementary school. The other undesignated project is a part of the April 2016 bond and for the bond fund the April 2022 project. The District utilized bond for the 2016 bond to purchase property for the two bond fund and to finance in design and permit for. Additionally, the bond for property tax revenue and the bond construction. According to the Project, the bond needed to construct the two bond.

As shown in Appendix A the District's current per capita population is 1,763 students at the elementary level. This leaves the District's elementary enrollment under per capita population of 320 students current enrollment identified on page 11.

As shown in Appendix B the District's current per capita population is 1,066 students at the middle school level. This leaves the District's middle school enrollment under per capita population of 320 students current enrollment identified on page 11.

As shown in Appendix C the District's current per capita population is 1,020 students at the high school level. This leaves the District's high school enrollment **over** per capita population of 600 students current enrollment identified on page 11.

Based on the District's student generation rates Table 2, the District expects that 0.000 student will be generated from elementary school and 0.007 student will be generated from elementary school unit.

Appendix D the enrollment projection contained on page 11 to the District's existing permanent capacity Appendix A, B, and C and the population projection are made as of the year 2022, and per capita population is adjusted to 1, the District's elementary population **over** per capita population of 320 students, under per capita population of the middle school level 200 students, and **over** per capita population of 776 students at the high school level. Importantly, the above figures incorporate recent completed projects at the elementary and middle school level. The District's enrollment projections are developed using two methods: first, the cohort survival – the enrollment method is used to forecast enrollment growth based upon the progression of existing students in the District; then, the enrollment projection are added to include students anticipated from new developments in the District.



## RODMOT MODO

To estimate the results compared, to estimate the out membership computed student enrollment

1. The student 32 cohort curriculum method. The line method is used to estimate enrollment for the first year and determine the average cohort curriculum for the consecutive member period. Because cohort curriculum does not consider student generated for new development it is considered the protection of student enrollment. For the same reason, the protection is also able to react to curriculum. The cohort method is also compared with the first year it does account for no new enrollment for example, the second period, temporary remote learning and the transition in the transition period to in-person learning.
2. Based on information for enrollment, retention, developer, etc., the District is able to estimate the number of new development units that would be added each year and convert those units to new student enrollment on the basis of
  - The number of new student enrollment percentage of new development for the past several years. The student generation factor are shown in Table 2
  - Determine the curriculum distribution of new student grade level for the past several years, e.g., 10 to kindergarten, 10 to first grade, 20 to fifth grade, etc.
  - Based on an estimation of the factor shown in second period, estimate the out membership factor to apply to the projected new development.

After determining the expected new student, the current curriculum student enrollment are added for each year to each of the added addition.

One of the reasons for projected protection technique is that, where new development in the pipeline, tend to grow due to the number of new development and the generation population increase. However, when and do decrease even the population increase. The reason for the population future, the number of kindergarten children down as the number of 0th order is increased. To adjust for this factor, the number of children per development is needed. When the number of new development, it is projected because the District is estimated in kindergarten growth, the first year growth is estimated into a new period. When this happens, a reduction factor is added to kindergarten to force it to decrease even though the generation population continues to grow. A premise is that the District has not been developed to the new adjustment.

After the protection has been made and estimated, the out membership is created. An estimation of protection compared with actual enrollment indicates the cohort tend to be more accurate over a ten-year time span since development units tend to be more accurate over a shorter period. The protection reason that over a ten-year period, the protection tend to average out even though there are a lot of ups and downs in the period.

The second period is also compared protection in recent years. The District has experienced a return to in-person learning in the last two years but continues to monitor student enrollment close. As of this year's projections, this year's projection are more conservative than in previous years to add the District to other additions and experience. For other districts, the District is also experienced other student of the new development enrollment in Running Start option and instead choose to be enrolled in the District 22 program.

Enrollment projections for the years 2023/2024 through 2036/2037 are shown in Table 1 page 11. These projections are conservative in the near-term within a 10 year period. The District acknowledges that a positive period of increase in enrollment may occur, but does not believe our long-term enrollment will be reached within the next 7 years. The District, however, could make a wide upturn in enrollment depending upon land use decisions, housing and labor market, etc. The District is also monitoring the market and include updated information in future updates to the Comprehensive Plan.



# TAYLOR TOWNSHIP BOARD OF EDUCATION

## ACTUAL STUDENT COUNTS: 2014-15 THRU 2022-23

## ENROLLMENT PROJECTIONS: 2023-24 THRU 2036-37

### FTE ENROLLMENT

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	K-5	6-8	9-12	Total
2014-15	694	1494	1552	1478	1545	1555	1512	1491	1432	1495	1352	1292	1115	18,007	8318	4435	5254	18,007
2015-16	661	1547	1558	1615	1548	1582	1600	1552	1520	1472	1489	1167	1136	18,447	8511	4672	5264	18,447
2016-17*	1408	1483	1623	1609	1650	1604	1626	1626	1585	1565	1475	1290	1063	19,607	9377	4837	5393	19,607
2017-18	1447	1561	1535	1691	1641	1680	1627	1655	1651	1629	1546	1243	1165	20,071	9555	4933	5584	20,072
2018-19	1337	1519	1591	1555	1720	1645	1723	1631	1638	1677	1565	1308	1061	19,970	9367	4992	5612	19,971
2019-20	1453	1467	1593	1654	1603	1743	1680	1731	1648	1651	1626	1263	1134	20,246	9513	5059	5674	20,246
2020-21	1133	1441	1398	1530	1589	1529	1662	1616	1678	1629	1595	1244	1098	19,142	8620	4956	5566	19,142
2021-22	1171	1237	1401	1389	1494	1518	1527	1602	1583	1654	1577	1305	1164	18,622	8210	4712	5699	18,621
2022-23	1246	1332	1296	1442	1409	1531	1526	1532	1596	1589	1594	1327	1149	18,569	8256	4654	5659	18,569
2023-24	1274	1403	1390	1352	1461	1429	1554	1532	1539	1608	1550	1302	1155	18,549	8309	4625	5615	18,549
2024-25	1240	1403	1448	1429	1380	1473	1455	1564	1546	1570	1586	1273	1186	18,553	8373	4565	5615	18,553
2025-26	1248	1369	1443	1484	1455	1389	1499	1464	1578	1580	1553	1315	1167	18,544	8388	4541	5615	18,544
2026-27	1299	1405	1430	1498	1529	1482	1434	1523	1489	1623	1571	1303	1222	18,808	8643	4446	5719	18,808
2027-28	1279	1468	1486	1497	1560	1577	1538	1474	1561	1546	1624	1330	1207	19,147	8867	4573	5707	19,147
2028-29	1487	1427	1525	1537	1533	1583	1612	1556	1494	1597	1529	1358	1213	19,451	9092	4662	5697	19,451
2029-30	1492	1633	1484	1575	1576	1557	1621	1632	1578	1534	1584	1268	1252	19,786	9317	4831	5638	19,786
2030-31	1509	1642	1693	1536	1616	1602	1597	1643	1656	1620	1523	1326	1164	20,127	9598	4896	5634	20,128
2031-32	1527	1663	1705	1747	1580	1646	1645	1622	1669	1700	1611	1268	1223	20,606	9868	4936	5802	20,606
2032-33	1531	1680	1726	1760	1792	1611	1688	1670	1647	1713	1690	1354	1163	21,025	10100	5005	5920	21,025
2033-34	1539	1681	1740	1778	1801	1819	1650	1710	1693	1689	1701	1431	1248	21,480	10358	5053	6068	21,479
2034-35	1550	1690	1742	1793	1821	1828	1859	1673	1734	1736	1678	1443	1326	21,873	10424	5266	6183	21,873
2035-36	1562	1702	1751	1795	1836	1849	1869	1883	1698	1777	1725	1420	1338	22,205	10495	5450	6261	22,206
2036-37	1572	1714	1763	1805	1838	1864	1890	1893	1907	1741	1766	1468	1316	22,537	10556	5690	6291	22,537

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

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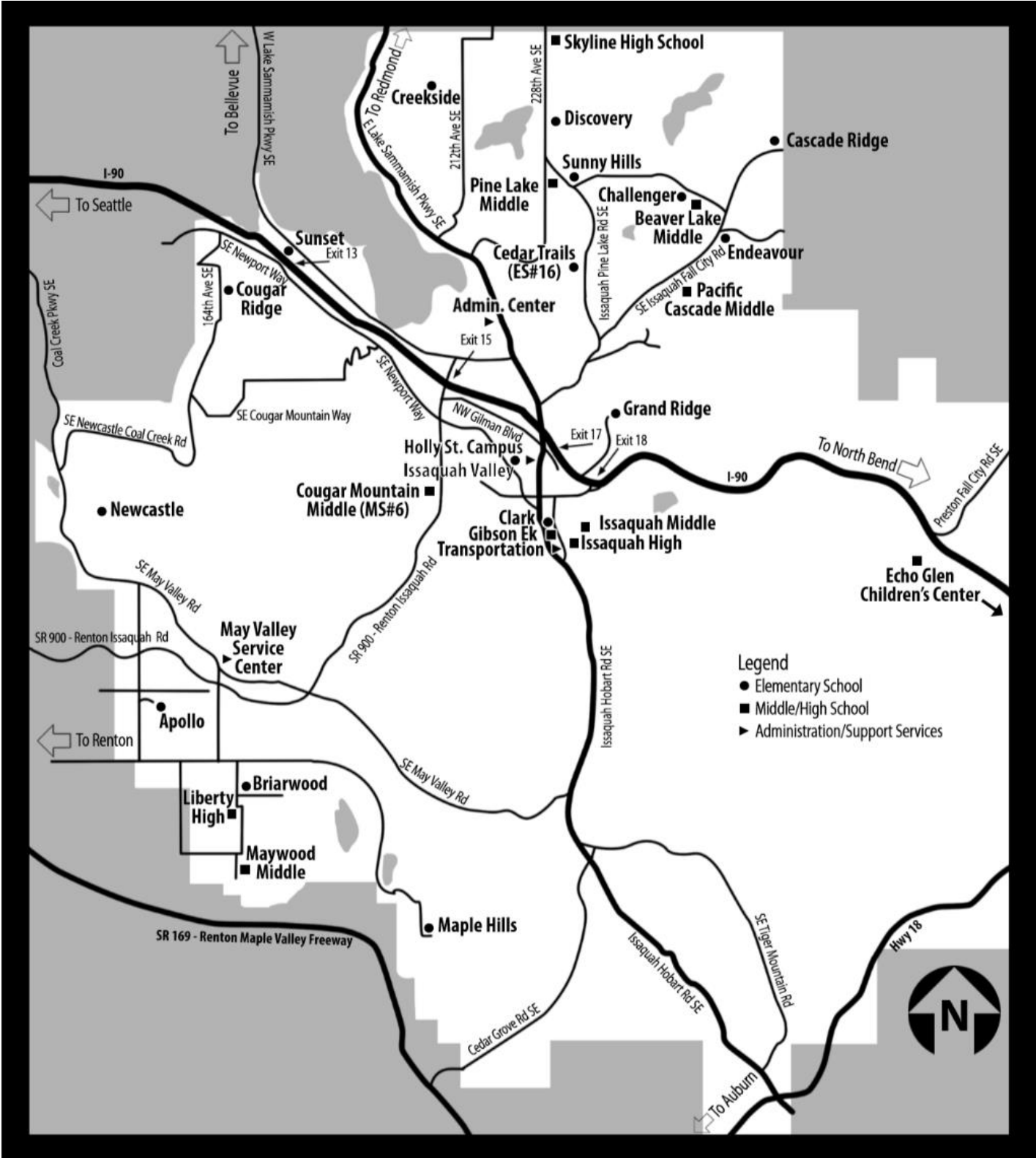
Housing Type	Housing Units	K-5 Students	6-8 Students	9-12 Students	K-5	6-8	9-12	K-12 Total
Single-family	1,366	431	188	185	0.316	0.138	0.135	0.589
Multifamily <sup>1</sup>	1,595	142	47	46	0.089	0.029	0.029	0.147

Table 1 sources: Issaquah School District March 2023 Student Information System enrollment, King County GIS parcel areas, and King County Department of Assessments residential building, apartment complex, and condo complex data with year built 2017–2021.

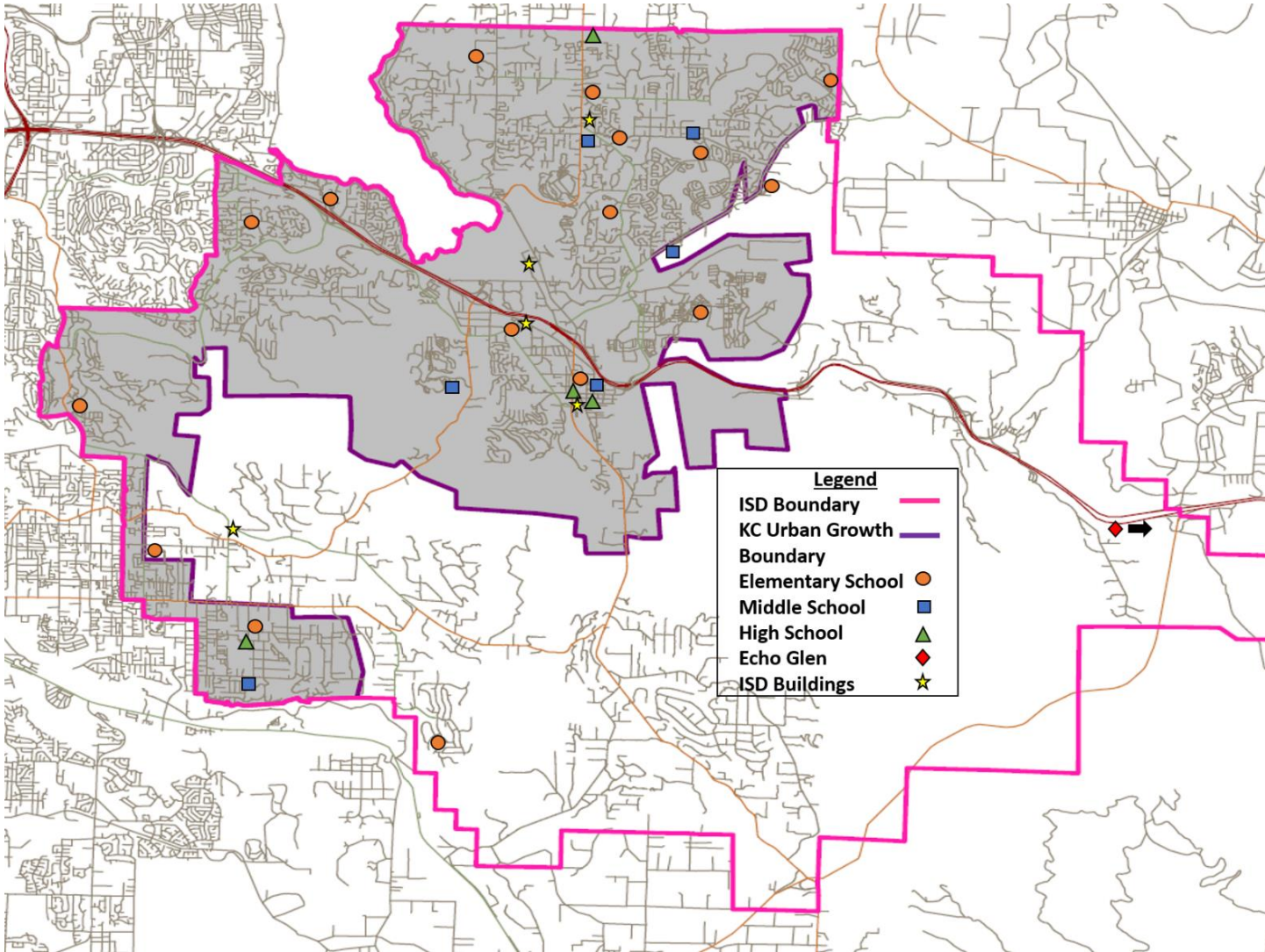
1. Multi-Family includes multi-family apartments, condominiums, duplexes, triplexes, 4-plexes, and townhomes.



T O A T O MAP



R A R O T O O D A R MAP





## T H E A A O O D T R T C A R O T R T O P A

The Detroit Public Finance Plan is shown in Appendix. Section 3 of the Detroit projected report to the student, which reflects the addition of the noted. Other projects of 33 million bond in April 2016 to fund the purchase of land for and construction of new and existing facilities, the required expansion of existing facilities and addition to the existing facilities. The Detroit is expected to provide additional funding for the new facilities project as well as other projects. The Detroit does not anticipate receiving state or federal funding for the new facilities project that could reduce future bond sale amount or be applied to new 2012 construction projects included in the Plan. The Detroit is expected to fund the construction of the new facilities and new facilities. The Detroit anticipates receiving additional funding from the state secured under the identified in future updates to the PFP.

The Detroit also anticipates that it will receive \$100,000 in capital fees and a portion of the amount that will be applied to capital projects.

The Detroit projects \$1,000 of the student for the 2023-2024 school year and \$1,000 of the student in the 2024-2025 school year. Projected costs are based on the planned schedule. Per the forecast in the adopted public finance ordinance, the total unneeded project-related need is expected to be met and the ordinance.

# PROJECTED CAPACITY TO HOUSE STUDENTS

**TABLE 3: PROJECTED CAPACITY TO HOUSE STUDENTS  
ELEMENTARY SCHOOLS**

Years		2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Permanent Capacity - Existing	@ 100% Utilization Rate	9,224	9,224	9,224	9,224	9,224	9,224
Permanent Capacity - Future Added	@ 100% Utilization Rate	0	0	0	0	0	560
Gross Totals	@ 100% Utilization Rate	9,224	9,224	9,224	9,224	9,224	9,784
<b>Subtotal</b>	<b>@ 95% Utilization Rate</b>	<b>8,763</b>	<b>8,763</b>	<b>8,763</b>	<b>8,763</b>	<b>8,763</b>	<b>9,295</b>
Portable Classrooms Capacity	@ 95% Utilization Rate	2,546	2,546	2,546	2,546	2,546	2,546
<b>Total Capacity</b>	<b>@ 95% Utilization Rate</b>	<b>11,309</b>	<b>11,309</b>	<b>11,309</b>	<b>11,309</b>	<b>11,309</b>	<b>11,841</b>
Projected FTE Enrollment		8,309	8,373	8,388	8,643	8,867	9,092
Permanent Capacity	<b>Surplus/Deficit</b>	454	390	375	120	-104	203
1. Permanent Capacity calculations are based on the 95% utilization factors (See Appendix A).							
2. The number of portables may be reduced as permanent capacity projects come on line and are open for instruction.							

PROJECTED CAPACITY TO HOUSE MIDDLE SCHOOL STUDENTS

TABLE 4: PROJECTED CAPACITY TO HOUSE STUDENTS MIDDLE SCHOOLS							
Years		2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Permanent Capacity - Existing	@ 100% Utilization Rate	5,206	5,206	5,206	5,206	5,206	5,206
Permanent Capacity - Future Added	@ 100% Utilization Rate	0	0	0	0	0	0
Gross Totals	@ 100% Utilization Rate	5,206	5,206	5,206	5,206	5,206	5,206
Subtotal	@ 95% Utilization Rate	4,946	4,946	4,946	4,946	4,946	4,946
Portable Classrooms Capacity	@ 95% Utilization Rate	840	840	840	840	840	840
Total Capacity	@ 95% Utilization Rate	5,786	5,786	5,786	5,786	5,786	5,786
Projected FTE Enrollment		4,625	4,565	4,541	4,446	4,573	4,662
Permanent Capacity	Surplus/Deficit	321	381	405	500	373	284
1. Permanent Capacity calculations are based on the 95% utilization factors (See Appendix B).							
2. The number of portables may be reduced as permanent capacity projects come on line and are open for instruction.							



# PROJECTED APART TO OOOO OOOO OOOO OOOO OOOO OOOO OOOO OOOO

**TABLE 5: PROJECTED CAPACITY TO HOUSE STUDENTS  
HIGH SCHOOLS**

Years		2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Permanent Capacity - Existing	@ 100% Utilization Rate	5,180	5,180	5,180	5,180	5,180	6,780
Permanent Capacity - Future Added	@ 100% Utilization Rate	0	0	0	0	1,600	0
Gross Totals	@ 100% Utilization Rate	5,180	5,180	5,180	5,180	6,780	6,780
<b>Subtotal</b>	<b>@ 95% Utilization Rate</b>	<b>4,921</b>	<b>4,921</b>	<b>4,921</b>	<b>4,921</b>	<b>6,441</b>	<b>6,441</b>
Portable Classrooms Capacity	@ 95% Utilization Rate	904	904	904	904	904	904
<b>Total Capacity</b>	<b>@ 95% Utilization Rate</b>	<b>5,825</b>	<b>5,825</b>	<b>5,825</b>	<b>5,825</b>	<b>7,345</b>	<b>7,345</b>
Projected FTE Enrollment		5,615	5,615	5,615	5,719	5,707	5,697
Permanent Capacity	<b>Surplus/Deficit</b>	-694	-694	-694	-798	734	744

1. Permanent Capacity calculations are based on the 95% utilization factors (See Appendix C).

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

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**DISTRICT:** Issaquah School District #411  
**YEAR:** 2023

**School Site Acquisition Cost:**

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

	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor		Cost/ SFR	Cost/ MFR
				SFR	MFR		
Elementary	7.00	\$0	560	0.316	0.089	\$0	\$0
Middle/Jr High	10.00	\$0	850	0.138	0.029	\$0	\$0
High	40.00	\$1,000,000	1,600	0.135	0.029	\$3,386	\$721
<b>TOTAL</b>						<b>\$3,386</b>	<b>\$721</b>

**School Construction Cost:**

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

	%Perm/ Total Sq.Ft.	Facility Cost	Facility Capacity	Student Factor		Cost/ SFR	Cost/ MFR
				SFR	MFR		
Elementary	92.37%	\$52,500,000	560	0.316	0.089	\$27,323	\$7,710
Middle/Jr High	92.37%	\$0	850	0.138	0.029	\$0	\$0
High	92.37%	\$187,500,000	1,600	0.135	0.029	\$14,660	\$3,122
<b>TOTAL</b>						<b>\$41,983</b>	<b>\$10,831</b>

**Temporary Facility Cost:**

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

	%Temp/ Total Sq.Ft.	Facility Cost	Facility Size	Student Factor		Cost/ SFR	Cost/ MFR
				SFR	MFR		
Elementary	7.63%	\$0	80	0.316	0.089	\$0	\$0
Middle/Jr High	7.63%	\$0	56	0.138	0.029	\$0	\$0
High	7.63%	\$0	224	0.135	0.029	\$0	\$0
<b>TOTAL</b>						<b>\$0</b>	<b>\$0</b>

**State Matching Credit:**

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

	Current Area Cost Allowance	SPI Footage	District Match %	Student Factor		Cost/ SFR	Cost/ MFR
				SFR	MFR		
Elementary	\$ 246.83	90	0.00%	0.316	0.089	\$0	\$0
Middle/Jr High	\$ 246.83	108	0.00%	0.138	0.029	\$0	\$0
High School	\$ 246.83	130	36.09%	0.135	0.029	\$1,568	\$334
<b>TOTAL</b>						<b>\$1,568</b>	<b>\$334</b>

**Tax Payment Credit:**

	SFR	MFR
Average Assessed Value	\$1,512,796	\$496,039
Capital Bond Interest Rate	3.58%	3.58%
Net Present Value of Average Dwelling	\$12,530,744	\$4,108,779
Years Amortized	10	10
Property Tax Levy Rate	\$1.02	\$1.02
Present Value of Revenue Stream	\$12,781	\$4,191

**Fee Summary:**

	Single-Family	Multi-Family
Site Acquisition Costs	\$3,385.80	\$721.00
Permanent Facility Cost	\$41,983.00	\$10,831.40
Temporary Facility Cost	\$0.00	\$0.00
State Match Credit	(\$1,568.37)	(\$333.98)
Tax Payment Credit	(\$12,781.36)	(\$4,190.95)
<b>FEE (AS CALCULATED)</b>	<b>\$31,019.07</b>	<b>\$7,027.46</b>
Local Share @ 50%	\$15,509.53	\$3,513.73
<b>FINAL FEE</b>	<b>\$15,510</b>	<b>\$3,514</b>

1. Each city or county sets and adopts the amount of the school impact fee.
2. For the applicable fee schedule, please consult with the permitting jurisdiction for the development project.

ANNUAL REPORT FOR DATA AND INFORMATION FOR THE 2019-2020 SCHOOL YEAR

SCHOOL SITE ACQUISITION COST:

- The District has previously purchased site or the new site entered into a leasehold agreement.

SCHOOL CONSTRUCTION COST:

- Estimated construction cost of the project provided additional entered property 2,000,000
- Estimated construction cost of the project provided additional property 7,000,000

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

Total Square Footage	2,33,37
Permanent Square Footage O.P.	2,70,000
Temporary Square Footage	0,007

STATE MATCH CREDIT:

Current Area of Assistance	26.3
Percentage of State Match	36.00

# APPENDIX A 2022-23 MONTHLY OPERATIONAL DATA

ELEMENTARY SCHOOLS	# OF STANDARD CLASSROOMS <sup>1</sup>	STANDARD CLASSROOM CAPACITY (20) <sup>2</sup>	# OF SPECIAL ED ROOMS	SPECIAL ED CLASSROOM CAPACITY (12) <sup>3</sup>	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY AT 95% (MAIN SCHOOL BLDG)	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CLASSROOM CAPACITY	CURRENT SCHOOL CAPACITY (20) <sup>2</sup>	CURRENT SCHOOL CAPACITY @ 100% (INCLUDES PORTABLE CLASSROOMS)	FUTURE PORTABLE CLASSROOMS	ADDITIONAL PORTABLE CLASSROOMS	MAXIMUM SCHOOL CLASSROOM CAPACITY (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM # OF PORTABLE CLASSROOMS	PROJECTED OCT 2023 HEADCOUNT	PROJECTED OCT 2023 vs PERMANENT CAPACITY <sup>4</sup> (SURPLUS or DEFICIT)	WITH EXISTING PORTABLES @ 95% <sup>5</sup> (SURPLUS or DEFICIT)
APOLLO	28	560	3	36	596	566	7	140	736	699	0	0	736	7	516	50	183
BRIARWOOD	26	520	3	36	556	528	11	220	776	737	0	0	776	11	590	-62	147
CASCADE RIDGE	23	460	2	24	484	460	8	160	644	612	0	0	644	8	408	52	204
CEDAR TRAILS	23	460	3	36	496	471	0	0	496	471	6	120	616	6	412	59	59
CHALLENGER	22	440	4	48	488	464	14	280	768	730	0	0	768	14	423	41	307
CLARK	30	600	3	36	636	604	10	200	836	794	0	0	836	10	645	-41	149
COUGAR RIDGE	28	560	3	36	596	566	8	160	756	718	0	0	756	8	468	98	250
CREEKSIDE	27	540	5	60	600	570	10	200	800	760	0	0	800	10	593	-23	167
DISCOVERY	27	540	4	48	588	559	8	160	748	711	0	0	748	8	541	18	170
ENDEAVOUR	26	520	4	48	568	540	8	160	728	692	0	0	728	8	483	57	209
GRAND RIDGE	26	520	5	60	580	551	12	240	820	779	0	0	820	12	570	-19	209
ISSAQUAH VALLEY	31	620	2	24	644	612	10	200	844	802	0	0	844	10	617	-5	185
MAPLE HILLS	22	440	4	48	488	464	4	80	568	540	0	0	568	4	458	6	82
NEWCASTLE	24	480	4	48	528	502	8	160	688	654	0	0	688	8	483	19	171
SUNNY HILLS	30	600	6	72	672	638	12	240	912	866	0	0	912	12	565	73	301
SUNSET	31	620	7	84	704	669	4	80	784	745	0	0	784	4	537	132	208
<b>TOTAL</b>	<b>424</b>	<b>8480</b>	<b>62</b>	<b>744</b>	<b>9224</b>	<b>8763</b>	<b>134</b>	<b>2680</b>	<b>11904</b>	<b>11309</b>	<b>6</b>	<b>120</b>	<b>12024</b>	<b>140</b>	<b>8309</b>	<b>454</b>	<b>3000</b>

<sup>1</sup> Minus excluded spaces for special program needs

<sup>2</sup> Average of staffing ratios = Kindergarten - 2nd grades 1:20, 3rd - 5th grades 1:23

<sup>3</sup> Average of staffing ratios for Special Ed = Kindergarten thru 5th grades 1:12

<sup>4</sup> Permanent Capacity x 95% (utilization factor) Minus FTE Enrollment

<sup>5</sup> Maximum Capacity x 95% (utilization factor) Minus Headcount Enrollment

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

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

## APPENDIX 2022-23 MIDDLE SCHOOL CAPACITY

ELEMENTARY SCHOOLS	# OF STANDARD CLASSROOMS <sup>1</sup>	STANDARD CLASSROOM CAPACITY (26) <sup>2</sup>	# OF SPECIAL ED ROOMS	SPECIAL ED CLASSROOM CAPACITY (12) <sup>3</sup>	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY AT 95% (MAIN SCHOOL BLDG)	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CLASSROOM CAPACITY	CURRENT SCHOOL CAPACITY (26) <sup>2</sup>	CURRENT SCHOOL CAPACITY @ 100% (INCLUDES PORTABLE CLASSROOMS)	FUTURE PORTABLE CAPACITY @ 95%	ADDITIONAL PORTABLE CLASSROOMS	MAXIMUM SCHOOL CLASSROOM CAPACITY (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM # OF PORTABLE CLASSROOMS	PROJECTED OCT 2023 HEADCOUNT	PROJECTED OCT 2023 vs PERMANENT CAPACITY <sup>4</sup> (SURPLUS or DEFICIT)	WITH EXISTING PORTABLES @ 95% <sup>5</sup> (SURPLUS or DEFICIT)
BEAVER LAKE	28	728	2	24	752	714	10	260	1012	961	0	0	1012	10	811	-97	150
COUGAR MOUNTAIN	30	780	4	48	828	787	2	0	828	787	0	0	828	0	637	150	150
ISSAQUAH MIDDLE	28	728	10	120	848	806	8	208	1056	1003	0	0	1056	8	768	38	235
MAYWOOD	40	1040	4	48	1088	1034	6	156	1244	1182	0	0	1244	6	832	202	350
PACIFIC CASCADE	28	728	7	84	812	771	8	208	1020	969	0	0	1020	8	652	119	317
PINE LAKE	31	806	6	72	878	834	2	52	930	884	0	0	930	2	925	-91	-42
<b>TOTAL</b>	<b>185</b>	<b>4810</b>	<b>33</b>	<b>396</b>	<b>5206</b>	<b>4946</b>	<b>36</b>	<b>884</b>	<b>6090</b>	<b>5786</b>	<b>0</b>	<b>0</b>	<b>6090</b>	<b>34</b>	<b>4625</b>	<b>321</b>	<b>1161</b>

<sup>1</sup> Minus excluded spaces for special program needs<sup>2</sup> Average of staffing ratios = 6th thru 8th grades 1:26<sup>3</sup> Average of staffing ratios for Special Ed = 6th thru 8th grades 1:12<sup>4</sup> Permanent Capacity x 95% (utilization factor) Minus Headcount Enrollment<sup>5</sup> Maximum Capacity x 95% (utilization factor) Minus Headcount Enrollment

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

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

## APPENDIX 2022-23 OOOAPA T

ELEMENTARY SCHOOLS	# OF STANDARD CLASSROOMS <sup>1</sup>	STANDARD CLASSROOM CAPACITY (28) <sup>2</sup>	# OF SPECIAL ED ROOMS	SPECIAL ED CLASSROOM CAPACITY (12) <sup>3</sup>	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY AT 95% (MAIN SCHOOL BLDG)	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CLASSROOM CAPACITY	CURRENT SCHOOL CAPACITY (28) <sup>2</sup>	CURRENT SCHOOL CAPACITY @ 95% (INCLUDES PORTABLE CLASSROOMS)	FUTURE PORTABLE CLASSROOMS	ADDITIONAL PORTABLE CLASSROOMS	MAXIMUM SCHOOL CAPACITY (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM # OF PORTABLE CLASSROOMS	PROJECTED OCT 2023 HEADCOUNT	PROJECTED OCT 2023 vs PERMANENT CAPACITY (SURPLUS or DEFICIT)	WITH EXISTING PORTABLES @ 95% <sup>5</sup>
ISSAQUAH HIGH	73	2044	4	48	2092	1987	10	280	2372	2253	0	0	2372	10	2131	-144	122
LIBERTY HIGH	40	1120	5	60	1180	1121	8	224	1404	1334	0	0	1404	8	1333	-212	1
GIBSON EK HIGH	10	280	0	0	280	266	0	0	280	266	0	0	280	0	175	91	91
SKYLINE HIGH	56	1568	5	60	1628	1547	16	448	2076	1972	0	0	2076	16	1976	-429	-4
<b>TOTAL</b>	<b>179</b>	<b>5012</b>	<b>14</b>	<b>168</b>	<b>5180</b>	<b>4921</b>	<b>34</b>	<b>952</b>	<b>6132</b>	<b>5825</b>	<b>0</b>	<b>0</b>	<b>6132</b>	<b>34</b>	<b>5615</b>	<b>-694</b>	<b>210</b>
<sup>1</sup> Minus excluded spaces for special program needs <sup>2</sup> Average of staffing ratios = 9th thru 12th grades 1:28 <sup>3</sup> Average of staffing ratios for Special Ed = 9th thru 12th grades 1:12 <sup>4</sup> Permanent Capacity x 95% (utilization factor) Minus Headcount Enrollment <sup>5</sup> Maximum Capacity x 95% (utilization factor) Minus Headcount Enrollment A. Permanent capacity reflects the building's level of service design capacity. B. The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portables.																	



- <sup>1</sup> Minus excluded spaces for special program needs
- <sup>2</sup> Average of staffing ratios = Kindergarten - 2nd grades 1:20, 3rd - 5th grades 1:23, 6th - 8th grades 1:26, 9th - 12th grades 1:28
- <sup>3</sup> Average of staffing ratios for Special Ed = Kindergarten - 12th grades 1:12
- <sup>4</sup> Permanent Capacity x 95% (utilization factor) Minus Headcount Enrollment
- <sup>5</sup> Maximum Capacity x 95% (utilization factor) Minus Headcount Enrollment

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

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

APPENDIX 6: ARRA PA

BUILDING	<sup>1</sup> N / <sup>2</sup> M	2023	2024	2025	2026	2027	2028	Cost to Complete <sup>5</sup>	SECURED LOCAL/STATE <sup>3</sup>	UNSECURED LOCAL <sup>4</sup>
New High School	N	\$5,000,000	\$55,500,000	\$111,000,000	\$55,500,000	\$6,000,000		\$233,000,000	\$133,500,000	\$99,500,000
New Elementary #17	N			\$5,000,000	\$17,500,000	\$32,500,000	\$2,500,000	\$57,500,000		\$57,500,000
TOTALS		\$5,000,000	\$55,500,000	\$116,000,000	\$73,000,000	\$38,500,000	\$2,500,000	\$290,500,000	\$133,500,000	\$157,000,000

<sup>1</sup> N = New Construction

<sup>2</sup> M = Modernization-Rebuild

<sup>3</sup> The Issaquah School District, with voter approval, has front funded these projects.

<sup>4</sup> School impact fees may be utilized to offset front funded expenditures associated with the cost of new growth-related facilities. Impact fees are currently collected from the cities of Bellevue, Newcastle, Renton, Sammamish, Issaquah & King County for projects within the Issaquah School District.

<sup>5</sup> Cost to complete does not include project expenditures from previous years.



## SNOQUALMIE VALLEY SCHOOL DISTRICT 410

## CAPITAL FACILITIES PLAN 2023



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

Adopted on June 8, 2023

**SNOQUALMIE VALLEY SCHOOL DISTRICT NO. 410**

**2023-2028  
SIX-YEAR CAPITAL FACILITIES PLAN**

**TABLE OF CONTENTS**

<b>Section:</b>	<b>Page Number:</b>
i Board of Directors and Administration	3
ii Schools	4
1. Executive Summary	5
2. Current District "Standard of Service"	8
3. Inventory and Evaluation of Current Permanent Facilities	10
4. Relocatable (Portable) Classrooms	12
5. Six-Year Enrollment Projections	13
6. Six-Year Planning and Construction Plan	15
7. Six-Year Classroom Capacities: Availability/Deficit Projection	17
8. Impact Fees and the Finance Plan	19
9. Appendix A- Impact Fee Calculations; Student Generation Factors; District Map	21

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

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

<b>Board of Directors</b>
---------------------------

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

<b>Central Office Administration</b>
--------------------------------------

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

<p>Snoqualmie Valley School District No. 410 Snoqualmie, Washington</p>
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**Administration Building**

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

**Dan Schlotfeldt, Superintendent**

**Mount Si High School**

8651 Meadowbrook Way S.E.  
Snoqualmie, WA 98065  
Debra Hay, Principal

**Two Rivers School**

8651 Meadowbrook Way S.E.  
Snoqualmie, WA 98065  
Catherine Fredenburg, Principal

**Snoqualmie Middle School**

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

**Chief Kanim Middle School**

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

**Twin Falls Middle School**

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

**Cascade View Elementary**

34816 SE Ridge Street  
Snoqualmie, WA 98065  
Katelyn Long, Principal

**Snoqualmie Elementary**

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

**North Bend Elementary**

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

**Fall City Elementary**

33314 S.E. 42nd  
Fall City, WA 98027  
Jamie Warner, Principal

**Timber Ridge Elementary**

34412 SE Swenson Drive  
Snoqualmie, WA 98065  
Shawn Lawrence, Principal

**Opstad Elementary**

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

**Section 1. Executive Summary**

This Six-Year Capital Facilities Plan (the “Plan”) has been prepared by the Snoqualmie Valley School District (the “District”) as the organization’s primary facility planning document, in compliance with the requirements of the State of Washington's Growth Management Act and King County Code 21A.43. This plan was prepared using data available in the spring of 2023 and is consistent with prior capital facilities plans adopted by the District; however, this plan is not intended to be the sole plan for all the organization's needs.

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

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

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

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

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

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

School capacity for the 2023-24 school year is based on the District standard of service and use of existing inventory. Existing inventory includes both permanent and relocatable classrooms (i.e. portable classroom units). The District's 2023-24 overall permanent capacity is 6,524 students (with an additional 2,027 student capacity available in portable classrooms). Enrollment in the Fall of 2022 totaled 6,813 full time equivalents ("FTE"). Due primarily to smaller kindergarten cohorts in recent years, the District anticipates a slight decrease in overall enrollment over the duration of this plan, with enrollment then beginning to grow in the years subsequent to this plan. Demographer projections based on recent census data, economic trends, housing projections and birth rates, among other factors project a decrease of 1% to 6,741 in 2028, based on the mid-range of enrollment projections. However, several factors may affect these projections in the near term, including anticipated housing growth in North Bend, continuing uncertainty regarding the impact of COVID on recent enrollment trends (and return of students to District enrollment), and recent experience of high school students opting for traditional education over the previous numbers enrolling in Running Start. As such, the District believes these projections to be conservative and will continue to carefully monitor annual enrollment.

Washington State House Bill 2776, which was enacted in 2010, required all kindergarten classes in the State to convert to full day kindergarten by 2018. The District converted to full day kindergarten in 2016. This transition doubled the number of classrooms needed for kindergarteners and increased classrooms needed to serve kindergarteners requiring additional special educational services. HB 2776 also stipulated K-3 class sizes to be reduced to 17 students per teacher by 2018 (down from the 21:1 average previously funded). This reduction in class sizes also required significant increases in the number of classrooms needed to adequately serve our K-3 population. These factors, combined with significant enrollment growth over the past two decades has increased the need for permanent classroom capacity across all grade levels in the District.

Though areas of growth are seen in various areas of the District, the most notable growth continues to be in the Snoqualmie Ridge and North Bend areas. United States Census data released in 2021 indicated the City of Snoqualmie grew by 32.3% over the last decade, while the City of North Bend grew by 31.8% over the same period. The cities of Snoqualmie and North Bend both anticipate future housing growth beyond 2028, while growth in unincorporated King County and the city of Sammamish should experience minimal housing growth in the District, unless annexations occur.

Previously, the need for additional classroom capacity has been addressed via the construction of Cascade View Elementary in 2005, Twin Falls Middle School in 2008, a 12-classroom portable expansion at Mount Si High School in 2009, the conversion of Snoqualmie Middle School into a Freshman Campus for Mount Si High School in 2013, the relocation of the 12-classroom portable expansion from Mount Si High School to Snoqualmie Middle School, the construction of Timber Ridge Elementary in 2016 and the replacement of Mount Si High School in 2019. In addition, the District has added numerous portable classrooms throughout the District during that same time frame. While two elementary schools have been opened in the last two decades, elementary school portable classrooms currently provide the equivalent capacity of two additional elementary schools, or approximately one-third of all elementary student capacity. See Section 7 for further details.

With the completion of the two school additions (Timber Ridge and Mount Si) related to the District's most recent bond proposition (2015), the District has begun to consider the ongoing facility needs throughout the District. In order to reassess overall District needs and to begin to prioritize projects for potential future bond propositions, the District launched a citizen's committee to review districtwide facilities needs related to educating students (which continues to evolve in the 21<sup>st</sup> century) with consideration for future projected enrollment growth.

The goal of the committee is to develop a 20-year long-range facilities plan, with the first phase expected to reflect the six-year window of this plan. The committee has currently presented a preliminary recommendation to rebuild and expand North Bend Elementary and Fall City Elementary, given projected enrollment trends, the disproportionate number of portables and the age and location of these elementaries. These expansions create capacity to serve elementary growth, while also eliminating a significant number of portable classrooms currently at those buildings. Expanding and renovating older elementary schools also saves operations and maintenance costs when compared to constructing a seventh elementary school and trying to continue to maintain aged buildings. Both elementary schools are also the District's oldest facilities, and a replacement/renovation of each alleviates ongoing and growing maintenance issues and costs associated with aging structures. Improvements to these buildings would also provide more equitable learning and support spaces that are present in other buildings and necessary to meet student educational needs.

The committee also has preliminarily recommended the replacement of Snoqualmie Middle School, as it similarly does not have equitable facilities and learning spaces compared to the District's other two middle schools and has a significant number of classroom doors that open to the exterior which present an ongoing safety and security concern associated with the increase of violence in public schools.

See Section 6 for more details on the District's capacity planning.

**Section 2. Current District "Standard of Service"**  
(as defined by King County Code 21A.06)

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

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

**Standard of Service for Elementary Students**

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

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

- Resource rooms
- Computer rooms
- Multi Language Learners (MLL)
- Education for disadvantaged students (Title I)
- Highly Capable education
- District remediation programs
- Learning assisted programs
- Transition rooms
- Behavior and other social, emotional programing
- Mild, moderate and severe disabilities
- Preschool programs

**Standard of Service for Secondary Students**

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



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

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

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

### **Room Utilization at Secondary Schools**

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

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

### **Section 3. Inventory and Evaluation of Current Permanent Facilities**

The District's current overall capacity for the 2023-24 school year is expected to be 8,551, comprised of permanent classroom capacity of 6,524 students, and temporary classroom capacity of 2,027 students. October enrollment for the 2022-23 school year was 6,620 for purpose of the building inventory below. Districtwide, October 2022 enrollment totaled 6,813 full time equivalents ("FTE"), which includes students attending Parent Partnership Program and out-of-district placements.

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

The physical condition of the District's facilities was evaluated by the 2023 State Study and Survey of School Facilities completed in accordance with WAC 180-25-025. As schools are modernized, the State Study and Survey of School Facilities report is updated. That report is incorporated herein by reference.

**Inventory of Permanent School Facilities and Related Program Capacity  
2023-24 School Year**

<b>ELEMENTARY LEVEL</b>				
<b>Facility</b>	<b>Address</b>	<b>Grade Span</b>	<b>Permanent Capacity *</b>	<b>2022-23 Enrollment **</b>
CASCADE VIEW	34816 SE Ridge Street Snoqualmie, Washington	K thru 5	495	547
FALL CITY	33314 SE 42nd Place Fall City, Washington	K thru 5	280	461
NORTH BEND	400 E 3rd Street North Bend, Washington	K thru 5	325	456
OPSTAD	1345 Stilson Av SE North Bend, Washington	K thru 5	452	563
SNOQUALMIE	39801 SE Park Street Snoqualmie, Washington	K thru 5 & Preschool	261	420
TIMBER RIDGE	34412 SE Swenson Drive Snoqualmie, Washington	K thru 5	583	621
<b>Total Elementary School</b>			<b>2,396</b>	<b>3,068</b>
<b>MIDDLE SCHOOL LEVEL</b>				
<b>Facility</b>	<b>Address</b>	<b>Grade Span</b>	<b>Permanent Capacity *</b>	<b>2022-23 Enrollment **</b>
CHIEF KANIM	32627 SE Redmond-Fall City Rd Fall City, Washington	6, 7 & 8	697	579
SNOQUALMIE	9200 Railroad Ave SE Snoqualmie, Washington	6, 7 & 8	336	503
TWIN FALLS	46910 SE Middle Fork Road North Bend, Washington	6, 7 & 8	765	543
<b>Total Middle School</b>			<b>1,798</b>	<b>1,625</b>
<b>HIGH SCHOOL LEVEL</b>				
<b>Facility</b>	<b>Address</b>	<b>Grade Span</b>	<b>Permanent Capacity *</b>	<b>2022-23 Enrollment **</b>
MOUNT SI / TWO RIVERS	8651 Meadowbrook Way SE Snoqualmie, Washington	9 thru 12	2,330	1,927
<b>Total High School</b>			<b>2,330</b>	<b>1,927</b>
<b>TOTAL DISTRICT</b>			<b>6,524</b>	<b>6,620</b>

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

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

#### **Section 4. Relocatable (Portable) Classrooms**

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

The District inventory includes 94 portable classrooms that provide standard capacity and special program space as outlined in Section 2. The District inventory of portables provides approximately 24% of capacity districtwide. The rebuild and expansion of Mount Si High School and the re-opening of Snoqualmie Middle schools has significantly reduced the percentage of secondary students in portable classrooms. At the elementary level, 36% of facility capacity is housed in portable classrooms, which is the equivalent of over 2 entire elementary schools. Based on projected enrollment growth and timing of anticipated permanent facilities, the District anticipates the need to acquire and/or relocate additional portables at the elementary level during the next six-year period.

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

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

The District has an additional 10 portable classrooms in its inventory that are used for special program purposes or districtwide support services and are not available for regular classroom needs.

Two Rivers School relocated to the Mount Si High School campus in the fall of 2021. The District is currently working on facility improvements of that modular classroom facility and expects to bring that building back into available capacity in the Fall of 2024, when it will house the preschool program currently housed at Snoqualmie Elementary.

## **Section 5. Six-Year Enrollment Projections**

The District contracts with Flo Analytics (“FLO”) to project student enrollment over the next six-years. FLO provides the District a low, middle and high-range projections that are based on historic growth trends, future housing construction plans and availability, birth rates, as well as economic and various other factors that contribute to overall population growth. Based on the mid-range projection provided in 2023 by FLO, enrollment is expected to decrease by 72 students (1%) over the next six years, with slight declines in enrollment the 6-12 level, but growth in K-5 enrollment. However, as discussed below, the District views these projections as conservative and will continue to monitor enrollment closely.

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

Given enrollment variability in recent years, the District acknowledges that the demographer’s ability to project enrollment could be impacted by several variable factors in the near term including: anticipated housing growth in North Bend, continuing uncertainty regarding the impact of COVID on recent enrollment trends (and return of students to District enrollment), and recent experience of high school students opting for traditional education over the previous numbers enrolling in Running Start. A few years prior to the construction of the new Mount Si High School, the District saw a significant increase in the number of students choosing to enroll in Running Start programs. With the opening of the new Mount Si High School and increased availability of dual credit and advanced placement offerings, we anticipate an increase of student retention in the 11<sup>th</sup> and 12<sup>th</sup> grades. Additional program enhancements, such as the relocation of Two Rivers onto the Mount Si High School campus, should also improve student outcomes and retention. These factors are not included in the demographer projections below but may result in higher high school enrollment at Mount Si High School over the next six years. We will continue to update enrollment projections in future updates to this plan.

**Snoqualmie Valley School District No. 410**  
**Actual Full-Time Equivalent Enrollment through 2022 and Projected Enrollment from 2023 through 2028**

GRADE:	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Enrollment Projections through 2028					
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Kindergarten **	233	257	245	267	241	548	508	548	603	402	546	491	517	499	504	514	528	543
1st Grade	490	495	540	530	578	526	574	530	552	561	475	531	505	533	514	519	530	544
2nd Grade	501	491	504	559	536	614	560	569	549	516	593	485	550	523	552	532	537	549
3rd Grade	522	510	509	515	567	559	608	564	572	519	549	579	493	556	528	558	538	543
4th Grade	493	534	517	509	566	597	566	585	566	534	525	546	581	493	556	528	558	538
5th Grade	517	492	528	538	526	570	596	557	584	554	545	523	545	579	492	554	527	557
<b>K-5 Subtotal</b>	<b>2,756</b>	<b>2,779</b>	<b>2,843</b>	<b>2,918</b>	<b>3,014</b>	<b>3,414</b>	<b>3,412</b>	<b>3,353</b>	<b>3,426</b>	<b>3,086</b>	<b>3,233</b>	<b>3,155</b>	<b>3,191</b>	<b>3,183</b>	<b>3,146</b>	<b>3,205</b>	<b>3,218</b>	<b>3,274</b>
6th Grade	491	504	472	514	570	529	580	582	574	581	548	538	527	549	584	497	558	531
7th Grade	480	488	512	481	525	572	511	581	590	550	594	536	537	526	548	581	495	556
8th Grade	473	481	476	505	486	508	563	514	570	558	554	595	532	534	522	544	576	492
<b>6-8 Subtotal</b>	<b>1,444</b>	<b>1,473</b>	<b>1,460</b>	<b>1,500</b>	<b>1,581</b>	<b>1,609</b>	<b>1,654</b>	<b>1,677</b>	<b>1,734</b>	<b>1,689</b>	<b>1,696</b>	<b>1,669</b>	<b>1,596</b>	<b>1,609</b>	<b>1,654</b>	<b>1,622</b>	<b>1,629</b>	<b>1,579</b>
9th Grade	408	467	477	489	525	475	510	567	523	571	581	565	600	537	539	527	549	582
10th Grade	400	406	473	469	473	500	472	499	556	507	576	566	558	592	530	532	520	542
11th Grade	385	364	369	396	357	310	360	317	369	381	411	461	419	414	439	393	395	385
12th Grade	372	410	363	388	372	321	283	315	338	376	379	397	442	402	397	421	378	379
<b>9-12 Subtotal</b>	<b>1,565</b>	<b>1,647</b>	<b>1,682</b>	<b>1,742</b>	<b>1,727</b>	<b>1,606</b>	<b>1,625</b>	<b>1,698</b>	<b>1,786</b>	<b>1,835</b>	<b>1,947</b>	<b>1,989</b>	<b>2,019</b>	<b>1,945</b>	<b>1,905</b>	<b>1,873</b>	<b>1,842</b>	<b>1,888</b>
***																		
<b>K-12 TOTAL</b>	<b>5,765</b>	<b>5,899</b>	<b>5,985</b>	<b>6,160</b>	<b>6,322</b>	<b>6,629</b>	<b>6,691</b>	<b>6,728</b>	<b>6,946</b>	<b>6,610</b>	<b>6,876</b>	<b>6,813</b>	<b>6,806</b>	<b>6,737</b>	<b>6,705</b>	<b>6,700</b>	<b>6,689</b>	<b>6,741</b>
	0.3%	2.3%	1.5%	2.9%	2.6%	4.9%	0.9%	0.6%	3.2%	-4.8%	4.0%	-0.9%	-0.1%	-1.0%	-0.5%	-0.1%	-0.2%	0.8%

\* Enrollment Projections above reflect mid-range enrollment projections provided by Flo Analytics: January 2023.

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

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

## **Section 6. Six-Year Planning and Construction Plan**

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

- Planning and construction of new elementary school capacity;
- Use of additional portables to provide housing of students not provided for under other strategies;
- Acquisition of land needed for expansion of transportation facility needs related to growth.

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

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

The 2015 voter-approved proposition also included funds to construct a new Elementary School #6. The construction of Timber Ridge Elementary, completed in 2016, provided initial capacity at all elementary schools to implement full day kindergarten, reduce K-3 class sizes and provide for enrollment growth, as all District elementary schools underwent a re-boundary process in preparation for the opening of Timber Ridge.

Despite the addition of Timber Ridge and recent additions of portable classrooms, the significant reductions in K-3 class sizes have resulted in most elementary schools operating at capacity. Future enrollment growth, when combined with reduced class sizes, will require additional future elementary school capacity. Portable classrooms may provide some short-term relief, however, many of the District's current elementary schools have reached the capacity to add more portable classrooms due to several factors, including land availability, building code restrictions, and capacity of corresponding common areas such as parking, bathrooms, specialist classrooms and building support services. As the District has more than two elementary schools of capacity in portable classroom, we anticipate future Elementary construction projects to include the reduction of portables within the District. For example, Snoqualmie, Fall City and North Bend Elementaries have approximately 50% of total capacity in portable classrooms.

In the spring of 2020, the District launched a Facilities Study Committee to begin the process of determining the appropriate solution for future elementary capacity needs, while also attempting to address the large amounts of portable classroom capacity. While still in process at the time of the development of the annual update to this plan, the committee has made a preliminary recommendation that the highest priority projects for the District should be to rebuild and expand Fall City Elementary, North Bend Elementary and Snoqualmie Middle School.

As part of the committee work, it was determined that North Bend Elementary cannot be remodeled due to its location within the floodway, which requires that the entire

building be floodproofed if improved by greater than 50% of its value. As such, any significant improvements to this building would require a new-in-lieu construction. While not in the floodway, Fall City Elementary is like North Bend Elementary in terms of being the oldest buildings in the District and having the largest relative percentage of portable classroom capacity. Rebuild and expansion projects for these two schools will add capacity for future enrollment growth, while also eliminating 29 portable classrooms from District inventory. The committee will be spending the spring/summer of 2023 gathering additional feedback and input from our community regarding this preliminary recommendation, as well as other projects evaluated and considered as part of the process; which included expansion and renovation of Opstad Elementary and the construction of a 7<sup>th</sup> elementary school. Regardless of the projects selected, future elementary capacity will need to be achieved via construction of a new facility, and this is reflected in the current six-year plan.

The committee also recommended a rebuild and expansion of Snoqualmie Middle School, via construction of a new Middle School on District property on Snoqualmie Ridge. This project would significantly improve safety and security, equity of middle school facilities, educational effectiveness of student spaces, and reduce the demand for District transportation.

Before the School Board takes action on the committee recommendation, the District will be performing further due diligence and community feedback opportunities regarding the preliminary recommendation. If the Board takes formal action that is different from the current plan, those changes will be incorporated in the next annual Capital Facilities Plan update.

The 2015 bond proposition also included consideration for the construction of a separate preschool facility that will serve the growing special education needs of the District. This facility would increase the capacity at the elementary school which currently houses the preschool program and will allow for expansion of our preschool capacity in response to overall population growth. The Board has approved the remodel and expansion of the old Two Rivers facility in North Bend for this purpose. Given floodplain considerations, the District is still in the process of planning and permitting of this new facility. Once complete, the relocation of the preschool program will create some additional capacity at Snoqualmie Elementary, which is noted in the capacity projections in this plan.

The District also needs to identify additional land for an expanded transportation facility to serve enrollment growth adequately. The District's current transportation facility is inadequate for meeting future District needs. This capacity concern has been somewhat masked by recent driver staffing shortages. However, as the District hires more drivers to meet the current student population, this need will become more relevant. In planning for the 2015 bond measure, the Board considered adding a new transportation facility to the project list. While this facility was one of the higher priorities recommended for consideration when developing the 2015 bond measure, it was not included given the overall cost of the other school construction projects. In preparation for a future bond measure to fund this need, additional land must be identified to meet likely short-term needs, as well as to develop a long-term plan more fully for a full-scale transportation facility that will support the future enrollment growth of the District.



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

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

As demonstrated in the table, the District has continuing permanent capacity needs at the elementary school level. Some of those needs were partially addressed with the opening of Timber Ridge Elementary School. However, given the conversion to full day kindergarten and reduced elementary class sizes required by 2018, combined with current enrollment growth from new development, even after opening Timber Ridge, the District faces a need to plan for additional capacity at the K-5 level. Some of those additional capacity needs may require remediation in the short-term with portable classrooms as well as the construction of a separate preschool facility that will increase the capacity at the elementary school which currently houses the preschool program and will allow for expansion of our preschool capacity in response to overall population growth. The construction of additional permanent elementary capacity will address the longer-term capacity and educational needs of students. For purposes of this plan, we anticipate North Bend Elementary school to be rebuilt and expanded by 2028, with a similar rebuild and expansion of Fall City Elementary to be completed in 2030.

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

The District is anticipated to have 24% of its districtwide classroom capacity in portable classrooms for the 2023-24 school year. At the elementary level, 37% of the anticipated classroom capacity is in portable classrooms. With the associated reduction of portable classrooms associated with the elementary capacity addition projects, the District would have 21% of its overall classroom capacity in portable classrooms in 2028.

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

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

<b>PLAN YEARS: *</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
<b>Permanent Capacity **</b>	<b>2,396</b>	<b>2,396</b>	<b>2,456</b>	<b>2,456</b>	<b>2,456</b>	<b>2,456</b>
New Construction: <i>Preschool, Elementary Capacity</i>	-	60	-	-	-	325
<b>Permanent Capacity subtotal:</b>	<b>2,396</b>	<b>2,456</b>	<b>2,456</b>	<b>2,456</b>	<b>2,456</b>	<b>2,781</b>
Projected Enrollment:	3,191	3,183	3,146	3,205	3,218	3,274
<b>Surplus/(Deficit) of Permanent Capacity:</b>	<b>(795)</b>	<b>(727)</b>	<b>(690)</b>	<b>(749)</b>	<b>(762)</b>	<b>(493)</b>
Portable Capacity Available:	1,377	1,377	1,377	1,377	1,377	1,419
Portable Capacity Changes (+/-):	-	-	-	-	42	(280)
<b>Surplus/(Deficit) with Portables:</b>	<b>582</b>	<b>650</b>	<b>687</b>	<b>628</b>	<b>657</b>	<b>646</b>

**Middle School 6-8**

<b>PLAN YEARS: *</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
<b>Permanent Capacity</b>	<b>1,798</b>	<b>1,798</b>	<b>1,798</b>	<b>1,798</b>	<b>1,798</b>	<b>1,798</b>
	-	-	-	-	-	-
<b>Permanent Capacity subtotal:</b>	<b>1,798</b>	<b>1,798</b>	<b>1,798</b>	<b>1,798</b>	<b>1,798</b>	<b>1,798</b>
Projected Enrollment:	1,596	1,609	1,654	1,622	1,629	1,579
<b>Surplus/(Deficit) of Permanent Capacity:</b>	<b>202</b>	<b>189</b>	<b>144</b>	<b>176</b>	<b>169</b>	<b>219</b>
Portable Capacity Available:	650	650	650	650	650	650
Portable Capacity Changes (+/-):	-	-	-	-	-	-
<b>Surplus/(Deficit) with Portables:</b>	<b>852</b>	<b>839</b>	<b>794</b>	<b>826</b>	<b>819</b>	<b>869</b>

**High School 9-12**

<b>PLAN YEARS: *</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
<b>Permanent Capacity</b>	<b>2,330</b>	<b>2,330</b>	<b>2,330</b>	<b>2,330</b>	<b>2,330</b>	<b>2,330</b>
	-	-	-	-	-	-
<b>Total Capacity:</b>	<b>2,330</b>	<b>2,330</b>	<b>2,330</b>	<b>2,330</b>	<b>2,330</b>	<b>2,330</b>
Projected Enrollment:	2,019	1,945	1,905	1,873	1,842	1,888
<b>Surplus/(Deficit) Permanent Capacity:</b>	<b>311</b>	<b>385</b>	<b>425</b>	<b>457</b>	<b>488</b>	<b>442</b>
Portable Capacity Available:	0	0	0	0	0	0
Portable Capacity Changes (+/-):	-	-	-	-	-	-
<b>Surplus/(Deficit) with Portables:</b>	<b>311</b>	<b>385</b>	<b>425</b>	<b>457</b>	<b>488</b>	<b>442</b>

**K-12 TOTAL**

<b>PLAN YEARS: *</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
<b>Total Permanent Capacity:</b>	<b>6,524</b>	<b>6,584</b>	<b>6,584</b>	<b>6,584</b>	<b>6,584</b>	<b>6,909</b>
Total Projected Enrollment:	6,806	6,737	6,705	6,700	6,689	6,741
<b>Surplus/(Deficit) Permanent Capacity:</b>	<b>(282)</b>	<b>(153)</b>	<b>(121)</b>	<b>(116)</b>	<b>(105)</b>	<b>168</b>
Total Portable Capacity	2,027	2,027	2,027	2,027	2,069	1,789
<b>Total Permanent and Portable Capacity</b>	<b>8,551</b>	<b>8,611</b>	<b>8,611</b>	<b>8,611</b>	<b>8,653</b>	<b>8,698</b>
<b>Surplus/(Deficit) with Portables:</b>	<b>1,745</b>	<b>1,874</b>	<b>1,906</b>	<b>1,911</b>	<b>1,964</b>	<b>1,957</b>

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

\*\* North Bend Elementary rebuild would provide permanent capacity of 650 students compared to current permanent capacity of 325, for a net addition of 325, as well as the ability to eliminate existing portable capacity of 280.

## **Section 8. Impact Fees and the Finance Plan**

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

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

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

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

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

The finance plan below demonstrates how the Snoqualmie Valley School District plans to finance improvements for the years 2023 through 2028. The financing components include secured funding (via the approved 2015 bond proposition) for the preschool facility but will also require additional bonds to be approved. The District currently owns undeveloped land in both Snoqualmie and North Bend, either of which could be used for additional school capacity projects. The District must also plan for additional land and facilities to meet identified transportation facility needs. Future updates to this Plan will include updated information regarding these capacity-related projects and their associated construction costs.

## 2023 FINANCING PLAN

Facility:	Estimated Cost	Unsecured Source of Funds:			Secured Source of Funds:			
		Bonds/Local	State Match*	Impact Fees	Bonds	State Match	Impact Fees	Other Sources
Preschool	\$5,000,000	\$0	\$0	\$150,000	\$4,700,000	\$0	\$150,000	\$0
Elementary School Construction	\$94,300,000 <sup>1</sup>	\$89,300,000	\$3,000,000	\$2,000,000	\$0	\$0	\$0	\$0
Portable Classrooms - ES	\$670,000	\$0	\$0	\$495,000	\$0	\$0	\$175,000	\$0
Land Acquisition/Development - Transportation Facility Expansion	\$6,000,000	TBD	\$0	\$0	\$0	\$0	\$0	\$0

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

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

**Added Elementary School Capacity:** Estimated total project cost = \$94,300,000 Estimated cost of construction = \$74,800,000

For the purposes of this Plan's construction costs, the District is using actual costs for recent portable acquisitions. The estimated cost for the elementary capacity project is based off cost estimates prepared by NAC Architecture, using costs based on recent elementary construction bid awards, and estimated cost inflation through the midpoint of the planned project. Other projects' costs have been estimated internally based on market rates and preliminary design work in progress.

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

For K-8 facilities, the District would currently qualify for state matching funds for some new construction and modernization. Even with the equivalent of two elementary schools in portable classrooms, the District only qualifies for state match funding for approximately half of the square footage of a new elementary school. Modernization funding is specific to individual buildings. Based on the estimates provided by OSPI, the combined state matching funds for modernization and new construction would only cover between 4% and 11 % of construction costs, for North Bend Elementary and Fall City Elementary, respectively.

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

## **Appendix A: Single Family Residence Impact Fee Calculation**

### **Site Aquisition Cost Per Residence**

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

	Site Size	Cost / Acre	Facility Size	Student Factor	
Elementary	15	\$0	n/a	0.2860	\$0.00
Middle	25	\$0	n/a	0.1190	\$0.00
High	40	\$0	n/a	0.1300	\$0.00
A----->					\$0.00

### **Permanent Facility Construction Cost Per Residence**

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

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$74,800,000	650	0.2860	0.8541	\$28,110.14
Middle	\$0	0	0.1190	0.9013	\$0.00
High	\$0	0	0.1300	1.0000	\$0.00
B----->					\$28,110.14

### **Temporary Facilities Cost Per Residence**

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

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$335,000	20	0.2860	0.1459	\$698.93
Middle	\$0	27	0.1190	0.0987	\$0.00
High	\$0	28	0.1300	0.0000	\$0.00
C----->					\$698.93

### **State Match Credit Per Residence (if applicable)**

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

	CCCA	SPI Footage	District Match	Student Factor	
Elementary	\$246.83	90	4.00%	0.2860	\$254.14
Middle	\$246.83	117	n/a	0.1190	n/a
High	\$246.83	130	n/a	0.1300	n/a
D----->					\$254.14

### **Tax Credit Per Residence**

Average Residential Assessed Value	\$1,090,100	
Current Debt Service Tax Rate	<u>\$1.1178</u>	
Annual Tax Payment	\$1,218.51	
Bond Buyer Index Annual Interest Rate	3.58%	
Discount Period (Years Amortized)	10	
	TC----->	<u>\$10,093.16</u>

### **Fee Per Residence Recap:**

Site Acquisition Cost	\$0.00
Permanent Facility Cost	\$28,110.14
Temporary Facility Cost	\$698.93
Subtotal	\$28,809.07
State Match Credit	(\$254.14)
Tax Payment Credit	(\$10,093.16)
Subtotal	\$18,461.77
50% Local Share	(\$9,230.89)
<b>Impact Fee, net of Local Share</b>	<b>\$9,230.89</b>

## **Appendix A: Multi-Family Residence Impact Fee Calculation**

### **Site Aquisition Cost Per Residence**

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

	Site Size	Cost / Acre	Facility Size	Student Factor	
Elementary	15	\$0	n/a	0.1600	\$0.00
Middle	25	\$0	n/a	0.0560	\$0.00
High	40	\$0	n/a	0.0640	\$0.00
A----->					\$0.00

### **Permanent Facility Construction Cost Per Residence**

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

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$74,800,000	650	0.1600	0.8541	\$15,726.52
Middle	\$0	0	0.0560	0.9013	\$0.00
High	\$0	0	0.0640	1.0000	\$0.00
B----->					\$15,726.52

### **Temporary Facilities Cost Per Residence**

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

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$335,000	20	0.1600	0.1459	\$391.01
Middle	\$0	27	0.0560	0.0987	\$0.00
High	\$0	28	0.0640	0.0000	\$0.00
C----->					\$391.01

### **State Match Credit Per Residence (if applicable)**

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

	CCCA	SPI Footage	District Match %	Student Factor	
Elementary	\$246.83	90	4.00%	0.1600	\$142.17
Middle	\$246.83	117	n/a	0.0560	n/a
High	\$246.83	130	n/a	0.0640	n/a
D----->					\$142.17

### **Tax Credit Per Residence**

Average Residential Assessed Value	\$344,792	
Current Debt Service Tax Rate	<u>\$1.1178</u>	
Annual Tax Payment	\$385.41	
Bond Buyer Index Annual Interest Rate	3.58%	
Discount Period (Years Amortized)	10	
	TC----->	\$3,192.41

### **Fee Per Residence Recap:**

Site Acquisition Cost	\$0.00
Permanent Facility Cost	\$15,726.52
Temporary Facility Cost	\$391.01
Subtotal	\$16,117.53
State Match Credit	(\$142.17)
Tax Payment Credit	(\$3,192.41)
Subtotal	\$12,782.95
50% Local Share	(\$6,391.47)
<b>Impact Fee, net of Local Share</b>	<b>\$6,391.47</b>

## Appendix B: Composite Student Generation Factors

### Single Family Dwelling Units:

	Auburn	Federal Way	Issaquah	Lake Washington	Northshore	Average <sup>^</sup>
<b>Elementary</b>	0.303	0.171	0.316	0.317	0.324	<b>0.286</b>
<b>Middle</b>	0.133	0.068	0.138	0.140	0.118	<b>0.119</b>
<b>High</b>	0.151	0.096	0.135	0.147	0.120	<b>0.130</b>
<b>Total</b>	0.587	0.335	0.589	0.604	0.562	<b>0.535</b>

### Multi-Family Dwelling Units:

	Auburn	Federal Way*	Issaquah	Lake Washington	Northshore	Average <sup>^</sup>
<b>Elementary</b>	0.440	0.710	0.089	0.039	0.071	<b>0.160</b>
<b>Middle</b>	0.150	0.367	0.029	0.016	0.027	<b>0.056</b>
<b>High</b>	0.172	0.367	0.029	0.022	0.034	<b>0.064</b>
<b>Total</b>	0.762	1.444	0.147	0.077	0.132	<b>0.280</b>

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

*<sup>^</sup>Figures are rounded.*

Note: The above student generation rates represent unweighted averages, based on King County school districts that measure student generation rates. Average rates were used for the purpose of calculating the impact fees in Appendix A.

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

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

For the first time ever, the District also analyzed student generation rates within Snoqualmie Valley this year, and found the following rates:

**2022–23 District K–12 Students per Housing Unit Built 2017–2021**

Housing Type	Housing Units	K–5 Students	6–8 Students	9–12 Students	K–5	6–8	9–12	K–12 Total
Single-family	753	204	67	71	0.271	0.089	0.094	0.454
Multifamily <sup>1</sup>	306	91	39	47	0.297	0.127	0.154	0.578

Table 1 sources: Snoqualmie Valley School District October 2022 Student Information System enrollment, King County GIS parcel areas, and King County Department of Assessments residential building, apartment complex, and condo complex data with year built 2017–2021. Analysis conducted by FLO Analytics.

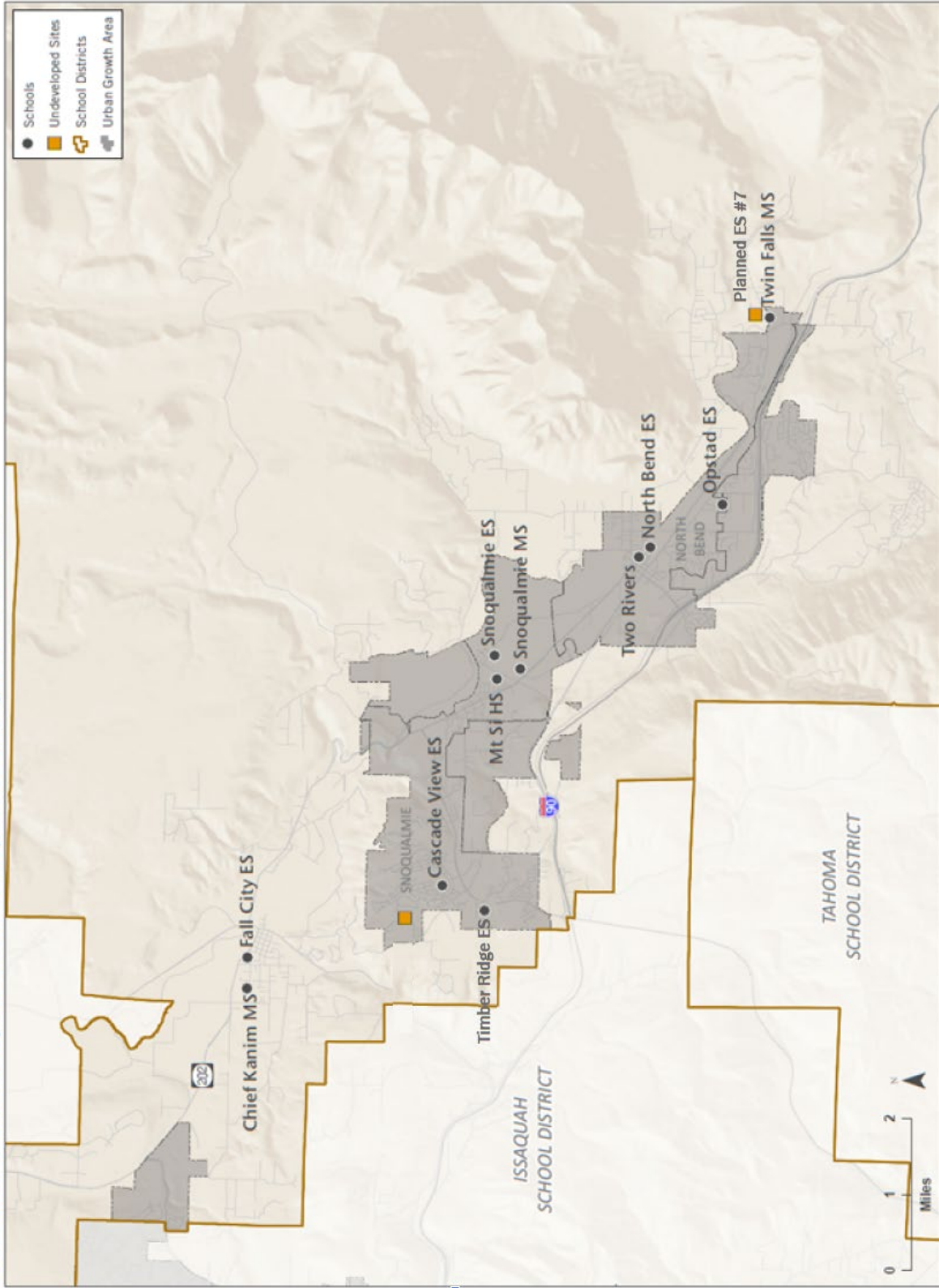
1. Multifamily includes apartments, condominiums, duplexes, triplexes, 4-plexes, and townhomes.

The above multi-family rate was determined from four separate developments constructed in the measurement period. Of those, two multi-family developments had student generation rates higher than the single family rate. While one of those was an affordable housing complex, it is interesting to note that a market-rate development had nearly similar student generation. Multi-family developments can vary widely and the number of students generated depends on the nature of the developments, including affordability, number of bedrooms, and even proximity to local schools. The District has chosen to use the King County averages for the purpose of calculating the 2023 Impact Fees but will likely revisit this analysis in the next update to the CFP.

The District also notes that local cities and jurisdictions are currently updating their comprehensive plans to be able to provide housing for their proportional share of future expected housing needs in King County. Given constraints on developable land, potential changes to zoning, density and annexation might also impact the student generation outlook in future updates to the CFP, as well as capital facilities to house future additional students.



Schools and Undeveloped Sites in Snoqualmie Valley School District



# **Attachment F - Ordinance 19695**

## **HIGHLINE SCHOOL DISTRICT NO. 401**

### **CAPITAL FACILITIES PLAN**

**2023-2028**



**HIGHLINE**  
P U B L I C   S C H O O L S

**Adopted: July 12, 2023**

# **HIGHLINE SCHOOL DISTRICT NO. 401**

## **CAPITAL FACILITIES PLAN**

**2023-2028**

### ***BOARD OF DIRECTORS***

Aaron Garcia, President

Joe Van, Vice President

Angelica Alvarez

Azeb Hegos

Carrie Howell

### ***SUPERINTENDENT***

Dr. Ivan Duran

*Table of Contents*

	<i>Page</i>
Introduction.....	1
Standard of Service .....	4
Capital Facilities Inventory .....	6
Student Enrollment Trends and Projections .....	10
Capital Facilities Projections for Future Needs .....	11
Financing Plan .....	13
School Impact Fees .....	15
Appendix A: District Maps .....	A-1
Appendix B: Population and Enrollment Data .....	B-1
Appendix C: Student Generation Rates/Data.....	C-1

For information regarding the Highline School District’s 2023-2028 Capital Facilities Plan, contact Ellie Daneshnia, Executive Director, Capital Planning and Construction, Highline School District No. 401, 17810 8<sup>th</sup> Avenue South, Building A, Burien, Washington 98148. Telephone: (206) 631-7500

## ***SECTION ONE: INTRODUCTION***

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

This Six-Year Capital Facilities Plan has been prepared by the Highline School District (the “District”) as the District’s primary facility planning document, in compliance with the requirements of Washington’s Growth Management Act (the “GMA”) and King County Council Code Title 21A. The Plan was prepared using data available in the spring of 2023. The GMA outlines 13 broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Highline School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide King County (the “County”) and the cities of Burien, Des Moines, Kent, Normandy Park, SeaTac, and Tukwila with a schedule and financing program for capital improvements over the next six years (2023-2028).

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

### ***Executive Summary***

The District experienced steady enrollment increases between 2010 and 2017. However, 2018 and 2019 enrollment decreased from the previous years, and the global pandemic resulted in further declines. Enrollment projections from December 2022 show a continuing decline in enrollment over the next five years and gradual increases just beyond the five-year planning period.

The District currently serves an approximate student population of 17,341 (October 1, 2022 enrollment). The District reconfigured grade levels in the fall of 2019 and now serves grades K-5 in 18 elementary schools, grades 6-8 in five middle-level schools, and grades 9-12 in five high schools. In addition, the District has alternative programs: Big Picture (MS and HS) at the Manhattan site; CHOICE Academy (MS and HS) at the Woodside site; New Start (9-12) at the Salmon Creek Site currently but will be moving to Southern Heights as of September 2023; Maritime High School at the Olympic Interim site and Highline Virtual Academy will be moved from Olympic to Southern Heights; and Puget Sound Skills Center (“PSSC”).

Over the last 20 years, the District has embarked on a major capital improvement effort to enhance its facilities to meet current educational and life-safety standards. Since 2002, the District has passed three major capital bonds: one in 2002 for approximately \$189,000,000, one in 2006 for approximately \$148,000,000, and one in 2016 for approximately \$299,850,000. The 2002 and 2006 bonds were used for the replacement of existing facilities and not to accommodate increased enrollment. The 2016 bonds facilitated a combination of improvements to/replacement

of existing facilities and the provision of new capacity.

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

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

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

CFAC provided recommendations in the Spring of 2019 regarding the second phase plan for a bond proposal. Those recommendations included rebuilding (with added capacity) Evergreen High School, Tyee High School, and Pacific Middle School, as well as several non-capacity replacements and critical need projects. The design of Tyee and Evergreen High Schools and Pacific Middle School, through 50% schematic design, was included in the 2016 Bond.

In June 2022, the District Board of Directors adopted a resolution to send the bond proposals to the voters for consideration in the amount of \$518,397,000. The voters approved the proposal in November 2022 with an overwhelming 68.84 percent.

The 2022 bond projects include the construction of new schools to replace existing buildings at Evergreen High School, Tyee High School, and Pacific Middle School. The 2022 bond projects all include District-wide critical capital improvements, including but not limited to (1) making emergency repairs; (2) constructing a new building to replace Transportation Building L; (3) providing sites, facilities and spaces for virtual programs; (4) providing capital contributions for Maritime High School; (5) making roof restoration and remedial repairs; (6) acquiring and installing Sylvester Middle School Synthetic Field; (7) making exterior and interior finish improvements; and (8) making other health, safety, security, and capital improvements, all as determined necessary and advisable by the Board.

As part of the 2022 bond to construct new schools, Tyee High School students will attend school at the Olympic Interim Site in Des Moines for two years starting in September 2023. Maritime

High School will continue at the Olympic Interim Site and share the space with Tyee High School starting in September 2023.

Highline Virtual Academy (HVA) will relocate from the Olympic Interim Site to space in the former Southern Heights Elementary building, starting September 2023, and the Highline Virtual Elementary (HVE) school, also currently at Olympic Interim, will relocate to Seahurst Elementary starting September 2023. The HVE move is due to low enrollment and decreasing demand for elementary online options. HVE was designed to serve 150 students. With enrollment far lower than projected, HVE is not fiscally sustainable as a stand-alone school (and, due to state limitations on out of district enrollment in the program, recruiting out-of-district students is not a viable option). HVE teachers will continue to teach remote classes. Seahurst Elementary School will retain its in-person classrooms serving all neighborhood students.

New Start High School will relocate to the former Southern Heights Elementary building starting September 2023. This move will provide improved accommodation for New Start students and staff.

Southern Heights Elementary School closed at the end of the 2021-22 school year due to shrinking enrollment. Southern Heights is in the best condition of the surplus district sites available for school relocation. The district is making improvements at that site this summer to accommodate the need of New Start High School and Highline Virtual Academy.

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

## ***SECTION 2 – STANDARD OF SERVICE***

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

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

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

***Table 1***  
***Class Size – Standard of Service***

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

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



***Elementary School Standard of Service Models***

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

***Secondary School Standard of Service Models***

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

### ***SECTION THREE: CAPITAL FACILITIES INVENTORY***

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

#### ***Schools***

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

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

#### ***Relocatable Classrooms (Portables)***

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

**Table 2**  
**Elementary School Level Inventory**

<i>Elementary School</i>	<i>Building Area (sq. ft.)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Beverly Park at Glendale ES	58,145	22	447
Bow Lake ES	74,729	23	467
Cedarhurst ES	67,188	25	508
Des Moines ES	84,568	38	771
Gregory Heights ES	65,978	22	447
Hazel Valley ES	65,294	23	467
Hilltop ES	56,862	24	487
Madrona ES	69,240	25	508
Marvista ES	66,421	25	508
McMicken Heights ES	68,378	22	447
Midway ES	66,096	22	447
Mount View ES	67,783	26	528
North Hill ES	70,085	27	548
Parkside ES	66,990	22	447
Seahurst ES	59,967	20	548
Shorewood ES	60,326	22	447
White Center ES***	70,854	28	609
<b>TOTAL</b>	<b>1,138,904</b>	<b>416</b>	<b>8,628</b>

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

\*\* Regular classrooms.

**Table 3**  
***Middle School Level Inventory\*\*\****

<b><i>Middle School</i></b>	<b><i>Building Area (sq. ft.)</i></b>	<b><i>Teaching Stations*</i></b>	<b><i>Permanent Capacity**</i></b>
Cascade MS	87,957	33	957
Chinook MS	101,433	27	783
Glacier MS	142,104	37	1073
Pacific MS	70,441	24	696
Sylvester MS	89,117	28	812
Big Picture MS <i>(at Manhattan)</i>		2	58
Choice <i>(at Woodside)</i>		2	58
<b>TOTAL</b>	<b>491,052</b>	<b>153</b>	<b>4,437</b>

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

\*\* Regular classrooms.

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

**Table 4**  
***High School Level Inventory\*\*\****

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

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

\*\* Regular classrooms.

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

**Table 5**  
**Relocatable Classrooms (Portable) Inventory**

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

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

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

\*\*Used for regular classroom capacity.

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

## ***SECTION FOUR: STUDENT ENROLLMENT TRENDS AND PROJECTIONS***

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

In October 2020, the District's enrollment was 17,745 (headcount). By October 2021, headcount enrollment declined by 269 students to 17,476 and declined further in October 2022 to 17,341. This decline reflects the trend in other King County school districts and also, with regard to the District, includes lower kindergarten enrollment than expected as some parents decided to wait through the pandemic prior to enrolling students in school. Like other school districts, the global pandemic impacted enrollment. New housing growth also slowed in the District after the completion of several major projects. Some, but not all, of the enrollment decline was previously projected.

With the assistance of a professional demographer, the District has developed its own methodology for forecasting future enrollments. This methodology, a modified cohort survival method, considers a variety of factors to evaluate the potential student population growth for the years 2023 through 2032. These factors include projected births, projected growth in the K-12 population, and a model that considers growth in population and housing within the District's boundaries. The methodology also considers the impacts on enrollment related to charter school enrollment within the District's boundaries with certain assumptions related to recent trends. Therefore, the methodology and the resulting projections are considered conservative.

District enrollment increased by 5.2% between 2010 and 2016, with enrollment declining thereafter through the current year. December 2022 projections show a continuing K-12 decline over the five-year planning period with increases occurring thereafter. Using the modified cohort survival projections, the District expects a total enrollment of 17,054 students in 2028 and a total enrollment of 17,461 by 2032. *See Appendix B.* The District will closely monitor enrollment and make adjustments as necessary. Future updates to this CFP will identify any adjustments or changes.

***Table 6***  
***Projected Student Enrollment***  
***2022-2028***

<b><i>Projection</i></b>	<b><i>2022*</i></b>	<b><i>2023</i></b>	<b><i>2024</i></b>	<b><i>2025</i></b>	<b><i>2026</i></b>	<b><i>2027</i></b>	<b><i>2028</i></b>	<b><i>Actual Change</i></b>	<b><i>Percent Change</i></b>
	17,341	17,223	17,139	16,926	16,835	16,904	17,054	(287)	-1.66 %

\*Actual October 2022 enrollment.

***SECTION FIVE: CAPITAL FACILITIES PROJECTIONS FOR FUTURE NEEDS***

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

**Table 7**  
**Projected Student Capacity – 2023 through 2028**

<b>ELEMENTARY SCHOOL FACILITIES</b>	<b>Actual Oct. 2022</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>
Permanent Capacity	8,628	8,628	8,628	8,628	8,628	8,628	8,628
Capacity Additions							
Total Permanent Capacity	8,628	8,628	8,628	8,628	8,628	8,628	8,628
Projected Enrollment	7,759	7,664	7,539	7,496	7,632	7,690	7,726
Permanent Capacity Surplus/(Deficit)	869	964	1089	1132	996	938	902

<b>MIDDLE SCHOOL FACILITIES</b>	<b>Actual Oct. 2022</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>
Permanent Capacity	4,437	4,437	4,437	4,437	4,437	4,437	4,691
Capacity Additions						254	
Total Permanent Capacity	4,437	4,437	4,437	4,437	4,437	4,691	4,691
Projected Enrollment	3,688	3,533	3,636	3,610	3,641	3,639	3,665
Permanent Capacity Surplus/(Deficit)	749	904	801	827	796	798	1026

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

<b>HIGH SCHOOL FACILITIES</b>	<b>Actual Oct. 2021 FTE</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
Permanent Capacity	6,322	6,322	6,322	6,322	6,420	6,420	6,420
Capacity Additions				98			
Total Permanent Capacity	6,322	6,322	6,322	6,420	6,420	6,420	6,420
Projected Enrollment	5,894	6,026	5,965	5,821	5,562	5,575	5,663
Permanent Capacity Surplus/(Deficit)	428	296	357	501	858	845	757

Tyee High School will be replaced with added capacity for a total capacity of 1,200



***SECTION SIX: FINANCING PLAN******Planned Improvements***

The Finance Plan includes the 2022 Bond projects, with some preplanning costs funded by the 2016 Bond.

Under the 2016 bond, the District: (1) added the new Des Moines Elementary School, (2) constructed new elementary school classrooms at various sites, and (3) constructed a the New Glacier Middle School on land owned by the District. These projects accommodated recent growth within the District. The 2016 Bond also funded “non-capacity” capital needs at existing schools including the replacement of Highline High School and safety/security improvements at various schools.

The 2022 Bond funds the replacement of both Evergreen and Tyee High Schools, as well as the replacement of Pacific Middle School. The bond also includes District-wide critical capital needs improvements including, but not limited to (1) making emergency repairs; (2) constructing a new building to replace Transportation Building L; (3) providing sites, facilities, and spaces for virtual programs; (4) providing capital contributions for Maritime High School; (5) making roof restoration and remedial repairs; (6) acquiring and installing Sylvester Middle School Synthetic Field; (7) making exterior and interior finish improvements; and (8) making other health, safety, security, and capital improvements, all as determined necessary and advisable by the Board.

***Financing for Planned Improvements***

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

***General Obligation Bonds:*** Bonds are typically used to fund the construction of new schools and other capital improvement projects and require a 60% voter approval. The District’s voters in November 2022 approved by 68.84% a \$518 million school construction bond, which included funding for completion planning and construction of the Pacific Middle School, Evergreen High School, and Tyee High School projects. The 2022 Bond also includes funding for District-wide critical capital improvements determined necessary and advisable by the Board.

***State School Construction Assistance Program Funds:*** State School Construction Assistance funds come from the Common School Construction Fund. The State deposits revenue from the sale of renewable resources from State school lands set aside by the Enabling Act of 1889 into the Common School Account. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation Bond funds, or the Superintendent of Public Instruction can prioritize projects for funding. School districts may qualify for State School Construction Assistance Program (SCAP) funds for specific capital projects based on a prioritization system. The District anticipates receiving \$32 million in SCAP funding for the Evergreen High School and Tyee High School projects.

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

**Other Funding:** The District received funding toward school construction from the Port of Seattle/Federal Aviation Administration for Highline High School and Des Moines Elementary School replacement projects and will receive funding for the Pacific Middle School replacement project.

The Six-Year Financing Plan shown in Table 8 demonstrates how the District intends to fund new construction capacity and improvements to school facilities for the years 2023-2028. The financing components include current and future planned bond funding, SCAP funds, and Port/FAA funds.

**Table 8**  
**Capital Facilities Financing Plan**  
**(Costs in Millions)**

Project	2022	2023	2024	2025	2026	2027	2028	Total Cost	Bonds/ Local Funds	State Funds	Impact Fees	Port/FAA
Various Sites												
Building L Replacement	0.1	0.5	2.4					3				
Virtual Academy / New Start	2.5	0.5						3				
Sylvester Field	1.9							1.9				
Critical Needs Bond 2016&Bond 2022	3	3	3	3	3	3	3	21				
Middle Schools												
Pacific Middle School	3.5	5.7	8.2	76.6	46	1.2		141.2	X			X
High Schools												
Evergreen High School	29.1	100	79.1	5	0.3			213.5	X	X		
Tyee High School	21.8	99.2	66.4	2.3				189.7	X	X		

**SECTION SEVEN: SCHOOL IMPACT FEES**

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

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

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

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

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

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

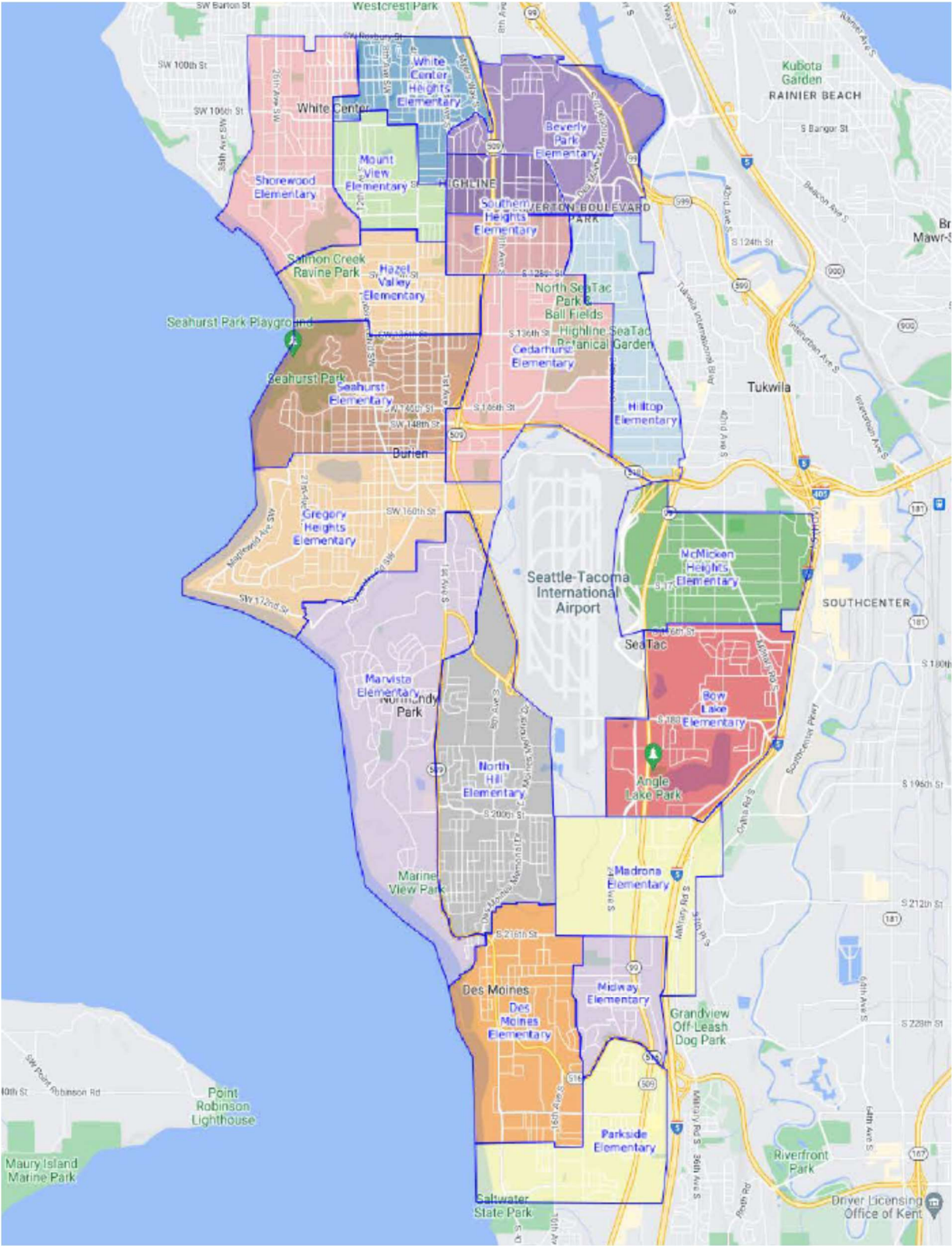
**Table 9**  
**School Impact Fees**  
**2023**

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

**APPENDIX A**

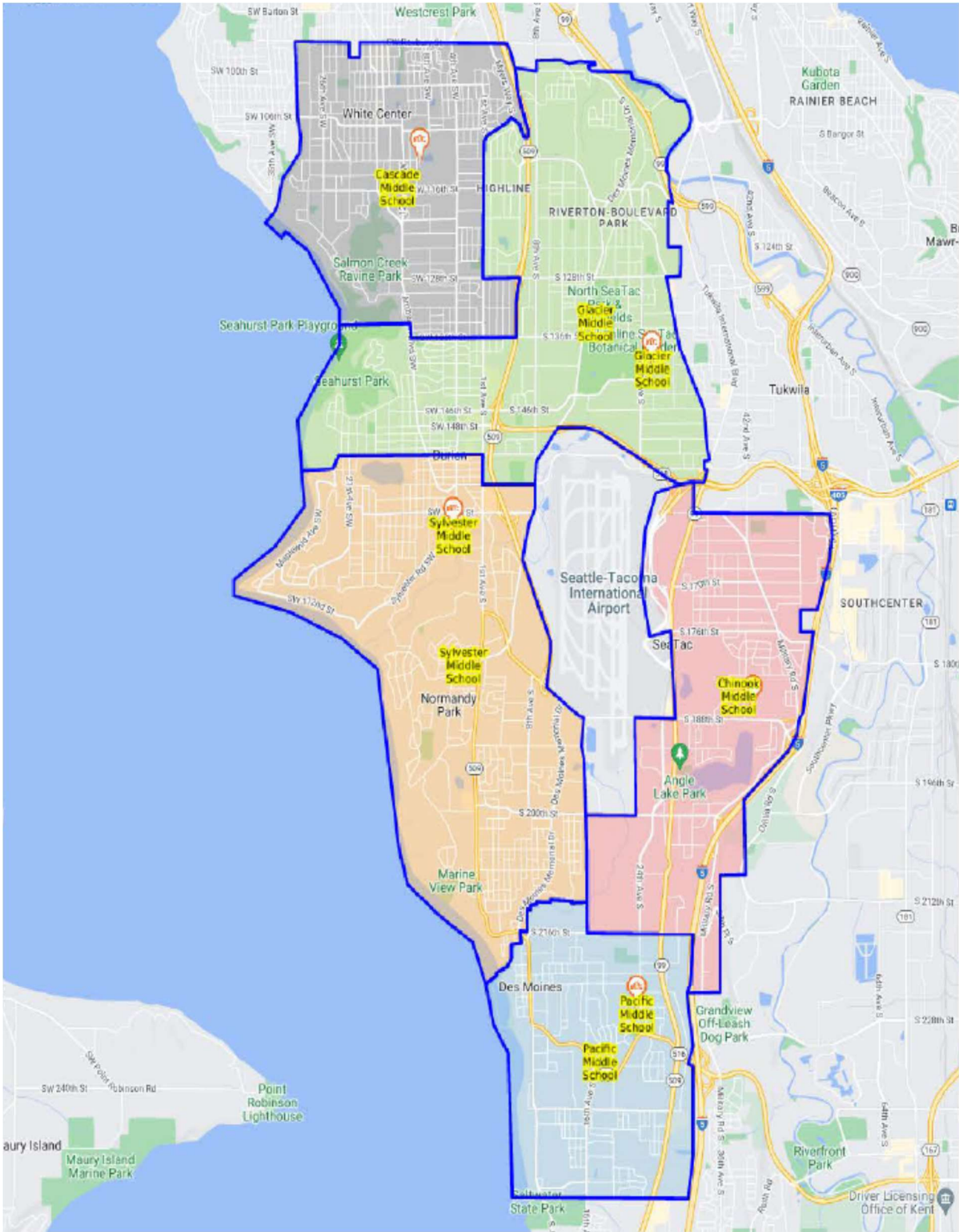
***DISTRICT  
ATTENDANCE  
BOUNDARY  
MAPS***

ELEMENTARY SCHOOL ATTENDANCE BOUNDARIES (2023)

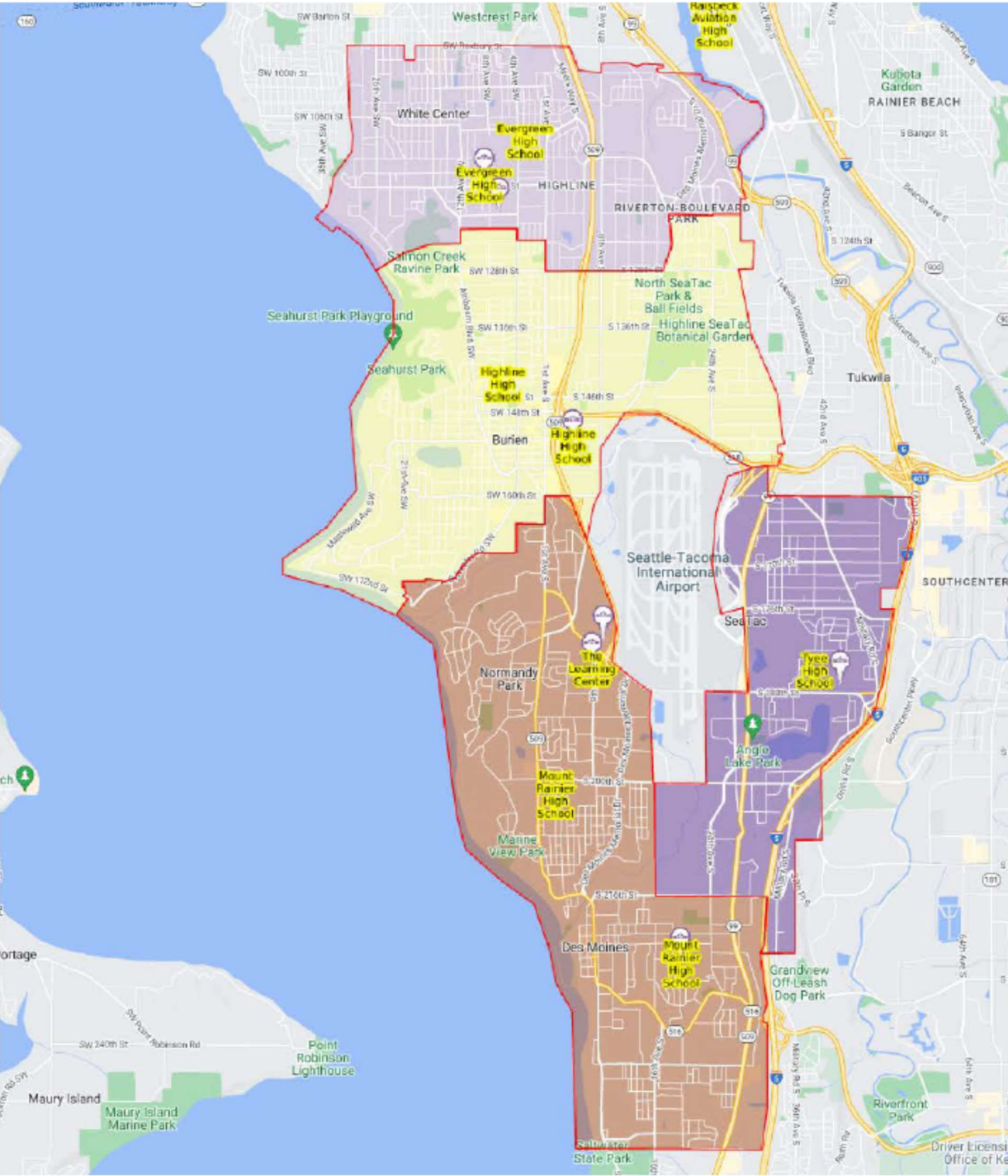




MIDDLE SCHOOL ATTENDANCE BOUNDARIES (2023)



HIGH SCHOOL ATTENDANCE BOUNDARIES (2023)



	Name of School	Address	Year built
Elementary school	Beverly Park at Glendale ES	1201 S 104th St, Seattle, WA 98168	1963
	Bow Lake ES	18237 42nd Ave S, Seattle, WA 98188	2007
	Cedarhurst ES	11 S 132nd St, Burien, WA 98168	2008
	Des Moines ES	23801 16th Ave S, Des Moines, WA 98198	2020
	Gregory Heights ES	16201 16th Ave SW, Burien, WA 98166	2004
	Hazel Valley ES	402 SW 132nd St, Burien, WA 98146	2004
	Hilltop ES	12250 24th Ave S, Seattle, WA 98168	1957
	Madrona ES	20301 32nd Ave S, SeaTac, WA 98198	2004
	Marvista ES	19800 Marine View Dr SW, Normandy Park, WA 98166	2009
	McMicken Heights ES	3708 S 168th St, SeaTac, WA 98188	2011
	Midway ES	22447 24th Ave S, Des Moines, WA 98198	2008
	Mount View ES	10811 12th Ave SW, Seattle, WA 98146	2005
	North Hill ES	19835 8th Ave S, Des Moines, WA 98148	2005
	Parkside ES	2104 S 247th St, Des Moines, WA 98198	2010
	Seahurst ES	14603 14th Ave SW, Burien, WA 98166	1992
	Shorewood ES	2725 SW 116th St, Burien, WA 98146	2008
	Southern Heights ES^	11249 14th Ave S, Seattle, WA 98168	1955
	White Center ES	10015 6th Ave SW, Seattle, WA 98146	2004
Middle School	Cascade MS	11212 10th Ave SW, Seattle, WA 98146	1957
	Chinook MS	18650 42nd Ave S, Seatac, WA 98188	1956
	Glacier MS	2450 S 142nd St, Seatac, WA 98168	2020
	Pacific MS	22705 24th Ave S, Des Moines, WA 98198	1959
	Sylvester MS	16222 Sylvester Rd SW, Burien, WA 98166	1953
	Big Picture MS	440 S 186th St, Burien, WA 98148	1960
High School	Raisbeck Aviation HS	9229 E Marginal Way S, Tukwila, WA 98108	2012
	Big Picture HS	440 S 186th St, Burien, WA 98148	1960
	Evergreen HS	830 SW 116th St, Seattle, WA 98146	1955
	Highline HS	225 S 152nd St, Burien, WA 98148	2021
	Mount Rainier HS	22450 19th Ave S, Des Moines, WA	2007
	Tyee HS	4424 S 188th St, Seatac, WA 98188	1962
	New Star/Salmon Creek	614 SW 120th St, Burien, WA 98146	1955
Other Sites	Olympic Interim site	615 South 200th Street, Des Moines	1954/2019
	Puget Sound High School	18010 8th Ave S, Burien, WA 98148	1972/2019
	Valley View Early Learning	17622 46th Ave S, Seatac, WA 98188	1968
	Choice Academy	18367 8th Ave S, Des Moines, WA 98148	1958



**APPENDIX B**

***POPULATION AND ENROLLMENT DATA***

## Highline Enrollment Projection

Births	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
King County	25,190	25,057	24,514	24,630	25,032	24,910	25,348	25,487	26,011	25,273
K Enroll as %	6.72%	6.46%	6.34%	6.16%	5.96%	5.85%	5.44%	4.88%	4.89%	5.03%

	<u>Oct13</u>	<u>Oct14</u>	<u>Oct15</u>	<u>Oct16</u>	<u>Oct17</u>	<u>Oct18</u>	<u>Oct19</u>	<u>Oct20</u>	<u>Oct21</u>	<u>Oct22</u>
K	1694	1618	1553	1516	1492	1456	1378	1244	1271	1271
1	1564	1723	1643	1515	1518	1447	1478	1380	1250	1319
2	1491	1594	1683	1622	1506	1449	1429	1435	1309	1239
3	1429	1498	1580	1676	1583	1455	1419	1364	1405	1294
4	1385	1436	1490	1540	1630	1548	1389	1393	1331	1375
5	1319	1391	1369	1439	1464	1525	1501	1319	1288	1261
6	1420	1307	1262	1363	1390	1384	1409	1406	1205	1190
7	1241	1369	1271	1234	1289	1270	1331	1405	1359	1179
8	1319	1270	1377	1284	1253	1247	1285	1301	1367	1319
9	1665	1643	1604	1457	1337	1332	1384	1368	1438	1551
10	1456	1510	1510	1420	1445	1318	1309	1394	1361	1474
11	1408	1446	1356	1527	1375	1412	1361	1307	1408	1368
12	<u>1506</u>	<u>1517</u>	<u>1360</u>	<u>1594</u>	<u>1501</u>	<u>1430</u>	<u>1516</u>	<u>1429</u>	<u>1484</u>	<u>1501</u>
Total	<b>18,897</b>	<b>19,322</b>	<b>19,058</b>	<b>19,187</b>	<b>18,783</b>	<b>18,273</b>	<b>18,189</b>	<b>17,745</b>	<b>17,476</b>	<b>17,341</b>

## Preferred Forecast

Actual Births	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
	24,337	24,090	23,686	23,428	23,583	23,973	24,428	24,632	24,899	25,178
	5.09%	5.17%	5.32%	5.37%	5.37%	5.40%	5.40%	5.40%	5.40%	5.40%

	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>	<u>2032</u>
K	1240	1245	1260	1259	1267	1294	1318	1329	1344	1359
1	1288	1256	1237	1283	1288	1296	1317	1342	1354	1368
2	1304	1280	1248	1253	1300	1292	1301	1322	1347	1359
3	1232	1303	1278	1271	1276	1312	1303	1312	1334	1359
4	1275	1220	1291	1291	1284	1277	1312	1304	1312	1334
5	1325	1235	1181	1274	1275	1255	1248	1283	1275	1283
6	1184	1282	1195	1166	1257	1246	1227	1220	1254	1246
7	1185	1151	1247	1185	1155	1234	1223	1204	1198	1231
8	1165	1203	1168	1291	1227	1185	1266	1254	1235	1228
9	1467	1278	1320	1307	1444	1359	1312	1402	1389	1368
10	1581	1449	1262	1329	1316	1439	1355	1309	1398	1385
11	1496	1612	1478	1313	1382	1355	1482	1396	1348	1440
12	<u>1483</u>	<u>1626</u>	<u>1761</u>	<u>1614</u>	<u>1434</u>	<u>1509</u>	<u>1510</u>	<u>1651</u>	<u>1555</u>	<u>1501</u>
Total	<b>17,223</b>	<b>17,139</b>	<b>16,926</b>	<b>16,835</b>	<b>16,904</b>	<b>17,054</b>	<b>17,176</b>	<b>17,329</b>	<b>17,342</b>	<b>17,461</b>

Change	413	425	-264	129	-404	-510	-84	-444	-269	-135	-118	-84	-213	-91	69	150	122	153	13	120
% Change	2.2%	2.2%	-1.4%	0.7%	-2.1%	-2.7%	-0.5%	-2.4%	-1.5%	-0.8%	-0.7%	-0.5%	-1.2%	-0.5%	0.4%	0.9%	0.7%	0.9%	0.1%	0.7%

### Totals by Level

K-5	8,882	9,260	9,318	9,308	9,193	8,880	8,594	8,135	7,854	7,759	7,664	7,539	7,496	7,632	7,690	7,726	7,801	7,893	7,965	8,062
6-8	3,980	3,946	3,910	3,881	3,932	3,901	4,025	4,112	3,931	3,688	3,533	3,636	3,610	3,641	3,639	3,665	3,716	3,679	3,686	3,705
9-12	6,035	6,116	5,830	5,998	5,658	5,492	5,570	5,498	5,691	5,894	6,026	5,965	5,821	5,562	5,575	5,663	5,659	5,758	5,690	5,695

## Preferred Forecast

### Highline Comparison of FTE and Headcount Enrollment from October

#### October Numbers

#### FTE as a Percent

#### October

#### FTE Forecast

Grade	HeadCount			FTE			of Headcount			Avg										
	Oct20	Oct21	Oct22	Oct20	Oct21	Oct22	Oct20	Oct21	Oct22	%	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
K	1244	1271	1271	1244.0	1270.2	1270.4	100.0%	99.9%	100.0%	100.0%	1239.5	1244.7	1259.8	1257.9	1266.2	1293.3	1317.8	1328.8	1343.2	1358.3
1	1380	1250	1319	1380.0	1250.0	1315.0	100.0%	100.0%	99.7%	99.9%	1287.8	1254.6	1235.6	1282.0	1286.4	1294.9	1316.1	1341.0	1352.3	1366.9
2	1435	1309	1239	1435.0	1309.0	1251.5	100.0%	100.0%	101.0%	100.3%	1304.5	1284.2	1252.4	1257.6	1304.8	1296.6	1305.2	1326.6	1351.8	1363.1
3	1364	1405	1294	1363.1	1404.1	1286.4	99.9%	99.9%	99.4%	99.8%	1231.5	1299.9	1275.3	1268.1	1273.4	1308.5	1300.3	1308.9	1330.4	1355.6
4	1393	1331	1375	1393.0	1330.1	1376.1	100.0%	99.9%	100.1%	100.0%	1275.5	1219.9	1290.7	1291.2	1283.9	1276.8	1312.0	1303.8	1312.5	1334.0
5	1319	1288	1261	1317.1	1287.1	1259.2	99.9%	99.9%	99.9%	99.9%	1324.8	1233.5	1179.7	1272.6	1273.1	1253.7	1246.8	1281.2	1273.2	1281.6
6	1406	1205	1190	1406.0	1203.2	1185.2	100.0%	99.9%	99.6%	99.8%	1181.5	1279.9	1193.1	1163.4	1255.1	1243.5	1224.6	1217.8	1251.4	1243.6
7	1405	1359	1179	1404.3	1358.3	1177.7	100.0%	99.9%	99.9%	99.9%	1185.1	1149.8	1245.7	1183.9	1154.5	1233.5	1222.1	1203.5	1196.9	1229.9
8	1301	1367	1319	1299.8	1365.5	1303.6	99.9%	99.9%	98.8%	99.5%	1162.3	1197.4	1163.1	1284.7	1221.1	1179.3	1260.0	1248.3	1229.4	1222.6
9	1368	1438	1551	1368.0	1437.0	1547.1	100.0%	99.9%	99.7%	99.8%	1469.2	1276.2	1317.5	1304.8	1441.3	1356.7	1310.3	1399.9	1387.0	1365.9
10	1394	1361	1474	1393.9	1356.6	1462.3	100.0%	99.7%	99.2%	99.4%	1580.0	1440.9	1255.1	1321.2	1308.5	1431.5	1347.5	1301.3	1390.4	1377.5
11	1307	1408	1368	1223.2	1270.8	1217.1	93.6%	90.3%	89.0%	89.6%	1339.8	1444.6	1324.3	1176.2	1238.0	1214.4	1328.5	1250.5	1207.7	1290.4
12	<u>1429</u>	<u>1484</u>	<u>1501</u>	<u>1301.4</u>	<u>1304.9</u>	<u>1327.0</u>	<u>91.1%</u>	<u>87.9%</u>	<u>88.4%</u>	<u>88.2%</u>	<u>1303.6</u>	<u>1433.2</u>	<u>1552.6</u>	<u>1423.3</u>	<u>1264.1</u>	<u>1330.6</u>	<u>1331.0</u>	<u>1456.1</u>	<u>1370.6</u>	<u>1323.7</u>
Total	17,745	17,476	17,341	17,529	17,147	16,978	98.8%	98.1%	97.9%	98.3%	16885.1	16758.7	16544.8	16487.0	16570.4	16713.3	16822.2	16968.0	16996.7	17113.0

Change -381.9 -168.3

Pct -2.2% -1.0%

-93.36 -126.46 -213.87 -57.82 83.44 142.88 108.90 145.82 28.65 116.36

-0.5% -0.7% -1.3% -0.3% 0.5% 0.9% 0.7% 0.9% 0.2% 0.7%

\* Note: FTE Numbers include Satellite. Percentages for Satellite were based on this year's October numbers.

Numbers may not add to exact totals due to rounding

**APPENDIX C**

***STUDENT GENERATION RATE DATA***

The District did not prepare updated student generation rate data for the 2023 Capital Facilities Plan as the District is not requesting the collection of school impact fees. Future CFP updates may include updated student generation rates to support impact fee calculations.

## Attachment G Ordinance 19695

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# *Six-Year Capital Facilities Plan 2023 – 2028*



*Lake Washington High School Gym Addition*

**Board Adopted: June 20, 2023**

**Lake Washington School District #414**

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

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## **Lake Washington School District #414**

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

### **SCHOOL BOARD MEMBERS**

Siri Bliesner, President

Leah Choi, Vice President

Mark Stuart, Legislative Representative

Christopher Carlson

Eric Laliberte

Evan Kurtz, Student Representative

Shivani Sama, Student Representative

### **SUPERINTENDENT**

Dr. Jon Holmen

### **Lake Washington School District's Six-Year Capital Facilities Plan 2023-2028**

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

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TABLE OF CONTENTS

Section		
I.	Executive Summary	2-6
II.	Six-Year Enrollment Projection and Long-Term Planning	7-8
III.	Current District Standard of Service	9-11
IV.	Inventory and Evaluation of Current Facilities	12-13
V.	Six-Year Planning and Construction Plan	14-18
VI.	Relocatable and Transitional Classrooms	19
VII.	Six-Year Classroom Capacities: Availability / Deficit Projection	20
VIII.	Impact Fees and Finance Plan	21
IX.	Appendices A - E	
A 1-2	Calculations of Capacities for Elementary Schools, Middle Schools, and Senior High Schools	
B	Calculations of Impact Fees for Single Family Residences	
C	Calculations of Impact Fees for Multi-Family Residences	
D	Student Generation Factor Calculations	
E	Calculation Back-Up	
X.	Tables 1 – 6	
1, 1A	Six-Year Enrollment Projections and Ten-Year Low, Medium, High Enrollment Forecast	
2	Enrollment History	
3	Inventory and Capacities of Existing Schools	
4, 4A	Inventory of Undeveloped Land and District Map	
5	Projected Capacity to House Students	
6	Six-Year Finance Plan	

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## **I. Executive Summary**

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This Six-Year Capital Facilities Plan (the plan) has been prepared by the Lake Washington School District (the district). It is the organization's primary facility planning document in compliance with the requirements of the State of Washington's Growth Management Act and King County Code 21A.43. It is also used as a basis for requesting the collection of school impact fees. This plan was prepared using data available in the spring of 2023.

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

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

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

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



**I. Executive Summary (continued)**

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

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

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

School capacity is based on the district standard of service and the existing inventory of available classrooms, including both permanent and relocatable (portable) classrooms. As shown in *Appendix A1* and *A2*, the district's overall total capacity is 39,243. The total net available capacity is 34,290 including net permanent capacity of 30,494 and 3,796 in relocatables. Student headcount enrollment as of October 1, 2022 was 29,714.

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

Since the pandemic, the district enrollment has declined by 677 students or 2.2% over 3 years. This includes a loss of 125 students in 2022. The majority of this loss is at our elementary level due to declining births and kindergarten enrollment. A six-year enrollment projection, as required for this plan, is shown in *Table 1*. During the six-year window from 2023 to

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**I. Executive Summary (*continued*)**

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2028 K-12 enrollment is projected to decrease by 992 students to a total of 29,431.

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

The recommendations provide a 15-year framework to address growing enrollment, provide needed space to reduce class size and reduce the reliance on relocatables. The recommendations prioritize building new schools and enlarging aging schools to address capacity needs. These recommendations resulted in passage of a bond measure in April 2016 which provided funding for eight construction projects.

In April 2019, voters approved a six-year Capital Project Levy measure which incorporated the following critical capacity projects:

- A 20-classroom addition to Lake Washington High School
- An eight-classroom addition to Franklin Elementary School
- An eight-classroom addition to Rose Hill Elementary School
- A four-classroom addition to Twain Elementary School
- A four-classroom addition to Carson Elementary School

Given that the Long-Term Facilities Planning Task Force recommendations were based on assumptions from 2014 and enrollment and growth patterns continue to change, the district formed a new Facilities Advisory Committee (FAC) in November 2019 to review and update the 2014 Task Force Recommendations. The FAC made recommendations for future facility planning informed by enrollment trends, community expectations and district programs. The facility strategy aligned with the district's strategic plan and made recommendations to accommodate our rapid enrollment growth and to continue providing quality learning environments. In January 2021, the FAC provided its recommendations to

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**I. Executive Summary (*continued*)**

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the board. These recommendations include the following projects to increase permanent capacity by approximately 4,600 through 2030:

- Rebuild or expand Kamiakin Middle School
- Rebuild and enlarge Alcott Elementary School
- A new Choice high school in Redmond/Eastlake Area
- A new Elementary school in the Lake Washington Area
- Build Elementary Capacity in the Redmond Area
- Refurbish Juanita High School Field House/Pool
- Rebuild or expand Evergreen Middle School
- Rebuild and enlarge Smith Elementary school
- Rebuild and enlarge Rockwell Elementary school
- A new Choice high school in Lake Washington Area
- An addition of 8 classrooms at Kirkland Middle School
- A potential addition of 14 classrooms at Redmond High School
- New Early Learning Centers in Juanita and Lake Washington Areas

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

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

- An addition at Finn Hill Middle School
- An addition at Kirkland Middle School
- An addition at Redmond Middle School
- Rebuild and enlarge Rockwell Elementary School
- Additional high school capacity – eastside area
- Additional high school capacity – westside area
- Acquisition of property for future schools

Given changes in enrollment projections, the District repurposed 2022 Levy project funds in April 2023. Funds originally planned to build a new elementary school on the Redmond Elementary School campus were

<b>I. Executive Summary (<i>continued</i>)</b>
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repurposed to remodel or rebuild and enlarge Rockwell Elementary School.

The finance plan shown on *Table 6* demonstrates how the Lake Washington School District plans to finance improvements for the years 2023 through 2028. The financing components include secured and unsecured funding.

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

### **Six-Year Enrollment Projection**

The district developed long-term enrollment projections to assess facility capacity needs. Based on these projections the district expects enrollment to decrease by 992 students from the 2023 school year through 2028.

The district experienced actual enrollment loss of 125 students in 2022. A six-year enrollment projection, as required for this plan, is shown in *Table 1*. During the six-year window from 2023 to 2028, K-12 enrollment is projected to decrease by 992 students resulting in a 3.3% decrease over the current student population.

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

### **Cohort Survival**

King County live birth data is used to predict future kindergarten enrollment. Actual King County live births through 2021 are used to project kindergarten enrollment through the 2026-2027 school year. After 2027, the number of live births is based on King County projections. Historical data is used to estimate the future number of kindergarten students that will generate from county births. For other grade levels, cohort survival trends compare students in a particular grade in one year to the same group of students in prior years. From this analysis a cohort survival trend is determined. This trend shows if the cohort of students is increasing or decreasing in size. This historical trend can then be applied to predict future enrollment.

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

**Development Tracking**

In order to ensure the accuracy and validity of enrollment projections, a major emphasis has been placed on the collection and tracking of data of 79 known new housing developments within the district. This information is obtained from the cities and county and provides the foundation for a database of known future developments, as well as city and county housing growth targets. This assures the district’s plan is consistent with the comprehensive plans of the local permitting jurisdictions. Contact is made with each developer annually to determine the number of homes to be built and the anticipated development schedule.

**Student Generation Rates**

Developments built within the district that are near completion, or have been completed, within the last five years are typically used to forecast the number of students generated by new development. The district updates these figures in each plan update. The 2023 district wide statistics show that each new single-family home currently generates a 0.317 elementary student, 0.140 middle school student, and 0.147 senior high student, for a total of 0.604 school-age child per single family home (see *Appendix B*). New multi-family housing units generate an average of 0.039 elementary student, 0.016 middle school student, and 0.022 senior high student for a total of 0.077 school age child per multi-family home (see *Appendix C*). These student generation factors (see *Appendix D*) are used to forecast the number of students expected from the new developments that are planned over the next six years.

**Enrollment Projection Scenarios**

The district works with Flo Analytics, an outside planning, GIS and data analytic consulting firm, to review enrollment trends and demographics, provide land use and development mapping and to prepare 10-year enrollment forecast. Flo Analytics 6-year enrollment projections along with a 10-year high, medium, and low projection are shown in *Table 1* and *Table 1A*. Given pre-pandemic trends there is still the potential for the district to have a large uptick in enrollment depending upon future land used decisions, housing, and labor market changes, etc. The district will monitor these matters and include updated information in future updates to the plan.

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### **III. Current District “Standard of Service”**

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

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

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

#### **Standard of Service for Elementary Students**

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

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

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**III. Current District “Standard of Service” (*continued*)**

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The elementary standard of service includes spaces to accommodate:

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

**Standard of Service for Secondary Students**

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

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

In the secondary standard of service model:

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

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

- Resource rooms
- English Language Learners (ELL)

**Room Utilization at Secondary Schools**

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



**III. Current District “Standard of Service” (*continued*)**

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

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

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## **IV. Inventory and Evaluation of Current Facilities**

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As of April 2023, the district has total classrooms of 1,629, including 1,467 permanent classrooms and 162 relocatable classrooms (see *Appendix A-1*). These classrooms represent a theoretical capacity to serve 39,243 if all classrooms were only used as general classroom spaces. However, the district's standard of service provides for the use of classrooms for special programs, such as Special Education, Multilingual Learners and Safety Net programs. These programs serve students at much lower student to teacher ratios than general education classrooms or serve the same students for a portion of the day when they are pulled out of the regular classroom.

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

After providing space for special programs the district has a net available classroom capacity to serve 34,290 students. This includes 3,796 in relocatable (portable) capacity and 30,494 in permanent capacity of which 516 is for self-contained program capacity.

Enrollment in 2022 was 30,423 and is expected to decrease to 29,431 in 2028 (see *Table 1*).

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

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

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

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

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

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**V. Six-Year Planning and Construction Plan**

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Enrollment projections are shown in *Table 5*, student enrollment is anticipated to reach 29,431 by 2028. The district current inventory of existing net permanent capacity is 30,494. While enrollment projections show overall enrollment is stable and slightly decreasing over the next six years, there is still a need to address recent growth at the high school level. The district will continue to monitor elementary and middle school enrollment and include updated information in future updates to the plan.

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

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

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

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

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

### Use of Relocatables

Relocatables were added at various locations to accommodate growth and help relieve capacity issues. The table below shows portables that were added since 2017:

School	Year Installed	Location	Number
Lakeview ES	2018	Kirkland	2
Muir ES	2018	Kirkland	2
Rose Hill ES	2018	Kirkland	2
Twain ES	2018	Kirkland	3
Rush ES	2018	Kirkland	1
Kirkland MS*	2020	Kirkland	2
Rose Hill MS*	2020	Redmond	6
Inglewood MS*	2020	Sammamish	2
Sandburg ES	2020	Kirkland	1
Bell ES	2020	Kirkland	3
Frost ES	2020	Kirkland	3
Thoreau ES	2020	Kirkland	3

\* Portables moved from Lake Washington High School

### Construction of New Schools/Additions/Rebuilding and Enlarging

The table below shows construction projects funded from the April 2019 Capital Construction Levy:

Facility	Completion Date	Location	Added Capacity
Lake Washington HS Addition (20 classrooms)	Fall 2020	Kirkland	500
Franklin ES Addition (8 classrooms)	Fall 2021	Kirkland	184
Rose Hill ES Addition (8 classrooms)	Fall 2021	Kirkland	184
Twain ES Addition (4 classrooms)	Fall 2021	Kirkland	92
Carson ES Addition (4 classrooms)	Fall 2022	Sammamish	92

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

In February 2022, voters approved step one in the **Building Excellence Plan**, a six-year-year Capital Projects Levy measure. This measure provides critical classroom capacity at the elementary, middle, and high school levels. The district has funding to construct the following projects within the period of this plan:

Project	Completion Date	Location	Added Capacity
Redmond Middle School Additions (8 classrooms)	Fall 2024	Redmond	200
Kirkland Middle School Addition (8 classrooms)	Fall 2024	Kirkland	200
Finn Hill Middle School Addition (8 classrooms)	Fall 2024	Kirkland	200
Rebuild and Enlarge Rockwell Elementary School	Fall 2026	Redmond	252
Additional high school capacity - East side	Fall 2025	Sammamish	600
Additional high school capacity - West side	2027	TBD	600
Acquisition of property for future schools	TBD	TBD	

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

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

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

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

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

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

### **Property Acquisition and Planning**

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

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

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



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## **VI. Relocatable and Transitional Classrooms**

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

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

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

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

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

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

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As demonstrated in *Appendix A-2*, the district currently has permanent capacity (classroom and special education) to serve 14,009 students at the elementary level, 7,509 students at the middle school level, and 8,976 students at the high school level. Current enrollment at each grade level is identified in *Appendix A-2*. Completed projects, as shown in Table 5, would result in an increased permanent capacity for 4,389 students in 2028.

Relocatable facilities are being used to address capacity needs that cannot be immediately served by permanent capacity.

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

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**VIII. Impact Fees and the Finance Plan**

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

For the purposes of this plan and the impact fee calculations, the actual construction cost data from recently completed projects (Peter Kirk Elementary School, Timberline Middle School, and Juanita High School all opened in 2019) have been used (see *Appendix E*). The formula includes the costs for capacity projects at the high school level as there is still a need to address recent growth at this level. The district will continue to monitor elementary and middle school enrollment and include updated information in future updates to the plan. The district has also incorporated into the school site acquisition cost the cost of land previously purchased, Site 44, that is planned to be used to construct a future comprehensive high school within the six-year planning period.

The finance plan shown on *Table 6* demonstrates how the Lake Washington School District plans to finance improvements for the years 2023 through 2028. The financing components include secured and unsecured funding. This plan is based on current and future project approval, securing state construction assistance, and collection of impact fees under the state's Growth Management Act.

<b>IX. Appendices</b>
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Appendices A 1-2: Calculations of Capacities for Elementary Schools,  
Middle Schools, and Senior High Schools

Appendix B: Calculations of Impact Fees for Single Family  
Residences

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

Appendix D: Student Generation Factor Calculations

Appendix E: Calculation Back-Up

## Lake Washington School District

Calculations of Capacities for  
Elementary, Middle, and High Schools

## Capital Facilities Plan 2023-2028

	TOTAL ALL CLASSROOMS						
	Number of Classrooms			Capacity			
	Permanent	Relocatable	Total		Permanent	Relocatable	Total
<b>Elementary Schools</b>					23	23	
ALCOTT	26	12	38		598	276	874
AUDUBON	22	3	25		506	69	575
BELL	27	3	30		621	69	690
BLACKWELL	24	3	27		552	69	621
CARSON	27	4	31		621	92	713
CLARA BARTON	34	0	34		782	0	782
COMMUNITY	3	0	3		69	0	69
DICKINSON	23	4	27		529	92	621
DISCOVERY	3	0	3		69	0	69
EINSTEIN	24	1	25		552	23	575
ELLA BAKER	34	0	34		782	0	782
EXPLORER	4	0	4		92	0	92
FRANKLIN	31	3	34		713	69	782
FROST	24	4	28		552	92	644
JUANITA	23	0	23		529	0	529
KELLER	21	1	22		483	23	506
KIRK	34	0	34		782	0	782
LAKEVIEW	22	6	28		506	138	644
MANN	22	4	26		506	92	598
MCAULIFFE	23	7	30		529	161	690
MEAD	34	0	34		782	0	782
MUIR	23	2	25		529	46	575
REDMOND	31	8	39		713	184	897
ROCKWELL	25	5	30		575	115	690
ROSA PARKS	27	10	37		621	230	851
ROSE HILL	31	4	35		713	92	805
RUSH	28	4	32		644	92	736
SANDBURG	25	1	26		575	23	598
SMITH	26	8	34		598	184	782
THOREAU	22	3	25		506	69	575
TWAIN	30	7	37		690	161	851
WILDER	23	8	31		529	184	713
<b>Totals</b>	<b>776</b>	<b>115</b>	<b>891</b>		<b>17,848</b>	<b>2,645</b>	<b>20,493</b>
	Number of Classrooms			Capacity			
	Permanent	Relocatable	Total	Capacity Percent	Permanent (30 x Capacity %)	Relocatable (30 x Capacity %)	Total
<b>Middle Schools</b>							
ENVIRONMENTAL****	5	0	5	83%	125	0	125
EVERGREEN	38	13	51	83%	946	324	1,270
FINN HILL****	28	0	28	83%	697	0	697
INGLEWOOD	54	2	56	83%	1,345	50	1,395
INTERNATIONAL****	21	0	21	83%	523	0	523
KAMIAKIN	30	7	37	70%	630	147	777
KIRKLAND****	28	2	30	83%	697	50	747
NORTHSTAR	4	0	4	70%	84	0	84
REDMOND****	37	7	44	83%	921	174	1,095
TIMBERLINE	39	0	39	83%	971	0	971
RENAISSANCE	4	0	4	70%	84	0	84
ROSE HILL****	41	6	47	83%	1,021	149	1,170
STELLA SCHOLA	3	0	3	83%	75	0	75
<b>Totals</b>	<b>332</b>	<b>37</b>	<b>369</b>		<b>8,119</b>	<b>894</b>	<b>9,013</b>
	Number of Classrooms			Capacity			
	Permanent	Relocatable	Total	Capacity Percent	Permanent (32 x Capacity %)	Relocatable (32 x Capacity %)	Total
<b>Senior High Schools</b>							
EMERSON HIGH	10	2	12	70%	224	45	269
EASTLAKE	96	0	96	83%	2,550	0	2,550
FUTURES	3	0	3	70%	67	0	67
JUANITA	74	0	74	83%	1,965	0	1,965
LAKE WASHINGTON***	79	0	79	83%	2,098	0	2,098
REDMOND****	73	8	81	83%	1,939	212	2,151
TESLA STEM****	24	0	24	83%	637	0	637
<b>Totals</b>	<b>359</b>	<b>10</b>	<b>369</b>		<b>9,480</b>	<b>257</b>	<b>9,737</b>
<b>TOTAL DISTRICT</b>	<b>1,467</b>	<b>162</b>	<b>1,629</b>		<b>35,447</b>	<b>3,796</b>	<b>39,243</b>
<b>Key:</b>							
Total Enrollment on this chart does not include Emerson K-12, contractual, and WANIC students							
Self-contained rooms have a capacity of 12							
Non-modernized secondary schools have standard capacity of 70%							
****Modernized secondary schools have standard capacity of 83%							

## Lake Washington School District

Calculations of Capacities for  
Elementary, Middle, and High Schools

## Capital Facilities Plan 2023-2028

		SPECIAL PROGRAM CLASSROOMS USED									NET AVAILABLE CAPACITY				ENROLLMENT
		Number of Classrooms							Number of Classrooms						
Elementary Schools	Permanent Classrooms	Self Cont.	Resource Rooms	ELL Rooms	Pre-School	Music Rooms	Arts/Sci	Pull-out Quest	Net Permanent Classrooms	Relocatable Classrooms	Net Permanent Classrooms	Self Contained Classroom	Relocatable Capacity	Total	Oct 2022
ALCOTT	26	0	2	1	0	2	0	0	21	12	483	0	276	759	615
AUDUBON	22	0	2	1	0	1	1	0	17	3	391	0	69	460	516
BELL	27	0	2	1	4	1	1	0	18	3	414	0	69	483	435
BLACKWELL	24	0	1	1	0	1	0	0	21	3	483	0	69	552	510
CARSON	27	2	1	1	3	1	1	0	18	4	414	24	92	530	482
CLARA BARTON	34	2	1	1	0	1	1	0	28	0	644	24	0	668	539
COMMUNITY	3	0	0	0	0	0	0	0	3	0	69	0	0	69	70
DICKINSON	23	2	3	1	0	2	0	0	15	4	345	24	92	461	307
DISCOVERY	3	0	0	0	0	0	0	0	3	0	69	0	0	69	73
EINSTEIN	24	0	2	1	0	1	0	0	20	1	460	0	23	483	521
ELLA BAKER	34	0	1	1	0	1	1	0	30	0	690	0	0	690	488
EXPLORER	4	0	0	0	0	0	0	0	4	0	92	0	0	92	70
FRANKLIN	31	2	2	1	0	1	1	0	24	3	552	24	69	645	399
FROST	24	2	2	1	0	1	1	0	17	4	391	24	92	507	404
JUANITA	23	0	1	1	3	1	1	0	16	0	368	0	0	368	300
KELLER	21	2	2	1	0	1	1	0	14	1	322	24	23	369	330
KIRK	34	0	1	1	0	1	1	0	30	0	690	0	0	690	601
LAKEVIEW	22	0	1	1	0	1	1	0	18	6	414	0	138	552	440
MANN	22	2	2	1	0	1	1	0	15	4	345	24	92	461	307
MCAULIFFE	23	2	1	1	0	1	0	1	17	7	391	24	161	576	498
MEAD	34	0	1	1	0	1	1	0	30	0	690	0	0	690	607
MUIR	23	0	3	1	0	1	1	0	17	2	391	0	46	437	394
REDMOND	31	2	4	1	0	2	0	0	22	8	506	24	184	714	546
ROCKWELL	25	2	2	1	0	2	0	0	18	5	414	24	115	553	445
ROSA PARKS	27	1	2	1	0	2	1	0	20	10	460	12	230	702	572
ROSE HILL	31	2	1	1	0	1	1	0	25	4	575	24	92	691	476
RUSH	28	0	2	1	0	1	1	0	23	4	529	0	92	621	632
SANDBURG	25	0	3	1	1	1	1	0	18	1	414	0	23	437	396
SMITH	26	0	4	1	0	2	0	0	19	8	437	0	184	621	618
THOREAU	22	0	2	1	0	1	0	1	17	3	391	0	69	460	412
TWAIN	30	4	2	1	0	1	1	0	21	7	483	48	161	692	665
WILDER	23	0	2	0	2	2	0	1	16	8	368	0	184	552	309
<b>Totals</b>	<b>776</b>	<b>27</b>	<b>55</b>	<b>28</b>	<b>13</b>	<b>36</b>	<b>19</b>	<b>3</b>	<b>595</b>	<b>115</b>	<b>13,685</b>	<b>324</b>	<b>2,645</b>	<b>16,654</b>	<b>13,977</b>
		Number of Classrooms													
Middle Schools	Permanent Classrooms	Self Cont.	Resource Rooms	ELL Rooms					Net Permanent Classrooms	Relocatable Classrooms	Net Permanent Classrooms	Self Contained Classroom	Relocatable Capacity	Total	Oct 2022
ENVIRONMENTAL****	5	0	0	0					5	0	125	0	0	125	140
EVERGREEN	38	2	4	1					31	13	772	24	324	1,120	771
FINN HILL****	28	1	1	1					25	0	623	12	0	635	670
INGLEWOOD	54	1	2	1					50	2	1,245	12	50	1,307	1,211
INTERNATIONAL****	21	0	0	0					21	0	523	0	0	523	406
KAMIAKIN	30	2	1	1					26	7	546	24	147	717	619
KIRKLAND****	28	1	1	0					26	2	647	12	50	709	575
NORTHSTAR	4	0	0	0					4	0	84	0	0	84	90
REDMOND****	37	1	0	1					35	7	872	12	174	1,058	942
TIMBERLINE	39	1	2	1					35	0	872	12	0	884	756
RENAISSANCE	4	0	0	0					4	0	84	0	0	84	78
ROSE HILL****	41	1	2	1					37	6	921	12	149	1,082	857
STELLA SCHOLA	3	0	0	0					3	0	75	0	0	75	90
<b>Totals</b>	<b>332</b>	<b>10</b>	<b>13</b>	<b>7</b>					<b>302</b>	<b>37</b>	<b>7,389</b>	<b>120</b>	<b>894</b>	<b>8,403</b>	<b>7,235</b>
		Number of Classrooms													
Senior High Schools	Permanent Classrooms	Self Cont.	Resource Rooms	ELL Rooms					Net Permanent Classrooms	Relocatable Classrooms	Net Permanent Classrooms	Self Contained Classroom	Relocatable Capacity	Total	Oct 2022
EMERSON HIGH	10	0	2	0					8	2	179	0	45	224	41
EASTLAKE	96	2	5	1					88	0	2,337	24	0	2,361	2,261
FUTURES	3	0	0	0					3	0	67	0	0	67	25
JUANITA	74	2	3	1					68	0	1,806	24	0	1,830	1,621
LAKE WASHINGTON****	79	1	2	1					75	0	1,992	12	0	2,004	1,833
REDMOND****	73	1	0	1					71	8	1,886	12	212	2,110	2,109
TESLA STEM****	24	0	0	0					24	0	637	0	0	637	612
<b>Totals</b>	<b>359</b>	<b>6</b>	<b>12</b>	<b>4</b>					<b>337</b>	<b>10</b>	<b>8,904</b>	<b>72</b>	<b>257</b>	<b>9,233</b>	<b>8,502</b>
<b>TOTAL DISTRICT</b>	<b>1,467</b>	<b>43</b>	<b>80</b>	<b>39</b>	<b>13</b>	<b>36</b>	<b>19</b>	<b>3</b>	<b>1,234</b>	<b>162</b>	<b>29,978</b>	<b>516</b>	<b>3,796</b>	<b>34,290</b>	<b>29,714</b>
<b>Key:</b> Total Enrollment on this chart does not include Emerson K-12, contractual, and WANIC students Self-contained rooms have a capacity of 12 Non-modernized secondary schools have standard capacity of 70% ****Modernized secondary schools have standard capacity of 83%															

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

### Single Family Residence ("SFR")

#### School Site Acquisition Cost:

	<u>Facility Acreage</u>	<u>Cost/ Acre</u>	<u>Facility Size</u>	<u>Site Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	7	\$0	690	\$0	0.3170	\$0
Middle	15	\$0	900	\$0	0.1400	\$0
Senior	30	\$1,600,000	1800	\$26,667	0.1470	\$3,920
<b>TOTAL</b>						<b>\$3,920</b>

#### School Construction Cost:

	<u>Percent Permanent</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	97%		690	\$0	0.3170	\$0
Middle	97%		900	\$0	0.1400	\$0
Senior	97%	\$178,459,196	1800	\$96,170	0.1470	\$14,137
<b>TOTAL</b>						<b>\$14,137</b>

#### Temporary Facility Cost:

	<u>Percent Temporary</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	3%		23	\$0	0.3170	\$0
Middle	3%		30	\$0	0.1400	\$0
Senior	3%	\$225,000	32	\$211	0.1470	\$31
<b>TOTAL</b>						<b>\$31</b>

#### State Assistance Credit Calculation:

	<u>Const Cost Allocation</u>	<u>Sq. Ft./ Student</u>	<u>Funding Assistance</u>	<u>Credit/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary		90.0	26.69%	\$0	0.3170	\$0
Middle		108.0	26.69%	\$0	0.1400	\$0
Senior	246.83	130.0	26.69%	\$8,564	0.1470	\$1,259
<b>TOTAL</b>						<b>\$1,259</b>

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

**Single Family Residence ("SFR")**

**Tax Payment Credit Calculation:**

Average SFR Assessed Value	\$1,576,920
Current Capital Levy Rate (2023)/\$1000	\$0.50
Annual Tax Payment	\$788.46
Years Amortized	10
Current Bond Interest Rate	3.58%
Present Value of Revenue Stream	\$6,531

**Impact Fee Summary for Single Family Residence:**

Site Acquisition Cost	\$3,920
Permanent Facility Cost	\$14,137
Temporary Facility Cost	\$31
State Assistance Credit	(\$1,259)
Tax Payment Credit	(\$6,531)
Sub-Total	\$10,298
50% Local Share	\$5,149

<b>SFR Impact Fee</b>	<b>\$5,149</b>
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## Estimated School Impact Fee Calculation Based on King County Code 21.A.43

### Multiple Family Residence ("MFR")

#### School Site Acquisition Cost:

	<u>Facility Acreage</u>	<u>Cost/ Acre</u>	<u>Facility Size</u>	<u>Site Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	7	\$0	690	\$0	0.0390	\$0
Middle	15	\$0	900	\$0	0.0160	\$0
Senior	30	\$1,600,000	1800	\$26,667	0.0220	\$587
<b>TOTAL</b>						<b>\$587</b>

#### School Construction Cost:

	<u>Percent Permanent</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	97%	\$0	690	\$0	0.0390	\$0
Middle	97%	\$0	900	\$0	0.0160	\$0
Senior	97%	\$178,459,196	1800	\$96,170	0.0220	\$2,116
<b>TOTAL</b>						<b>\$2,116</b>

#### Temporary Facility Cost:

	<u>Percent Temporary</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	3%		23	\$0	0.0390	\$0
Middle	3%		30	\$0	0.0160	\$0
Senior	3%	\$225,000	32	\$211	0.0220	\$5
<b>TOTAL</b>						<b>\$5</b>

#### State Assistance Credit Calculation:

	<u>Const Cost Allocation</u>	<u>Sq. Ft./ Student</u>	<u>Funding Assistance</u>	<u>Credit/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	0.00	90.0	26.69%	\$0	0.0390	\$0
Middle	0.00	108.0	26.69%	\$0	0.0160	\$0
Senior	246.83	130.0	26.69%	\$8,564	0.0220	\$188
<b>TOTAL</b>						<b>\$188</b>

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

**Multiple Family Residence ("MFR")**

**Tax Payment Credit Calculation:**

Average MFR Assessed Value	\$438,170
Current Capital Levy Rate (2023)/\$1000	\$0.50
Annual Tax Payment	\$219.09
Years Amortized	10
Current Bond Interest Rate	3.58%
Present Value of Revenue Stream	\$1,815

**Impact Fee Summary for Multiple Family Residence:**

Site Acquisition Cost	\$587
Permanent Facility Cost	\$2,116
Temporary Facility Cost	\$5
State Assistance Credit	(\$188)
Tax Payment Credit	(\$1,815)
Sub-Total	\$704
50% Local Share	\$352

<b>MFR Impact Fee</b>	<b>\$352</b>
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Lake Washington School District

**2023 MITIGATION DEVELOPMENT SUMMARY**  
**STUDENT GENERATION FACTORS**  
 Five Year History

Capital Facilities Plan 2023-2028

SINGLE FAMILY DEVELOPMENTS	CITY/ COUNTY	#	#	#	2023 STUDENTS				2023 RATIO			
		PLANNED	COMPL.	OCCUP.	ELEM	MIDDLE	SENIOR	TOTAL	ELEM	MIDDLE	SENIOR	TOTAL
Astera	S	25	25	25	14	9	4	27	0.560	0.360	0.160	1.080
Barrington Park	S	44	44	44	18	10	15	43	0.409	0.227	0.341	0.977
Benjamin Estates	K	23	23	23	0	1	3	4	0.000	0.043	0.130	0.174
Bridgewood Estates	K	35	35	35	11	3	2	16	0.314	0.086	0.057	0.457
Brixton	S	32	32	32	18	11	9	38	0.563	0.344	0.281	1.188
Callan Ridge	R	28	28	28	3	1	6	10	0.107	0.036	0.214	0.357
Canterbury Park	S	115	115	115	38	20	24	82	0.330	0.174	0.209	0.713
Clear Creek	K	19	19	19	3	2	0	5	0.158	0.105	0.000	0.263
Crestview	R	31	31	31	8	7	6	21	0.258	0.226	0.194	0.677
Duke's Landing	R	18	18	18	10	4	5	19	0.556	0.222	0.278	1.056
English Landing II	S	25	25	25	6	3	4	13	0.240	0.120	0.160	0.520
English Landing I	R	50	50	50	19	11	12	42	0.380	0.220	0.240	0.840
Ferncroft Community	S	13	13	13	3	1	1	5	0.231	0.077	0.077	0.385
Finn Meadows	K	10	10	10	1	1	0	2	0.100	0.100	0.000	0.200
Gabrielle's Lane	S	14	14	14	4	5	1	10	0.286	0.357	0.071	0.714
Gabrielle's Place	S	14	14	14	8	3	3	14	0.571	0.214	0.214	1.000
Greystone Manor II	R	94	94	94	15	8	9	32	0.160	0.085	0.096	0.340
Hale / Larkin	R	20	20	20	8	0	1	9	0.400	0.000	0.050	0.450
Hawthorne Park	R	38	38	38	11	3	8	22	0.289	0.079	0.211	0.579
Hedgewood East	R	15	15	15	5	1	0	6	0.333	0.067	0.000	0.400
Inglewood Landing	S	21	21	21	12	2	0	14	0.571	0.095	0.000	0.667
Kensington Enclave	S	43	40	33	10	3	3	16	0.303	0.091	0.091	0.485
Kensington Lane	R	13	13	13	2	3	3	8	0.154	0.231	0.231	0.615
Kirkwood Terrace	KC	12	12	12	7	3	3	13	0.583	0.250	0.250	1.083
Marinwood	K	48	48	48	11	0	1	12	0.229	0.000	0.021	0.250
Monarch Lane / Monarch Ridge	KC	68	68	68	23	11	2	36	0.338	0.162	0.029	0.529
Morningside Estates	S	22	22	22	15	2	4	21	0.682	0.091	0.182	0.955
Pinnacle at Inglewood Hill	S	37	37	37	9	4	8	21	0.243	0.108	0.216	0.568
Preserve	S	35	35	35	6	9	20	35	0.171	0.257	0.571	1.000
Radke	K	20	20	20	1	0	1	2	0.050	0.000	0.050	0.100
Ray Meadows	R	27	27	27	2	1	2	5	0.074	0.037	0.074	0.185
Sagebrook	R	15	15	15	6	6	1	13	0.400	0.400	0.067	0.867
Sammamish Ridge Estates	S	12	12	12	4	0	0	4	0.333	0.000	0.000	0.333
Sequoia Glen - Chablis	R	24	24	24	11	5	6	22	0.458	0.208	0.250	0.917
Sheldon Estates / Hillbrooke Crest	R	15	15	15	1	1	0	2	0.067	0.067	0.000	0.133
Stratford	K	20	19	18	4	1	0	5	0.222	0.056	0.000	0.278
Stratmoor	S	21	21	21	10	3	3	16	0.476	0.143	0.143	0.762
The Bridges	K	27	27	26	8	0	1	9	0.308	0.000	0.038	0.346
Verona I/Verona II/Vistas I/Vistas II	R	65	47	47	13	6	4	23	0.277	0.128	0.085	0.489
Versant	R	24	24	24	5	3	3	11	0.208	0.125	0.125	0.458
Vintners Place	K	35	35	35	6	1	0	7	0.171	0.029	0.000	0.200

Lake Washington School District

## 2023 MITIGATION DEVELOPMENT SUMMARY

### STUDENT GENERATION FACTORS

Capital Facilities Plan 2023-2028

Five Year History

Woodhaven	KC	62	62	62	41	11	11	63	0.661	0.177	0.177	1.016
Woodhaven II	KC	20	20	20	8	5	5	18	0.400	0.250	0.250	0.900
TOTALS		1,349	1,327	1,318	418	184	194	796	0.317	0.140	0.147	0.604
MULTI-FAMILY DEVELOPMENTS	CITY/ COUNTY	# OF UNITS	% OCCUP/ # COMPL.	# OCCUP.	2023 STUDENTS				2023 STUDENTS			
					ELEM	MIDDLE	SENIOR	TOTAL	ELEM	MIDDLE	SENIOR	TOTAL
Alexan at Marymoor Apartments	R	222	90%	200	8	2	2	12	0.040	0.010	0.010	0.060
Artessa Condos	K	13	13	13	3	1	0	4	0.231	0.077	0.000	0.308
Aspect Apartments	K	406	95%	387	1	1	0	2	0.003	0.003	0.000	0.005
Aura Apartments	K	202	92%	185	0	0	0	0	0.000	0.000	0.000	0.000
Aurea Townhomes	S	41	41	41	4	3	2	9	0.098	0.073	0.049	0.220
Blackbird Apartments	R	159	90%	143	5	0	1	6	0.035	0.000	0.007	0.042
Boardwalk Apartments	K	171	88%	151	0	1	0	1	0.000	0.007	0.000	0.007
Bower Apartments	K	339	100%	338	1	2	1	4	0.003	0.006	0.003	0.012
City 12 Condos	K	12	12	12	1	0	1	2	0.083	0.000	0.083	0.167
Crosswater Condos	K	16	16	16	6	0	1	7	0.375	0.000	0.063	0.438
Edge Apartments	R	104	98%	102	2	1	0	3	0.020	0.010	0.000	0.029
Heron Flats & Lofts	R	95	99%	94	7	2	2	11	0.074	0.021	0.021	0.117
Marymoore Ridge Condos	R	44	44	44	6	1	2	9	0.136	0.023	0.045	0.205
Modera Apartments	R	300	93%	280	4	0	2	6	0.014	0.000	0.007	0.021
Modera River Trail Apartments	R	233	94%	219	0	0	1	1	0.000	0.000	0.005	0.005
North Totem Lake Apartments	K	244	95%	233	2	1	1	4	0.009	0.004	0.004	0.017
Parque Kirkland Apartments	K	70	97%	68	1	0	0	1	0.015	0.000	0.000	0.015
Plaza Apartments	K	111	97%	108	0	0	1	1	0.000	0.000	0.009	0.009
Redmond Ridge Apartments	KB	109	96%	105	70	38	50	158	0.667	0.362	0.476	1.505
Redmond Triangle Apartments	R	195	99%	193	0	0	0	0	0.000	0.000	0.000	0.000
Rose Terrace Condos	K	12	12	12	4	0	1	5	0.333	0.000	0.083	0.417
Rosehaven at Bradford Place Condos	K	16	16	16	2	0	1	3	0.125	0.000	0.063	0.188
Sky Sammamish Apartments	S	159	96%	153	10	5	10	25	0.065	0.033	0.065	0.163
Southeast Village Townhomes	S	75	75	75	21	5	6	32	0.280	0.067	0.080	0.427
State Street Condos	K	27	27	27	0	0	0	0	0.000	0.000	0.000	0.000
Station House Lofts	R	196	92%	181	0	0	0	0	0.000	0.000	0.000	0.000
Talisman Apartments	R	286	90%	256	8	5	3	16	0.031	0.020	0.012	0.063
The Bond Apartments	R	139	91%	127	1	2	2	5	0.008	0.016	0.016	0.039
The Samm Apartments	S	92	89%	82	2	0	5	7	0.024	0.000	0.061	0.085
The Walk Condos	K	20	20	20	4	1	3	8	0.200	0.050	0.150	0.400
The Walk III Condos	K	17	17	17	0	0	0	0	0.000	0.000	0.000	0.000
Uplund Apartments	K	409	92%	378	0	0	1	1	0.000	0.000	0.003	0.003
Uptown Apartments	K	185	90%	167	2	2	1	5	0.012	0.012	0.006	0.030
Verdant Townhomes	K	10	10	10	1	0	1	2	0.100	0.000	0.100	0.200
Verez Townhomes	K	82	82	82	4	1	1	6	0.049	0.012	0.012	0.073
Voda Apartments	K	127	92%	117	2	0	0	2	0.017	0.000	0.000	0.017
TOTALS		4,938		4,652	182	74	102	358	0.039	0.016	0.022	0.077

***Peter Kirk Elementary School***

<b><i>690 student capacity</i></b>	
Construction Cost (bid 2018, actual const. costs)	\$38,231,000
Projected Construction Cost in 2024 @ 690 student capacity @ 5% per year	\$51,233,200

***Timberline Middle School***

<b><i>900 student capacity</i></b>	
Construction Cost (bid 2017, actual const. costs)	\$61,623,000
Projected Construction Cost in 2024 @ 900 student capacity @ 5% per year	\$86,709,750

***Juanita High School***

<b><i>1,800 student capacity</i></b>	
Construction Cost (bid 2018 actual const. costs)	\$133,169,000
Projected Construction Cost in 2024 @ 1,800 student capacity @ 5% per year	\$178,459,196

**X. Tables**

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

Table 2: Enrollment History

Table 3: Inventory and Capacities of Existing Schools

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

Table 5: Projected Capacity to House Students

Table 6: Six-Year Finance Plan

### Six-Year Enrollment Projections

	<u>*2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>
County Live Births**	25,274	24,337	24,090	23,638	23,122	23,584	24,049
change	(737)	(937)	(247)	(452)	(516)	462	465
<b>Kindergarten ***</b>	2,010	1,993	1,988	1,990	1,967	2,018	2,071
<b>Grade 1 ****</b>	2,346	2,228	2,216	2,212	2,214	2,189	2,237
<b>Grade 2</b>	2,363	2,379	2,263	2,254	2,251	2,253	2,223
<b>Grade 3</b>	2,364	2,364	2,382	2,265	2,260	2,257	2,259
<b>Grade 4</b>	2,509	2,369	2,368	2,388	2,270	2,269	2,269
<b>Grade 5</b>	2,413	2,511	2,378	2,378	2,400	2,281	2,287
<b>Grade 6</b>	2,377	2,380	2,476	2,350	2,352	2,376	2,257
<b>Grade 7</b>	2,429	2,340	2,344	2,443	2,325	2,327	2,348
<b>Grade 8</b>	2,335	2,396	2,316	2,324	2,428	2,315	2,314
<b>Grade 9</b>	2,404	2,291	2,353	2,280	2,291	2,400	2,273
<b>Grade 10</b>	2,375	2,410	2,291	2,359	2,291	2,307	2,414
<b>Grade 11</b>	2,220	2,284	2,311	2,205	2,269	2,215	2,234
<b>Grade 12</b>	2,278	2,256	2,297	2,324	2,221	2,286	2,245
<b>Total Enrollment</b>	30,423	30,201	29,983	29,772	29,539	29,493	29,431
<b>Yearly Increase</b>		(222)	(218)	(211)	(233)	(46)	(62)
<b>Yearly Increase</b>		-0.73%	-0.72%	-0.70%	-0.78%	-0.16%	-0.21%
<b>Cumulative Increase</b>		(222)	(440)	(651)	(884)	(930)	(992)

\* Number of Individual Students (10/1/22 Headcount).

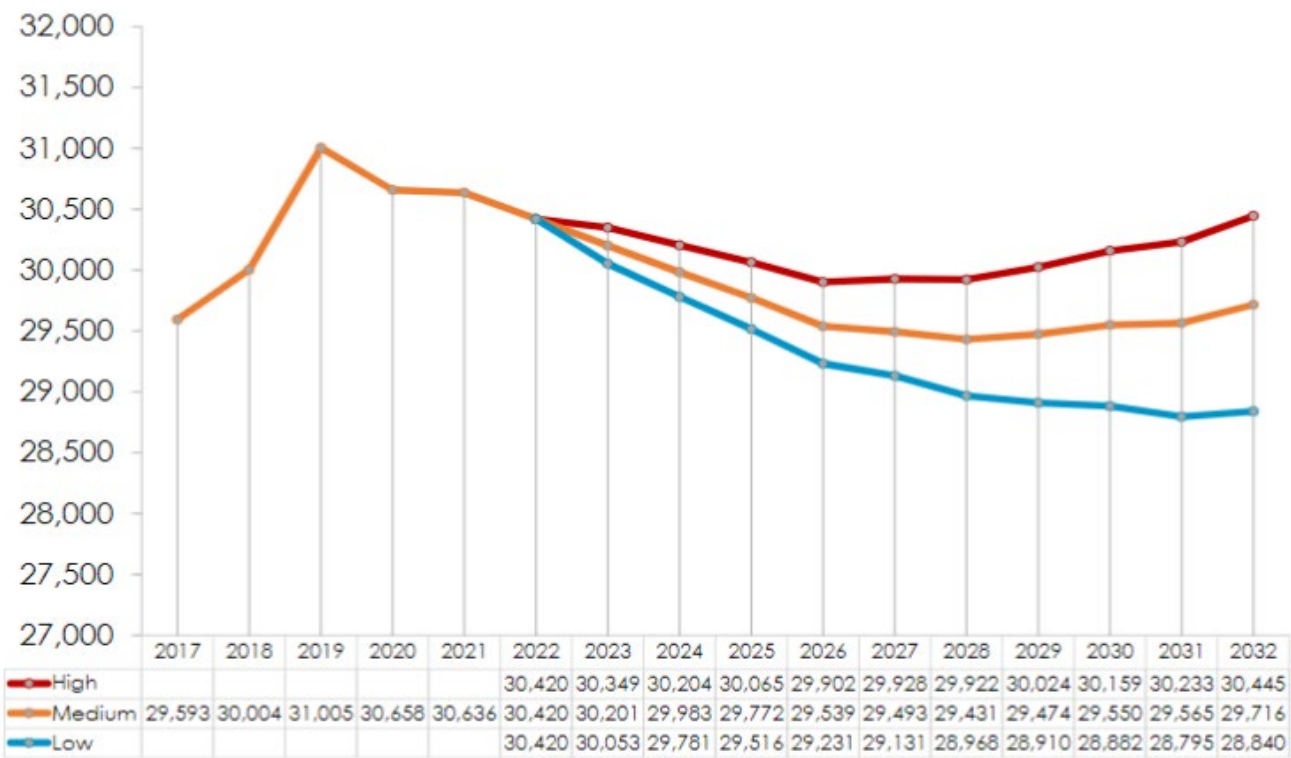
\*\* County Live Births estimated. 2025 and prior year birth rates are actual births 5 years prior to enrollment year.

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

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

Source: Flo Analytics

Ten-Year Low, Medium, High Enrollment Forecast



Source: Flo Analytics



<b>Enrollment History *</b>										
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
<b>County Live Births **</b>	25,222	25,057	24,514	24,630	25,032	24,910	25,348	25,487	26,011	25,274
<b>Kindergarten / Live Birth</b>	8.08%	8.02%	8.97%	9.46%	8.93%	9.41%	9.31%	8.30%	8.26%	7.95%
	<b>Period Average</b>									<b>8.67%</b>
<b>Kindergarten</b>	2,037	2,009	2,198	2,329	2,236	2,343	2,359	2,116	2,148	2,010
<b>Grade 1</b>	2,218	2,292	2,292	2,537	2,503	2,474	2,646	2,429	2,358	2,346
<b>Grade 2</b>	2,228	2,284	2,405	2,414	2,585	2,599	2,595	2,578	2,395	2,363
<b>Grade 3</b>	2,236	2,270	2,363	2,492	2,465	2,587	2,667	2,511	2,503	2,364
<b>Grade 4</b>	2,231	2,258	2,315	2,427	2,536	2,479	2,638	2,564	2,419	2,509
<b>Grade 5</b>	2,137	2,257	2,258	2,349	2,470	2,479	2,473	2,574	2,463	2,413
<b>Grade 6</b>	1,979	2,123	2,213	2,270	2,329	2,468	2,543	2,398	2,472	2,377
<b>Grade 7</b>	2,047	2,023	2,114	2,258	2,301	2,298	2,460	2,472	2,364	2,429
<b>Grade 8</b>	1,924	2,053	2,002	2,121	2,229	2,303	2,342	2,399	2,437	2,335
<b>Grade 9</b>	1,868	1,933	1,999	2,002	2,083	2,175	2,287	2,279	2,352	2,404
<b>Grade 10</b>	1,795	1,853	1,961	2,022	2,023	2,089	2,210	2,280	2,273	2,375
<b>Grade 11</b>	1,649	1,727	1,780	1,896	1,869	1,851	1,995	2,117	2,206	2,220
<b>Grade 12</b>	1,699	1,634	1,930	1,889	1,941	1,842	1,885	1,972	2,158	2,278
<b>Total Enrollment</b>	26,048	26,716	27,830	29,006	29,570	29,987	31,100	30,689	30,548	30,423
<b>Yearly Change</b>		668	1,114	1,176	564	417	1,113	(411)	(141)	(125)
* October 1st Headcount	<b>Average increase in the number of students per year</b>									<b>486</b>
** Number indicates actual births	<b>Total increase for period</b>									<b>4,375</b>
5 years prior to enrollment year.	<b>Percentage increase for period</b>									<b>17%</b>
	<b>Average yearly increase</b>									<b>1.87%</b>

## Lake Washington School District

## Capital Facilities Plan 2023-2028

**2022-23 Inventory and Capacities of Existing Schools**

*			<u>Total</u>	<u>Net Avail</u>
	<u>Juanita Area</u>	<u>Address</u>	<u>Capacity**</u>	<u>Capacity**</u>
25	Frost Elementary	11801 NE 140th	644	507
03	Juanita Elementary	9635 NE 132nd	529	368
04	Keller Elementary	13820 108th NE	506	369
26	Muir Elementary	14012 132nd NE	575	437
06	Discovery Community	12801 84th NE	69	69
06	Sandburg Elementary	12801 84th NE	598	437
02	Thoreau Elementary	8224 NE 138th	575	460
60	Environmental & Adventure	8040 NE 132nd	125	125
63	Finn Hill Middle School	8040 NE 132nd	697	635
67	Kamiakin Middle School	14111 132nd NE	777	717
82	Futures School	10601 NE 132nd	67	67
82	Juanita High School	10601 NE 132nd	1,965	1,830
<u>Kirkland Area</u>				
07	Bell Elementary	11212 NE 112th	690	483
96	Community School	11133 NE 65th	69	69
16	Franklin Elementary	12434 NE 60th	782	645
09	Kirk Elementary	1312 6th Street	782	690
10	Lakeview Elementary	10400 NE 68th	644	552
15	Rose Hill Elementary	8044 128th NE	828	714
18	Rush Elementary	6101 152nd NE	736	621
14	Twain Elementary	9525 130th NE	851	692
96	International Community School	11133 NE 65th	523	523
65	Kirkland Middle School	430 18th Avenue	747	709
80	Northstar Middle School	12033 NE 80th	84	84
69	Rose Hill Middle School	13505 NE 75th	1,170	1,082
61	Stella Schola Middle School	13505 NE 75th	75	75
80	Emerson High	10903 NE 53rd St	269	224
84	Lake Washington High	12033 NE 80th	2,098	2,004
<u>Redmond Area</u>				
53	Alcott Elementary	4213 228th NE	874	759
19	Audubon Elementary	3045 180th NE	667	552
28	Clara Barton Elementary	12101 172nd Ave NE	782	668
46	Dickinson Elementary	7040 208th NE	621	461
24	Einstein Elementary	18025 NE 116th	575	483
31	Ella Baker Elementary	9595 Eastridge Dr. NE	782	690
46	Explorer Community School	7040 208th NE	92	92
22	Mann Elementary	17001 NE 104th	598	461
23	Redmond Elementary	16800 NE 80th	897	714
21	Rockwell Elementary	11125 162nd NE	690	553
41	Rosa Parks Elementary	22845 NE Cedar Park Crescent	851	702
32	Wilder Elementary	22130 NE 133rd	713	552
74	Evergreen Middle School	6900 208th NE	1,270	1,120
71	Redmond Middle School	10055 166th NE	1,095	1,058
85	Redmond High School	17272 NE 104th	2,151	2,110
73	Tesla STEM High School	400 228th Ave NE	637	637
<u>Sammamish Area</u>				
54	Blackwell Elementary	3225 205th PL NE	621	552
52	Carson Elementary	1035 244th Ave NE	713	530
57	McAuliffe Elementary	23823 NE 22nd	690	576
58	Mead Elementary	1725 216th NE	782	690
56	Smith Elementary	23305 NE 14th	782	621
77	Inglewood Middle School	24120 NE 8th	1,395	1,307
86	Renaissance	400 228th NE	84	84
72	Timberline Middle School	9900 Redmond Ridge Drive	971	884
86	Eastlake High School	400 228TH NE	2,550	2,361

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

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

## Inventory of Undeveloped Land

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

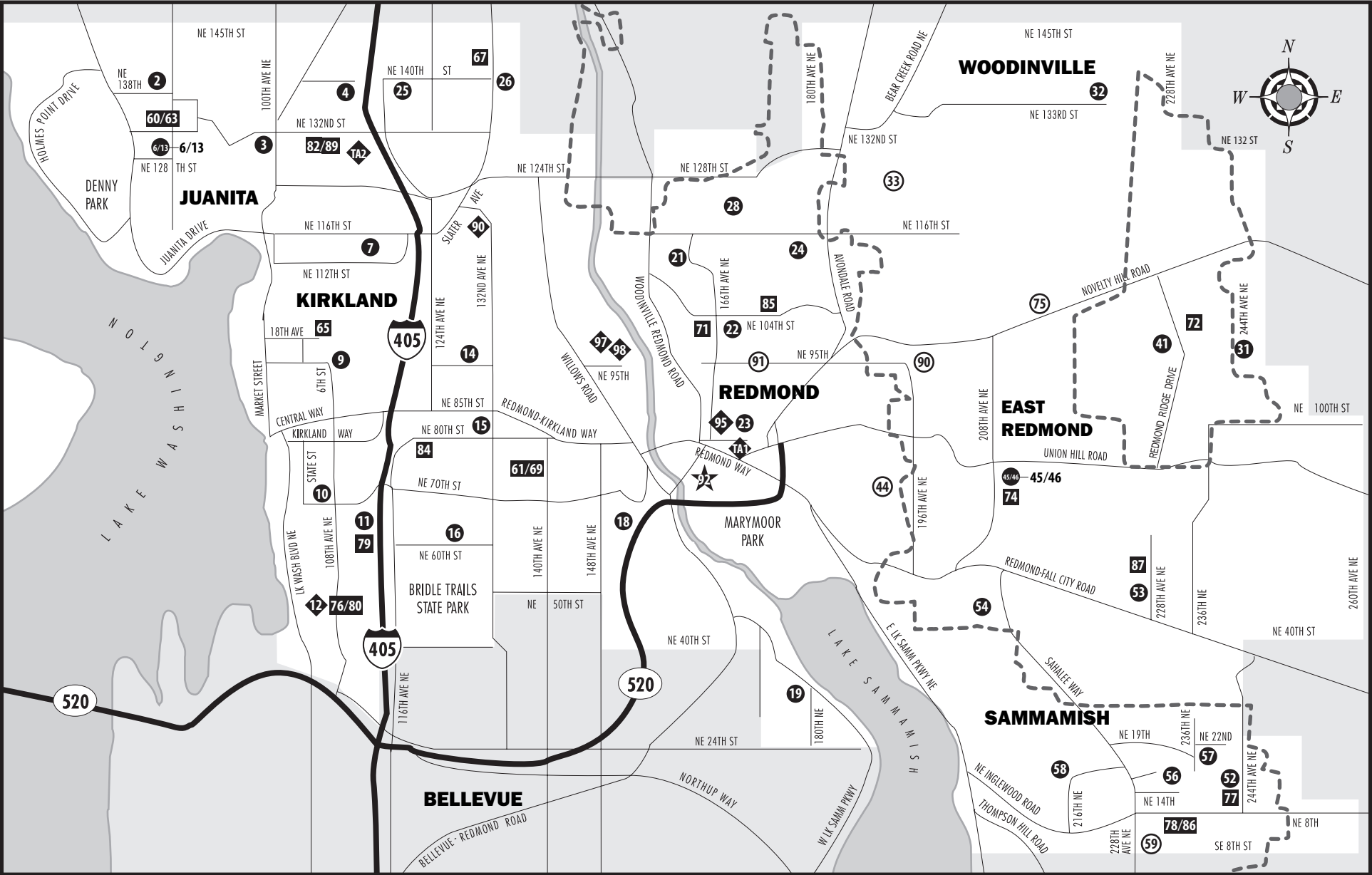
### King County School Siting Task Force Findings:

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

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

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

# LAKE WASHINGTON SCHOOL DISTRICT



This map is intended to show general district boundaries. For more information call the **LWSD Transportation Department at (425) 936-1120**.

SYMBOL CODES:

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RESOURCE CENTER/  
ADMINISTRATION

ELEMENTARY SCHOOLS

MIDDLE SCHOOLS

HIGH SCHOOLS

OTHER PROGRAMS

UNDEVELOPED  
PROPERTIES

URBAN GROWTH  
BOUNDARY LINE

Updated 1/9/23

### Projected Permanent Capacity to House Students

	2022	2023	2024	2025	2026	2027	2028
<b>Permanent Capacity</b>	30,494						
Addition - Finn Hill Middle School			200				
Addition - Kirkland Middle School			200				
Addition - Redmond Middle School			200				
Rebuild/Enlarge - Rockwell Elementary					252		
Additional High School Capacity - Eastside Area				600			
Additional High School Capacity - Westside Area						600	
**New Fifth Comprehensive High School							1,800
** Rebuild/Enlarge - Alcott Elementary School						207	
** Rebuild/Enlarge - Kamiakin Middle School						330	
Permanent Capacity Subtotal	30,494	30,494	31,094	31,694	31,946	33,083	34,883
Total Enrollment	30,423	30,201	29,983	29,772	29,539	29,493	29,431
<b>Permanent Surplus/(Deficit) <u>without</u> Projects</b>	<b>71</b>	<b>293</b>	<b>511</b>	<b>722</b>	<b>955</b>	<b>1,001</b>	<b>1,063</b>
<b>Permanent Surplus / (Deficit) <u>with</u> Projects</b>	<b>71</b>	<b>293</b>	<b>1,111</b>	<b>1,922</b>	<b>2,407</b>	<b>3,590</b>	<b>5,452</b>

\*\* Projects that are not funded

## Lake Washington School District

## Capital Facilities Plan 2023-2028

## Six-Year Finance Plan

Fiscal Year *	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>Total</u>	<u>State</u>	<u>Local</u> ^
<b>2022 Levy Projects (voter approved)</b>									
<b>Site 63</b> <b>Addition - Finn Hill Middle School</b>	12,600,000	1,500,000	0	0	0	0	14,100,000	0	14,100,000
<b>Site 65</b> <b>Addition - Kirkland Middle School</b>	11,400,000	3,000,000	0	0	0	0	14,400,000	0	14,400,000
<b>Site 71</b> <b>Addition - Redmond Middle School</b>	12,400,000	1,500,000	0	0	0	0	13,900,000	0	13,900,000
<b>Site 21</b> <b>Rebuild/Enlarge - Rockwell Elementary</b>	2,200,000	16,000,000	58,500,000	3,100,000	0	0	79,800,000	0	79,800,000
<b>Site 59</b> <b>Additional High School Capacity - Eastside Area</b>	8,900,000	39,900,000	3,900,000	100,000	0	0	52,800,000	0	52,800,000
<b>Site TBD</b> <b>Additional High School Capacity - Westside Area</b>	0	3,200,000	8,700,000	43,100,000	4,200,000	0	59,200,000	0	59,200,000
<b>Proposed Projects **</b>									
<b>Site TBD</b> <b>New 5th Comprehensive High School</b>	0	16,300,000	46,000,000	223,700,000	20,100,000	2,200,000	308,300,000	0	308,300,000
<b>Site 53</b> <b>Rebuild/Enlarge - Alcott Elementary</b>	0	16,000,000	58,500,000	5,800,000	100,000	0	80,400,000	0	80,400,000
<b>Site 67</b> <b>Rebuild/Enlarge - Kamiakin Middle School</b>	0	7,800,000	21,900,000	108,600,000	9,600,000	1,100,000	149,000,000	0	149,000,000
<b>Relocatable Classrooms (as needed)</b>									
<b>Relocatables</b>	1,350,000	1,350,000	1,350,000	1,350,000	1,350,000	1,350,000	8,100,000	0	8,100,000
<b>Property Acquisition</b>									
<b>Land</b>							TBD		TBD
<b>TOTALS</b>	<b>\$48,850,000</b>	<b>\$106,550,000</b>	<b>\$198,850,000</b>	<b>\$385,750,000</b>	<b>\$35,350,000</b>	<b>\$4,650,000</b>	<b>\$780,000,000</b>	<b>\$0</b>	<b>\$780,000,000</b>

\* Fiscal year is from September of the year stated through August of the following year (e.g. "2023" means "September 2023 through August 2024").

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

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



## Attachment H

Ordinance 19695

**KENT SCHOOL DISTRICT**  
EQUITY | EXCELLENCE | COMMUNITY

# Six-Year Capital Facilities Plan 2022-2023 through 2028-2029

**June 2023**

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

### **BOARD of DIRECTORS**

Mr. Joe Bento, President  
Ms. Meghan Margel, Vice Director  
Ms. Leslie Hamada, Legislative Representative  
Mr. Awale Farah, Director  
Mr. Tim Clark, Director

### **ADMINISTRATION**

Israel Vela  
Superintendent of Schools

Dr. Wade Barringer, Associate Superintendent Strategic Initiatives & Operations  
Dave Bussard, Executive Director Operations & Facilities  
Sara Dumlao, Assistant Director of Business Services

# Six-Year Capital Facilities Plan

## Table of Contents

**I - Executive Summary ..... 1**

**II - Six - Year Enrollment Projection ..... 3**

**III - Current Kent School District “Standard of Service” ..... 7**

*Current Standards of Service for Elementary Students..... 7*

*Current District Standards of Service for Secondary Students..... 8*

**IV - Inventory and Capacity of Existing Schools..... 9**

**V - Six-Year Planning and Construction Plan ..... 14**

**VI - Portable Classrooms ..... 19**

**VII - Projected Six-Year Classroom Capacity..... 20**

**VIII - Finance Plan ..... 26**

**IX – Summary of Changes to June 2022 Capital Facilities Plan..... 34**

**X Appendices..... 35**



## I - Executive Summary

This Six-Year Capital Facilities Plan has been prepared by the Kent School District as the organization's capital facilities planning document, in compliance with the requirements of Washington's Growth Management Act, King County Code K.C.C. 21A.43 and Cities of Kent, Covington, Renton, Auburn, Black Diamond, Maple Valley, and SeaTac. This annual Plan update was prepared using data available in the spring of 2023 for the 2023-2024 school year. This annual update of the Plan reflects no new major capital projects.

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

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

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

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

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

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

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

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

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

Based on revised student generation rates, our capacity and enrollment projections, the District will stay current with non-collection of student impact fee rate for the coming year. For a short overview, see Section IX (Summary of Changes to the June 2022 Capital Facilities Plan).

## II - Six - Year Enrollment Projection

For capital facilities planning, enrollment growth projections are based on cohort survival and student yield from documented residential construction projected over the next six years (*See Table 2*). For this Plan, the district relied substantially on the results from Dr. Les Kendrick's study of long-range enrollment forecasts for the Kent School District in the Winter of 2022.

King County live births and the District's relational percentage average were used to determine the number of kindergartners entering the system (*See Table 2*). 7.49% of 24,337 King County live births in 2018 is projected for 1,824 students expected in Kindergarten for October 1, 2023. This is a decrease of 937 live births in King County over the previous year.

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

In addition to live birth data, enrollment projections for October 1, 2023 going forward rely upon the results of the enrollment study by Dr. Kendrick, utilizing the "medium growth" methodology.

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

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

**STUDENT GENERATION FACTOR**

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

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

<b>Single Family</b>	Elementary	.248
	Middle School	.085
	Senior High	<u>.107</u>
	<b>Total</b>	<b>.440</b>
<b>Multi-Family</b>	Elementary	.130
	Middle School	.049
	Senior High	<u>.056</u>
	<b>Total</b>	<b>.235</b>

The student generation factor is based on 1,728 new SFD (Single Family Detached) units built between 2017 and 2021. The student generation factor is based on 1,526 new MF (Multi-Family) units built during the same period. The multi-family units consisted of 1,222 apartment units and 340 townhome units.

The District sees an average of 44 students for every 100 single family units that are built and an average of 24 students for every 100 multi-family units that are built. The rate for apartment units is higher than for townhome units. The District sees an average of 29 students for every 100 apartment units.

The student generation rate also varies among apartment developments, based on the number of bedrooms in the unit. Units with three plus bedrooms have much higher student generation rates than units that have two or fewer bedrooms. Noting these differences can help the District when planning for future growth from housing.

In preparing the 2022-2023 to 2028-2029 Capital Facilities Plan the District contracted with Educational Data Solutions, LLC led by Dr. Les Kendricks, a noted expert in demographic studies for school districts, to analyze and prepare the student generation factor.

Within the district’s borders there are several income-based and multi-family housing projects coming on-line in 2022/2023. Once developed with occupancy occurring the District does recognize that the student generation for multi-family housing may impact future Capital Facilities Plan updates. One multi-family project worth noting, Covington Commons which appears to have many units with three-plus bedrooms and is likely to show better student growth than the medium project once completed.

# KENT SCHOOL DISTRICT No. 415

## OCTOBER REPORT 1251H (HEADCOUNT) ENROLLMENT HISTORY

### For 2023 CFP - Headcount Enrollment History

LB = Live Births	LB in 2008	LB in 2009	LB in 2010	LB in 2011	LB in 2012	LB in 2013	LB in 2014	LB in 2015	LB in 2016	LB in 2017
October HC Enrollment	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
King County Live Births <sup>1</sup>	25,222	25,057	24,514	24,630	25,032	24,910	25,348	25,487	26,011	25,274
Incr/(Decr)	323	(165)	(543)	116	402	(122)	438	139	524	(737)
Kindergarten / Birth % <sup>1</sup>	8.40%	8.34%	8.34%	8.17%	8.14%	7.98%	7.93%	6.68%	7.06%	7.42%
Kindergarten	2,119	2,090	2,045	2,013	2,037	1,989	2,010	1,703	1,837	1,875
Grade 1	2,186	2,127	2,131	2,067	2,056	2,061	2,036	1,882	1,768	1,945
Grade 2	2,055	2,190	2,163	2,163	2,077	2,008	2,091	1,980	1,817	1,840
Grade 3	1,922	2,070	2,176	2,195	2,143	2,043	1,995	2,001	1,938	1,887
Grade 4	2,087	1,956	2,089	2,195	2,218	2,118	2,038	1,912	1,924	1,953
Grade 5	2,008	2,116	1,958	2,103	2,189	2,169	2,120	1,937	1,872	1,953
Grade 6	2,079	2,023	2,058	1,952	2,120	2,184	2,164	2,024	1,894	1,962
Grade 7 Middle School	2,046	2,104	1,974	2,021	1,922	2,044	2,166	2,010	1,925	1,906
Grade 8 " "	2,121	2,091	2,100	2,021	2,043	1,882	2,073	2,086	1,937	1,956
Grade 9 Senior High	2,483	2,428	2,093	2,105	2,006	2,004	1,888	2,006	2,043	2,011
Grade 10 " "	2,046	2,151	2,165	2,099	2,080	1,946	2,035	1,813	1,959	2,050
Grade 11 " "	1,873	1,802	1,818	1,865	1,823	1,732	1,663	1,744	1,583	1,677
Grade 12 " "	1,539	1,576	1,742	1,730	1,810	1,654	1,634	1,484	1,656	1,467
Total Enrollment <sup>2</sup>	26,564	26,724	26,512	26,529	26,524	25,834	25,913	24,582	24,153	24,482
Yearly Headcount Incr/(Decr)	(48)	160	(212)	17	(5)	(690)	79	(1,331)	(429)	329
Cumulative Incr/(Decr)	(267)	(107)	(319)	(302)	(307)	(997)	(918)	(2,249)	(2,678)	(2,349)
Change to Full Day Kindergarten for all schools										
<sup>1</sup> This number indicates actual births in King County 5 years prior to enrollment year as updated by Washington State Department of Health, Center for Health Statistics. Kent School District percentage based on actual Kindergarten enrollment 5 years later.										
<sup>2</sup> Enrollment reported to OSPI on Form P-223 generates basic education funding and excludes Early Childhood Special Education ("ECSE" & "B2" or Birth to 2 Preschool Inclusive Education) and excludes College-only Running Start students.										

# KENT SCHOOL DISTRICT No. 415 SIX - YEAR ENROLLMENT PROJECTION

<b>2022 - 2028 Enrollment Projections</b>							
Full Day Kindergarten at all Elem	LB in 2017	LB in 2018	LB in 2019	LB in 2020	LB in 2021	Est LB in 2022	Est. LB in 2023
	ACTUAL ENROLLMENT	PROJECTED ENROLLMENT					
October	2022	2023	2024	2025	2026	2027	2028
King County Live Births	25,274	24,337	24,090	23,686	23,428	23,583	23,973
Incr/(Decr)	(213)	(937)	(247)	(404)	(258)	155	390
Kindergarten / Birth %	7.42%	7.49%	7.53%	7.60%	7.60%	7.75%	7.75%
FD Kindergarten	1,875	1,824	1,814	1,801	1,781	1,827	1,858
Grade 1	1,945	1,937	1,893	1,902	1,888	1,849	1,897
Grade 2	1,840	1,967	1,960	1,945	1,954	1,930	1,890
Grade 3	1,887	1,871	2,003	2,016	2,000	2,009	1,985
Grade 4	1,953	1,874	1,861	2,012	2,025	2,009	2,018
Grade 5	1,953	1,964	1,887	1,893	2,047	2,060	2,044
Grade 6	1,962	1,995	2,008	1,949	1,955	2,114	2,128
Grade 7 Middle School	1,906	1,939	1,975	2,007	1,948	1,954	2,113
Grade 8 " "	1,956	1,903	1,936	1,991	2,024	1,964	1,970
Grade 9 Senior High	2,011	1,993	1,941	1,995	2,051	2,085	2,024
Grade 10 " "	2,050	2,009	1,991	1,959	2,013	2,070	2,104
Grade 11 " "	1,677	1,798	1,763	1,765	1,736	1,784	1,834
Grade 12 " "	1,467	1,585	1,691	1,675	1,677	1,649	1,695
Total Enrollment Projection	24,482	24,659	24,723	24,910	25,099	25,304	25,560
Yearly Incr/(Decr)	(100)	177	64	187	189	205	256
Yearly Incr/(Decr) %	-0.41%	0.72%	0.26%	0.76%	0.76%	0.82%	1.01%
<b>Total Enrollment Projection*</b>	<b>24,482</b>	<b>24,659</b>	<b>24,723</b>	<b>24,910</b>	<b>25,099</b>	<b>25,304</b>	<b>25,560</b>
<i>*Does not include iGrad, RS</i>							
Live births for King County are estimates for year 2022 & 2023 Projection Source: Les Kendrick Demographic Study Dec '22 ("Medium Growth Model")							

### **III - Current Kent School District “Standard of Service”**

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

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

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

#### ***Current Standards of Service for Elementary Students***

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

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

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

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

Multilingual Learner Education (MLE)  
Education for Disadvantaged Students (Title I) – Federal Program Learning  
Assisted Programs (LAP) – State Program

Highly Capable Students – State Program  
Reading, math or science Labs  
Dual Language Programs in four elementary schools and one middle school

Inclusive Education Service for Elementary and Secondary students with disabilities may be provided in a separate or self-contained classroom sometimes with a capacity of 10-15 students, depending on the program.

### ***Current District Standards of Service for Secondary Students***

The standards of service outlined below reflect only those programs and educational opportunities provided to secondary students which directly affect the capacity of the school buildings per the negotiated collective bargaining agreement with KEA.

- The average class size ratio for grades 7–8 is 30 students per class and 143 students per day, with a maximum daily class load/enrollment of 150 based on five class periods per day.
- The average class size ratio for grades 9-12 is 32 students per class and 153 students per day, with a maximum daily class load/enrollment of 160 based on five class periods per day.

Like Inclusive Education Programs listed above, many other secondary programs require specialized classroom space which can reduce the functional capacity of the permanent school buildings, such as technology labs, performing arts activities, a variety of career and technical education programs, and other specialized programs.

### **Space or Classroom Utilization**

As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during their planning periods, it is not possible to achieve 100% utilization of regular teaching stations at secondary schools. Based on the analysis of actual utilization of classrooms, the Kent School District has determined that the standard utilization rate is 95% for secondary schools. Functional capacity at elementary schools reflects 100% utilization at the elementary level.



## IV - Inventory and Capacity of Existing Schools

Currently, the District has permanent functional capacity to house 33,847 students and interim (portable) capacity to house 4,161. This capacity is based on the District's Standard of Service as set forth in Section III. Included in this Plan is an inventory of the District's schools by type, address and current capacity (*See Table 3*). The ratio between permanent capacity and portable capacity is 87.8% - 12.2%.

The functional capacity is periodically updated for changes in the programs, additional classrooms, and new schools. Functional capacity has been updated in this Plan to reflect program changes implemented in the Fall of 2022.

Calculation of Elementary, Middle School and Senior High School capacities are set forth in Appendices A, B, and C. Maps of existing schools are included.

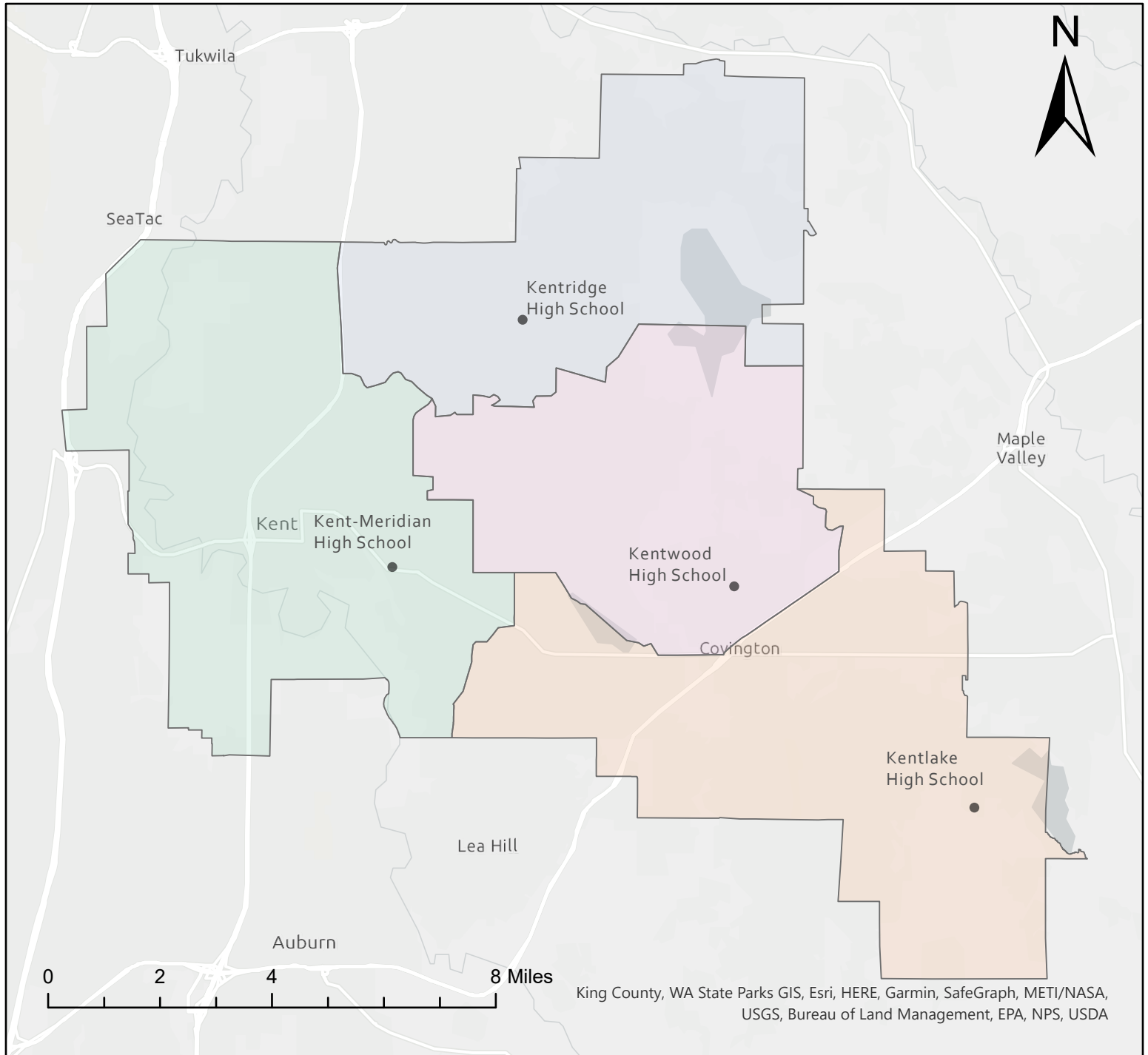
For clarification, the following is a brief description of some of the non-traditional programs for students in Kent School District:

iGrad - Kent School District has developed the Individualized Graduation and Degree Program or "iGrad". iGrad is an Open Door (Drop-out Reengagement) School that offers a second plus chance to students aged 16-21 who have dropped out of high school or are at risk of not earning a high school diploma by age 21. iGrad is not included in this Capital Facilities Plan, because it is served as a leased space at the Kent Hill Plaza Shopping Center. Over the past three years, enrollment in the iGrad program has averaged over 250 students.

Kent Virtual Academy - The Kent Virtual Academy is open to grades 6-12 and is currently serving 171 students. The virtual school offers a flexible learning experience designed to engage students when and where they work best. Each school day will include a combination of live (synchronous) virtual instruction and on-demand (asynchronous) learning opportunities outside of a traditional bell schedule. Students can attend live virtual lessons with their teachers and classmates, participate in live virtual class or small group discussions, check-in or meet with teachers, watch recorded video lessons, work independently on projects and lessons, participate in learning experiences outside the school setting for credit or to meet competencies. Virtual school students may also attend their boundary school for select classes and services.

2022 - 2023				
SCHOOL	Year Opened	ABR	ADDRESS	Functional Capacity
Carriage Crest Elementary	1990	CC	18235 - 140th Avenue SE, Renton 98058	550
Cedar Valley Elementary	1971	CV	26500 Timberlane Way SE, Covington 98042	576
Covington Elementary	2018	CO	25811 156th Avenue SE, Covington 98042	620
Crestwood Elementary	1980	CW	25225 - 180th Avenue SE, Covington 98042	504
East Hill Elementary	1953	EH	9825 S 240th Street, Kent 98031	626
Emerald Park	1999	EP	11800 SE 216th Street, Kent 98031	602
Fairwood Elementary	1969	FW	16600 - 148th Avenue SE, Renton 98058	490
George T. Daniel Elementary	1992	DE	11310 SE 248th Street, Kent 98030	446
Glenridge Elementary	1996	GR	19405 - 120th Avenue SE, Renton 98058	602
Grass Lake Elementary	1971	GL	28700 - 191st Place SE, Kent 98042	564
Horizon Elementary	1990	HE	27641 - 144th Avenue SE, Kent 98042	578
Jenkins Creek Elementary	1987	JC	26915 - 186th Avenue SE, Covington 98042	596
Kent Elementary	1999	KE	24700 - 64th Avenue South, Kent 98032	550
Lake Youngs Elementary	1965	LY	19660 - 142nd Avenue SE, Kent 98042	658
Martin Sortun Elementary	1987	MS	12711 SE 248th Street, Kent 98030	580
Meadow Ridge Elementary	1994	MR	27710 - 108th Avenue SE, Kent 98030	522
Meridian Elementary	1939	ME	25621 - 140th Avenue SE, Kent 98042	608
Millennium Elementary	2000	ML	11919 SE 270th Street, Kent 98030	580
Neely-O'Brien Elementary	1990	NO	6300 South 236th Street, Kent 98032	522
Panther Lake Elementary	2009	PL	12022 SE 216th Street, Kent, 98031	546
Park Orchard Elementary	1963	PO	11010 SE 232nd Street, Kent 98031	642
Pine Tree Elementary	1967	PT	27825 - 118th Avenue SE, Kent 98030	648
Ridgewood Elementary	1987	RW	18030 - 162nd Place SE, Renton 98058	578
River Ridge Elementary	2021	RR	00000 - 22420 Military Rd S SeaTac, WA	858
Sawyer Woods Elementary	1994	SW	31135 - 228th Ave SE, Black Diamond 98010	554
Scenic Hill Elementary	1960	SH	26025 Woodland Way South, Kent 98030	600
Soos Creek Elementary	1971	SC	12651 SE 218th Place, Kent 98031	508
Springbrook Elementary	1969	SB	20035 - 100th Avenue SE, Kent 98031	564
Sunrise Elementary	1992	SR	22300 - 132nd Avenue SE, Kent 98042	578
<b>Elementary TOTAL</b>				<b>16,850</b>
Cedar Heights Middle School	1993	CH	19640 SE 272 Street, Covington 98042	1,112
Mattson Middle School	1981	MA	16400 SE 251st Street, Covington 98042	922
Meeker Middle School	1970	MK	12600 SE 192nd Street, Renton 98058	1,154
Meridian Middle School	1958	MM	23480 - 120th Avenue SE, Kent 98031	884
Mill Creek Middle School	2005	MC	620 North Central Avenue, Kent 98032	1,058
Northwood Middle School	1996	NW	17007 SE 184th Street, Renton 98058	1,090
Canyon Ridge Middle School	1966	CR	11000 SE 264th Street, Kent 98030	0
<b>Middle School TOTAL</b>				<b>6,220</b>
Kent-Meridian High School	1951	KM	10020 SE 256th Street, Kent 98030	2,211
Kentlake Senior High School	1997	KL	21401 SE 300th Street, Kent 98042	2,516
Kentridge Senior High School	1968	KR	12430 SE 208th Street, Kent 98031	2,940
Kentwood Senior High School	1981	KW	25800 - 164th Avenue SE, Covington 98042	2,608
<b>Senior High TOTAL</b>				<b>10,275</b>
Kent Laboratory Academy	2021	KA	00000 - 208th St Kent, WA 98030	502
Kent Virtual Academy		KVA	No hard Building	
i-Grad Program		IG	Not a KSD Building	
<b>DISTRICT TOTAL</b>				<b>33,847</b>

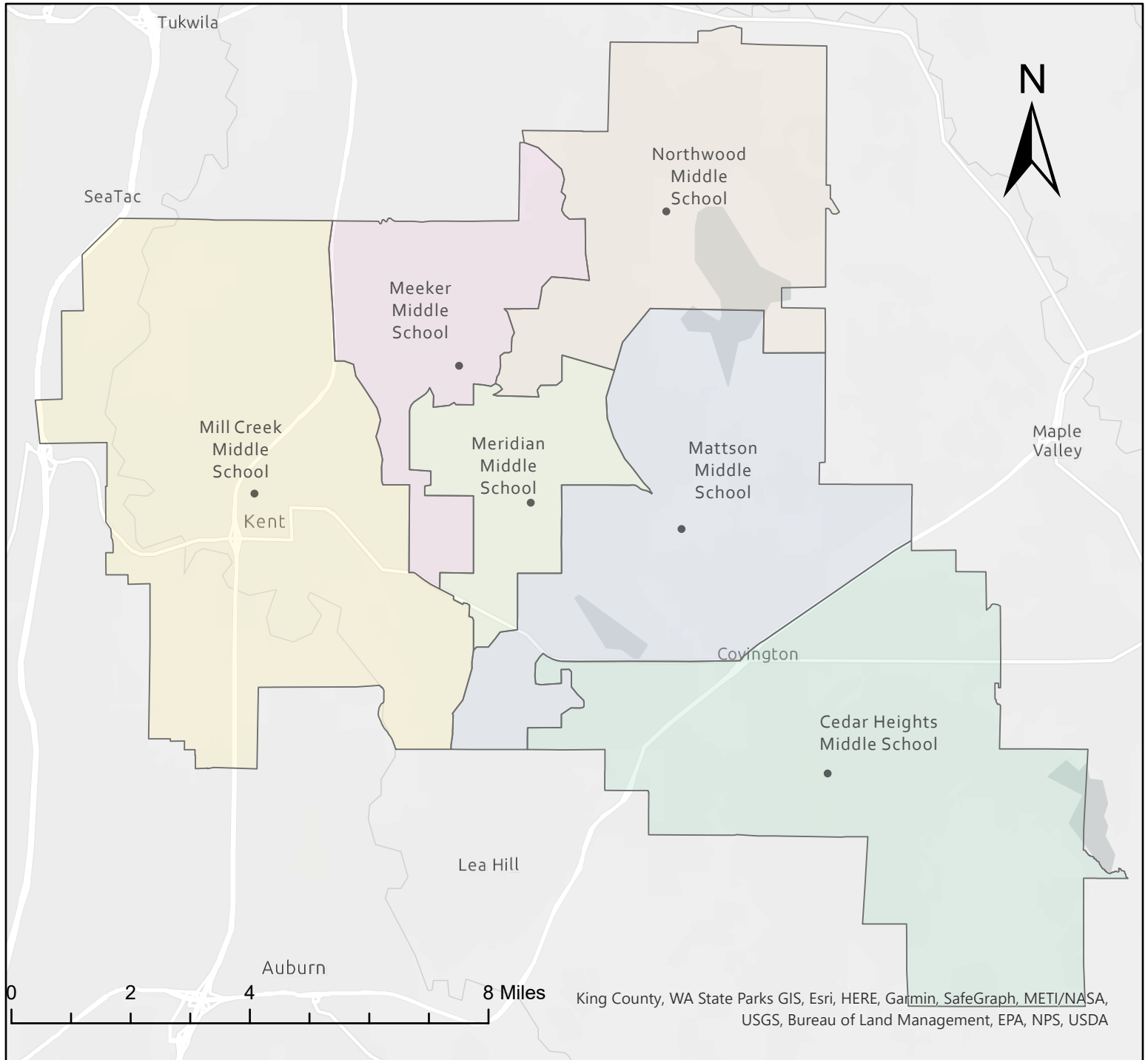
# Kent School District 2022/23 School Year High School Boundaries










## Legend

- |                             |                         |
|-----------------------------|-------------------------|
| ● High School Buildings     | □ Kentridge High School |
| □ Kent-Meridian High School | □ Kentwood High School  |
| □ Kentlake High School      |                         |

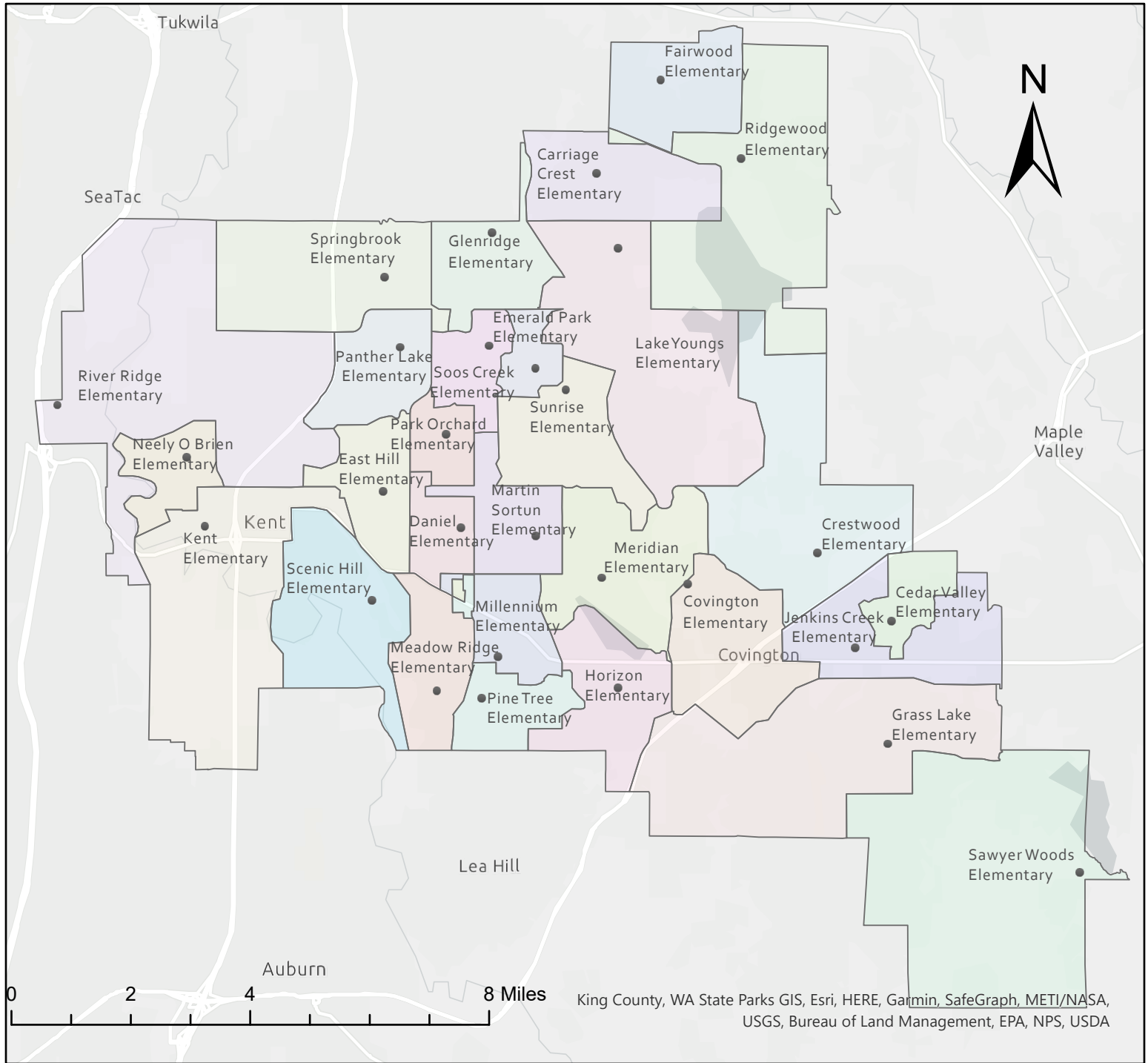
# Kent School District 2022/23 School Year Middle School Boundaries



## Legend

- |  |  |  |
|--|--|--|
|  Cedar Heights Middle School |  Meeker Middle School   |  Mill Creek Middle School |
|  Mattson Middle School       |  Meridian Middle School |  Northwood Middle School  |
|  Middle Schools             |  |  |

# Kent School District 2022/23 School Year Elementary School Boundaries



## Legend

Carriage Crest Elementary	East Hill Elementary	Horizon Elementary	Meadow Ridge Elementary	Park Orchard Elementary	Scenic Hill Elementary
Cedar Valley Elementary	Emerald Park Elementary	Jenkins Creek Elementary	Meridian Elementary	Pine Tree Elementary	Soos Creek Elementary
Covington Elementary	Fairwood Elementary	Kent Elementary	Millennium Elementary	Ridgewood Elementary	Springbrook Elementary
Crestwood Elementary	Glenridge Elementary	Lake Youngs Elementary	Neely O'Brien Elementary	River Ridge Elementary	Sunrise Elementary
Daniel Elementary	Grass Lake Elementary	Martin Sortun Elementary	Panther Lake Elementary	Sawyer Woods Elementary	Elementary Schools

## V - Six-Year Planning and Construction Plan

In November [2016](#), the voters of the Kent School District approved a bond measure for \$252 million. This bonding authority provided for the replacement of Covington Elementary school, which opened in August of 2018, the new River Ridge Elementary school, and our new Kent Laboratory Academy, which both opened in August 2021.

As a critical component of capital facilities planning, county and city planners and decision-makers are encouraged to consider safe walking conditions for all students when reviewing applications and design plans for new roads and developments. This should include sidewalks for pedestrian safety to and from school and bus stops as well as bus pull-outs and turn-arounds.

Included in this Plan is an inventory of potential projects and sites identified by the District which are potentially acceptable site alternatives in the future (*See Table 4 & Sitemap*).

Voter approved bond issues have included funding for the purchase of sites for some of these and future schools, and the sites acquired to date are included in this Plan. Some funding is secured for the purchase of additional sites, but some may be funded with impact fees as needed. Not all undeveloped properties meet current school construction requirements, and some property may be traded or sold to meet future facility needs.

The Board will continue an annual review of standards of service and those decisions will be reflected in each update of the Capital Facilities Plan.

Our District went out for a Bond Measure in April of 2023 and did not receive enough votes for approval. We are currently re-evaluating district needs and looking at next steps that align with the Strategic Plan which continues to make a priority to revitalize, rejuvenate and rebuild our aging schools as well as begin a process to remove interim classroom portables and find room or create permanent structures to reduce and eventually eliminate the more than 166 portable classrooms in our district. We will continue to determine capacity versus enrollment as well as programs to ensure this goal to reduce and or eliminate all portables in our district is obtained in the next several years.

As a part of the planning process, the District has been tracking a few major development projects which have affected enrollment and will continue to increase students' forecasts. On Meeker Street in Kent we have seen several major apartment complexes, ETHOS and Midtown 64 Apartments. These continue to have an impact on enrollment as they fill up their newly built facilities. Alexian Gateway Project is located on the corner of Military Road and Veterans Drive in Kent and will begin occupying its 283 planned units in 2023-2024.

In Covington, we are tracking a multi-family house development which has been approved and construction has begun. The 1700-unit Lakepointe Urban Community will fall within our

enrollment boundary and proposed completion of Phase 4 is shown to be 2027. Construction in the Kent School District boundaries have been steadily rising over the last four years and planned communities are now being recognized through the planning teams in multiple city and county jurisdictions we serve.



APARTMENT PROJECTS WITH MULTIPLE BUILDINGS SHALL HAVE MONUMENT SIGNS -----  
SHOWING THE STREET ADDRESSES OF EACH BUILDING AT EACH VEHICLE ENTRANCE TO  
THE SITE. EACH ETHICAL ENTRANCE SHALL ALSO HAVE AN ILLUMINATED SITE PLAN AND / OR  
DIRECTLY SIGNS. THE SIGNS SHALL SHOW THE LOCATION OF THE SIGN (THE VIEWER'S  
CURRENT LOCATION) AND ALL BUILDING ADDRESSES. DWELLING NUMBERS SHALL BE  
INCLUDED. THE MONUMENT SIGNS SHALL HAVE A CONTRASTING BACKGROUND COLOR.  
ALL SITE SIGNAGE TO BE PER OWNERS SPECIFICATION AND DESIGN AND UNDER SEPARATE  
PERMIT.

\* INDICATE APPROXIMATE LOCATION OF ILLUMINATED BUILDING ADDRESS SIGNAGE.  
SIGNAGE FOR BUILDINGS MUST INCLUDE THE ENTIRE BUILDING ADDRESS AND STREET  
NAME. THE BUILDING ADDRESS SHALL BE NO LESS THAN SIX (6) INCHES IN HEIGHT. THE  
BUILDING SIGN SHALL HAVE A CONTRASTING BACKGROUND COLOR.



KATERRA

542 1st AVE. SOUTH, FLOOR 4  
SEATTLE, WASHINGTON 98104

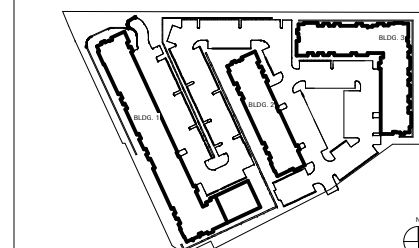
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Consultant

Owner

TCR  
TRAMMELL CROW RESIDENTIAL

Key plan



Professional Seal



ALEXAN  
GATEWAY  
APARTMENTS

23000 MILITARY RD S,  
KENT, WA 98032

Drawn By RM

Project Manager RM

Job Number 075-18001

Date Of Original 12/13/19

Revisions

Mark Date Description

0 06/12/2019 PERMIT SET

2 01/09/2020 REV.3 ITC D

UPDATES

6 05/22/2020 PCT CORRECTIONS

IFC SET

10/30/2020

UNIT  
NUMBERING/  
ADDRESSING  
SHEET(1,2,3)

G.00.014

OLD MILITARY ROAD SOUTH

VETERANS DRIVE

# LEGEND

ONE BEDROOM UNITS

TWO BEDROOM UNITS

THREE BEDROOM UNITS

TYPE A UNITS

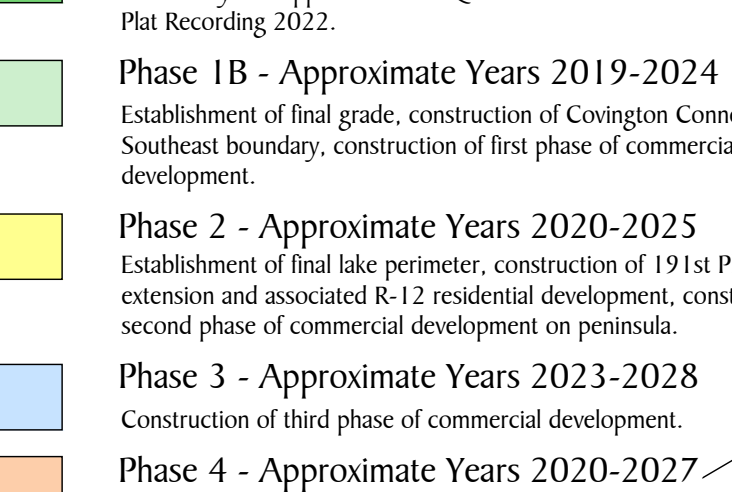
NO UNIT - GARAGE ONLY

BUILDING SIGNAGE

1. UNIT NUMBERS READ TOP TO  
BOTTOM (FLOOR 1-4) AS  
INDICATED ON THE UNIT STACK







**Phase 1A - Maple Hills Division 5**  
Preliminary Plat approval in third quarter 2021. Construction and Final Plat Recording 2022.

**Phase 1B - Approximate Years 2019-2024**  
Establishment of final grade, construction of Covington Connector to Southeast boundary, construction of first phase of commercial development.

**Phase 2 - Approximate Years 2020-2025**  
Establishment of final lake perimeter, construction of 191st Place SE extension and associated R-12 residential development, construction of second phase of commercial development on peninsula.

**Phase 3 - Approximate Years 2023-2028**  
Construction of third phase of commercial development.

**Phase 4 - Approximate Years 2020-2027**  
Completion of gravel pit reclamation, construction of MR and R-12 residential development



17



**Legend**

Medium Density Residential (R-6)

High Density Residential (R-12)

Mixed Residential (MR)

Mixed Use / Commercial (RCMU)

Mix of Multi-Family and Commercial is Encouraged within Peninsula Area

Public Streets

Central Pond Feature

Wetland

Wetland Buffer

Publicly Accessible Parks and Plazas

Landscape Areas

Disturbed (Graded) Open Space

Undisturbed Open Space

Covington Highlands Trail

Trails / Offsite Trail Connections

Steep Slope and Buffer

Focal Point / Public Gathering Spot

Gateway Element

Proposed Park and Ride Facility

Transit Stop

Proposed Truck and Bus Return Route

Stop Light

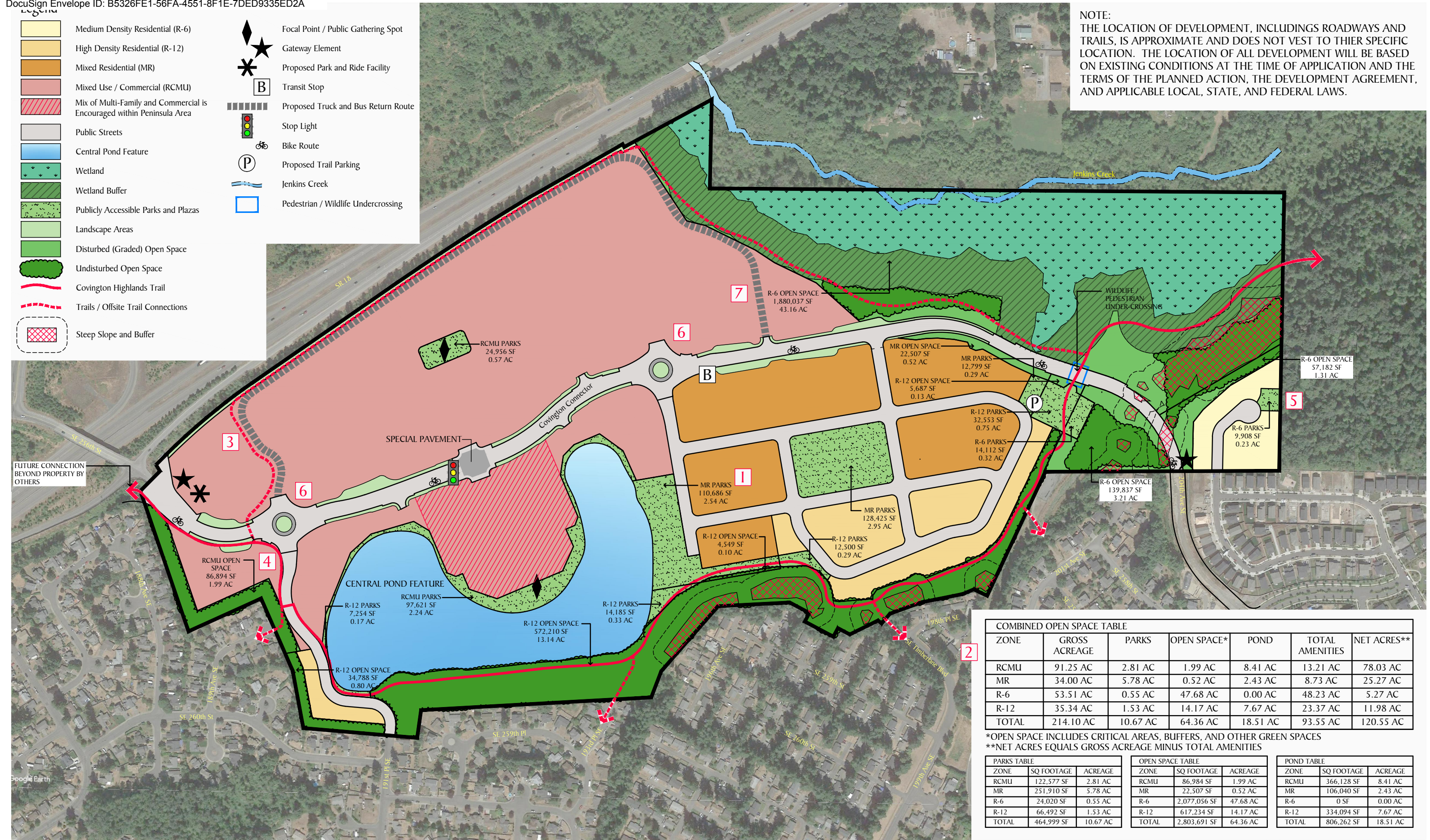
Bike Route

Proposed Trail Parking

Jenkins Creek

Pedestrian / Wildlife Undercrossing

NOTE:  
THE LOCATION OF DEVELOPMENT, INCLUDINGS ROADWAYS AND TRAILS, IS APPROXIMATE AND DOES NOT VEST TO THIER SPECIFIC LOCATION. THE LOCATION OF ALL DEVELOPMENT WILL BE BASED ON EXISTING CONDITIONS AT THE TIME OF APPLICATION AND THE TERMS OF THE PLANNED ACTION, THE DEVELOPMENT AGREEMENT, AND APPLICABLE LOCAL, STATE, AND FEDERAL LAWS.



COMBINED OPEN SPACE TABLE						
ZONE	GROSS ACREAGE	PARKS	OPEN SPACE*	POND	TOTAL AMENITIES	NET ACRES**
RCMU	91.25 AC	2.81 AC	1.99 AC	8.41 AC	13.21 AC	78.03 AC
MR	34.00 AC	5.78 AC	0.52 AC	2.43 AC	8.73 AC	25.27 AC
R-6	53.51 AC	0.55 AC	47.68 AC	0.00 AC	48.23 AC	5.27 AC
R-12	35.34 AC	1.53 AC	14.17 AC	7.67 AC	23.37 AC	11.98 AC
TOTAL	214.10 AC	10.67 AC	64.36 AC	18.51 AC	93.55 AC	120.55 AC

\*OPEN SPACE INCLUDES CRITICAL AREAS, BUFFERS, AND OTHER GREEN SPACES  
\*\*NET ACRES EQUALS GROSS ACREAGE MINUS TOTAL AMENITIES

PARKS TABLE			OPEN SPACE TABLE			POND TABLE		
ZONE	SQ FOOTAGE	ACREAGE	ZONE	SQ FOOTAGE	ACREAGE	ZONE	SQ FOOTAGE	ACREAGE
RCMU	122,577 SF	2.81 AC	RCMU	86,984 SF	1.99 AC	RCMU	366,128 SF	8.41 AC
MR	251,910 SF	5.78 AC	MR	22,507 SF	0.52 AC	MR	106,040 SF	2.43 AC
R-6	24,020 SF	0.55 AC	R-6	2,077,056 SF	47.68 AC	R-6	0 SF	0.00 AC
R-12	66,492 SF	1.53 AC	R-12	617,234 SF	14.17 AC	R-12	334,094 SF	7.67 AC
TOTAL	464,999 SF	10.67 AC	TOTAL	2,803,691 SF	64.36 AC	TOTAL	806,262 SF	18.51 AC



## VI - Portable Classrooms

The Plan references use of portables as interim capacity for facilities.

Currently, the District utilizes portables to house students more than functional capacity and for program purposes at some school locations (*Please see Appendices A, B, C*).

Based on enrollment projections, implementation of full day kindergarten programs, lower state mandated class sizes, functional capacity, and no need for additional interim capacity, the District anticipates no need to purchase or lease additional portables during the next six-year period to ensure capacity requirement (Noted in section V. Six Yr. Planning Construction).

During the time period covered by this Plan, the District does not anticipate that all of the District's portables will be replaced by permanent facilities. During the useful life of some of the portables, the school-age population may decline in some communities and increase in others, and these portables provide the flexibility to accommodate the immediate needs of the community.

Portables may be used as interim facilities:

1. To prevent overbuilding or overcrowding of permanent school facilities.
2. To cover the gap between the times of demand for increased capacity and completion of permanent school facilities to meet that demand.
3. To meet unique program requirements.

Portables currently in the District's inventory are continually evaluated resulting in some being improved and some replaced or when possible, be removed due to life expectancy. The District's goal is to reduce and or eliminate all portables so we may provide an equitable learning environment for all.

The Plan projects that the District will use portables to accommodate interim housing needs for the next six years and beyond. The use of portables, their impacts on permanent facilities, life cycle and operational costs, and the interrelationship between portables, emerging technologies, and educational restructuring will continue to be examined.

## VII - Projected Six-Year Classroom Capacity

As stated in Section IV, the functional capacity study is periodically updated for changes in special programs and reflects class size requirements, class size fluctuations etc. As shown in the Inventory and Capacity chart in Table 3, the functional capacity is also reflected in the capacity and enrollment comparison charts (*See Tables 5 & 5 a-b-c*).

Enrollment is electronically reported to OSPI on Form P-223 on a monthly basis and funding apportionment is based on Annual Average FTE (AAFTE). The first school day of October is widely recognized as the enrollment “snapshot in time” to report enrollment for the year.

Kent School District continues to be the fifth largest district (both FTE and headcount basis) in the state of Washington. The P-223 Headcount for October 2022 was 24,150 with kindergarten students counted at 1.0 and excluding ECSE and college-only Running Start students.

In October 2022, there were an additional 877 students in 11th and 12th grade participating in the Running Start program at different colleges and receiving credits toward both high school and college graduation. Of these students, 486 attended classes only at the college (“college-only”) and are excluded from FTE and headcount for capacity and enrollment comparisons. Kent School District has one of the highest Running Start program participation rates in the state.

Based on the enrollment forecasts, permanent facility inventory and capacity, current standard of service, portable capacity, and future additional classroom space, the District plans to continue to satisfy required capacity through the interim use of portables (*See Table 5 and Tables 5 a-b-c*).

While the district currently shows available capacity to address projected need on a purely statistical basis, there are variety of extenuating factors that need to be considered. The Kent School District currently makes significant use of portables, which we do not consider as part of our permanent standard of service. We have included portable space in our interim capacity figures, and we do not count that as a permanent space solution. Kent is unusual in that it incorporates neighborhoods intersecting with at least 6 municipalities, including Kent, Auburn, Black Diamond, Maple Valley, Renton, and SeaTac. The district covers 73 square miles and includes over 40 schools. Within this large geographic area, we expect to have pockets of localized capacity need that are not necessarily reflected in the aggregate figures. As one example, the Lakepointe Urban Village development in Covington may require new classroom capacity even as space may exist in schools on the far other end of the district’s boundaries.

KENT SCHOOL DISTRICT No. 415

PROJECTED ENROLLMENT and CAPACITY  
TOTAL DISTRICT

○○○○○○○○ ○○○AR	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
	Actual	P	R	O	J	T	D
Per Student Unit Projection	33,007	34,020	34,020	34,020	34,020	34,020	34,020
Change to Per Student Projection							
Projection Increase							
Addition Per Student Projection	0	0	0	0	0	0	0
Per Student Projection Subtotal	33,007	34,020	34,020	34,020	34,020	34,020	34,020
Interim Portable Projection							
Elementary Portable Projection Required	3,200	3,002	3,002	3,002	3,002	3,002	3,002
Middle School Portable Projection Required	336	300	300	300	300	300	300
Senior High School Portable Projection Required	600	000	000	000	000	000	000
Interim Portable Projection Total	4,136	3,302	3,302	3,302	3,302	3,302	3,302
TOTAL CAPACITY <sup>1</sup>	38,077	38,569	38,569	38,569	38,569	38,569	38,569
TOTAL ROOMS MAT PROJECTION <sup>2</sup>	24,002	24,600	24,723	24,000	24,000	24,300	24,060
DISTRICT AVAILABLE CAPACITY	13,595	13,910	13,846	13,659	13,470	13,265	13,009

1 Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.  
2 Projection Source: Les Kendrick Demographic Study, 2022 ("Medium Growth Model")

PROJECTED ENROLLMENT and CAPACITY

ELEMENTARY: Grades K - 6 Thru 2022-23

\*\*ELEMENTARY: Grades K - 5 2023-24 and Beyond\*\*

2022-23		Enrollment Projections					
Actual		2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment		P	R	O	J	T	D
Enrollment	6,000	6,666	6,666	6,666	6,666	6,666	6,666
Additional Enrollment	0	0	0	0	0	0	0
Total Enrollment	6,000	6,666	6,666	6,666	6,666	6,666	6,666
Interim Portion	3,200	3,002	3,002	3,002	3,002	3,002	3,002
TOTAL CAPACITY <sup>1/2</sup>	20,090	19,888	19,888	19,888	19,888	19,888	19,888
Rooming Projection <sup>3</sup>	3,000	3,370	3,000	3,600	3,600	3,600	3,602
SURPLUS (DEFICIT) CAPACITY	6,675	8,451	8,470	8,319	8,193	8,204	8,196

Enrollment & Projections reflect FULL Day Kindergarten at ALL Elementary schools @ 1.0 & exclude ECSE Preschoolers.

- 1 Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.
- 2 Additional classrooms will be placed at schools with the greatest need for alleviate overcrowding
- 3 Projection Source: Les Kendrick Demographic Study, 2022 ("Medium Growth Model")

KENT SCHOOL DISTRICT No. 415  
PROJECTED ENROLLMENT and CAPACITY

MIDDLE SCHOOL: Grades 7 - 8 2022-23

*\*\*Middle School: Grades 6-8 2023-24 and Beyond\*\**

7		Middle School Grade 6					
School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Actual	P	R	O	J	T	D
Middle School Per Student	6,220	7,206	7,206	7,206	7,206	7,206	7,206
Change to Middle School	0	0	0	0	0	0	0
Subtotal	6,220	7,206	7,206	7,206	7,206	7,206	7,206
Portable Interim	336	300	300	300	300	300	300
TOTAL CAPACITY <sup>1 &amp; 3</sup>	6,556	7,524	7,524	7,524	7,524	7,524	7,524
Room Count Projection <sup>2</sup>	3,062	4,037	4,000	4,007	4,027	6,032	6,200
SURPLUS (DEFICIT) CAPACITY	2,694	1,687	1,605	1,577	1,597	1,492	1,313

No Classroom Portables required at middle schools at this time. Some Portables used for classroom and program purposes.

1 Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.  
2 Projection Source: Les Kendrick Demographic Study, 2022 ("Medium Growth Model")

KENT SCHOOL DISTRICT No. 415  
PROJECTED ENROLLMENT and CAPACITY

SENIOR HIGH SCHOOLS: Grades 9 - 12

School District	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Actual	P	R	O	J	T	D
Senior High Permanent Population	10,270	10,007	10,007	10,007	10,007	10,007	10,007
Enrollment to Classroom Portables	0	0	0	0	0	0	0
Subtotal							
Portables Interim Population	600	600	600	600	600	600	600
TOTAL CAPACITY <sup>1</sup>	10,929	10,637	10,637	10,637	10,637	10,637	10,637
Enrollment to Projected <sup>3</sup>	7,200	7,300	7,306	7,300	7,377	7,400	7,607
SURPLUS (DEFICIT) CAPACITY	3,724	3,252	3,251	3,243	3,160	3,049	2,980

No Classroom Portables required at this time. Some Portables used for classroom and program purposes.

1 Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.  
3 Projection Source: Les Kendrick Demographic Study, 2022 ("Medium Growth Model")



## VIII - Finance Plan

The finance plan shown on *Table 6* demonstrates how the Kent School District plans to finance improvements for the years 2022-2023 through 2028-2029. The financing components include secured and unsecured funding and impact fees. The plan is based on future bond issues, state school construction assistance, collection of impact fees under the State Growth Management Act and voluntary mitigation fees paid pursuant to State Environmental Policy Act.

In November 2016, the District held a special election to approve the authorization of \$252,000,000 in bonding authority. The projects described below are part of this authorization. The first series of bonds (\$80 million) were issued in February 2017, which funded the Covington Elementary Replacement School, as well as other infrastructure projects. Impact fees were used at both River Ridge Elementary School and Kent Laboratory Academy projects due to escalation in construction pricing across the Pacific Northwest.

According to RCW 82.02.090, the definition of an impact fee is ". . . a payment of money imposed upon development as a condition of development approval to pay for public facilities needed to serve new growth and development, and that is reasonably related to the new development that creates additional demand and need for public facilities, that is a proportionate share of the cost of the public facilities, and that is used for facilities that reasonably benefit the new development. 'Impact fee' does not include a reasonable permit or application fee." Mitigation or impact fees can be calculated on the basis of "unhoused student need" or "the maintenance of a district's level of service" as related to new residential development.

A mitigation/impact fee may be imposed based upon a determination of insufficient existing permanent and/or interim portable school space or to pay for permanent and/or newly acquired interim portable school space previously constructed as a result of growth in the district. A district's School Board must first approve the application of the mitigation or impact fees and, in turn, approval must then be granted by the other general government jurisdictions having responsibility within the district, counties, cities and towns. (Kent, Covington, Renton, Auburn, Black Diamond, Maple Valley, SeaTac, and Unincorporated King County)

Though the current enrollment projections increase for both elementary and secondary schools are relatively flat, the ongoing need to provide permanent instructional facilities to house students is a driving need as the shifts in our family populations continue, due to ongoing development. Previously collected Impact fees may be used to support and address the challenges related to the number of interim instructional facilities currently in use, the replacement of some of these aged facilities, the maintenance of the district's level of services, and the potential expansions to existing facilities in future years.

The Kent School District 2022-2023 CFP update includes continued execution of the 2016 Capital Bond Projects, the 2018 Levy Projects, and the data collection and review of our Facility Assessment Reports. The District Facilities and Capital Planning Teams have come together and joined the Capital

Bond Planning Task Force (CBPTF) which included District personnel, design professionals, teaching staff, student voices, as well as community members who collaborated and discussed district needs. Our initial plan revealed priorities including school replacement due to age, and the need for added permanent facilities to (1) reduce and eliminate our need for portables and (2) accommodate future growth as housing in the Kent region continues to expand. We started with a list of 2 billion in needs and through itemizing and prioritizing, we brought the list of essential projects to 495 million. This list was brought before the District’s Board of Directors for comments, discussion, and approval. A Capital Bond Measure followed and went out to vote in April 2023 and did not pass with voter approval. We are now re-evaluating needs and figuring out next steps. Future updates to this Capital Facilities Plan will include details of any adopted planning. With the opening of Canyon Ridge Middle School, our sixth grade moving from elementary to middle school, and our boundary change, we are advancing opportunities to even out capacity at each site to accommodate our programs and student-based needs.

For the Six-Year Finance Plan, costs of future schools are based on estimates from Kent School District Capital Planning Team. Please see pages 13-14 for a summary of the cost basis.

**Cost Basis Summary**

For impact fee calculations, construction estimated costs are based on the last elementary school built in Kent, adjusted for inflation, and projected cost future elementary school, as well as average pricing of nearby school districts recently built new middle and new high school projects.

Project	Projected Cost
New Elementary School	\$68,000,000
New Middle School	\$155,000,000
New High School	\$220,000,000

**Site Acquisition Cost**

The site acquisition cost is based on an average cost of sites purchased or built on within the last ten years. Please see Table 7 for a list of site acquisition costs and averages.

**District Adjustment**

The impact fee calculations on Appendix B & C result in a zero-dollar impact fee total for this year but may be adjusted if needed per RCW 36.70A.130(2)(b) provision.

## KENT SCHOOL DISTRICT No. 415 SIX-YEAR FINANCE PLAN

										Secured	Unsecured	Impact
SCHOOL FACILITIES	*	2022	2023	2024	2025	2026	2027	2028	TOTAL	Local & State	State <sup>2</sup> or Local <sup>3</sup>	Fees <sup>5</sup>
											Estimated	Estimated
PERMANENT FACILITIES												
No School Projects at this time.									\$0			
TEMPORARY FACILITIES												
Additional portables <sup>3 - 4</sup>									\$0			
OTHER												
N / A												
Totals		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

\* F = Funded U = Unfunded

**NOTES:**

<sup>2</sup> The District anticipates receiving some State Funding Construction Assistance for some projects.

<sup>3</sup> Facility needs are pending review. Some of these projects may be funded with impact fees.

<sup>4</sup> Cost of portables based on current cost and adjusted for inflation for future years.

<sup>5</sup> Fees in this column are based on amount of fees collected to date and estimated fees on future units.

KENT SCHOOL DISTRICT No. 415  
Site Acquisitions & Costs  
Average of Sites Purchased, Sold or Built on within last 10 Years

Type & # on Map	School / Site	Year Open / Purchased Sold	Location	Acreage	Cost/Price	Avg cost-price/acre	Total Average Cost / Acre
Elementary	No Acquisitions for Elemenary Schools			0.00	\$0		
			Elementary Site Subtotal	0.00	\$0		<div>\$0 Elem site average</div>
Middle School	No Acquisitions for Middle Schools			0.00	\$0		
			Middle School Site Subtotal	0.00	\$0		<div>\$0 Middle Schl Site Avg.</div>
Senior High	No Acquisitions for Senior Highs			0.00	\$0	\$0	
			Senior High Site Subtotal	0.00	\$0		<div>\$0 Sr Hi Site Average</div>
Note: All rural sites were purchased prior to adoption of Urban Growth Area. Numbers correspond to locations on Site Bank & Acquisitions Map on Page 35.							
	Properties purchased prior to 2010						
1 / Urban	Site - Covington area North (So of Mattson MS)	1984					
2 / Rural	Site - Ham Lake east (Pollard)	1992					
4 / Urban	Site - Shady Lake (Sowers-Blaine-Drahota-Paroline)	1995					
5 / Rural	Site - SE of Lake Morton area (West property)	1993					
9 / Rural	Site - McMillan Assemblage (South of MC)	98 - 04					
10 / Urban	Site - Yeh-Williams (W of 132 Ave SE at SE 288)	1999					
12 / Urban	Site - SE 256th Covington (Halleson)	2000					
12a / Urban	Site - 156th Ave. SE Covington (Wikstrom)	2004					
12b / Urban	Site - SE 256th St. Covington (West of CO)	2004					
				Total Acreage & Cost		Total Average Cost / Acre	
				0.00 \$0		#DIV/0!	
				0 0		0	

## KENT SCHOOL DISTRICT FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

### Student Generation Factors - Single Family

Elementary	(Grades K - 6)	0.248
Middle School	(Grades 7 - 8)	0.085
Senior High	(Grades 9 - 12)	0.107
<b>Total</b>		<b>0.440</b>

### Student Generation Factors - Multi-Family

Elementary	0.130
Middle School	0.049
Senior High	0.056
<b>Total</b>	<b>0.235</b>

### Projected Increased Student Capacity

Elementary	0
Middle School	850
Senior High (Academy)	0

### OSPI - Square Footage per Student, see side char

Elementary	115
Middle School	148
Senior High	173
Special Education	??

### Required Site Acreage per Facility

Elementary (required)	12
Middle School (required)	25
Senior High (required)	40

### Average Site Cost / Acre

Elementary	\$161,678
Middle School	\$0
Senior High	\$0

### New Facility Construction Cost

Elementary	\$68,000,000
Middle School	\$155,000,000
Senior High	\$220,000,000

### Temporary Facility Capacity & Cost

Elementary	@ 24	\$315,000
Middle School	@ 29	\$315,000
Senior High	@ 31	\$315,000

### Temporary Facility Square Footage

Elementary	123,702
Middle School	10,256
Senior High	21,296
<b>Total</b>	<b>155,254</b>

### State Funding Assistance Credit

District Funding Assistance Percentage	<b>51.86%</b>
--	---------------

### Construction Cost Allocation

CCA - Cost/Sq. Ft.	<b>\$246.83</b>
--------------------	-----------------

### Permanent Facility Square Footage

Elementary	1,567,594
Middle School	760,483
Senior High/Other	1,077,315
<b>Total</b>	<b>3,405,392</b>

### District Average Assessed Value

Single Family Residence	<b>\$653,485</b>
-------------------------	------------------

### Total Facilities Square Footage

Elementary	1,691,296
Middle School	770,739
Senior High/Other	1,098,611
<b>Total</b>	<b>3,560,646</b>

### District Average Assessed Value

Multi-Family Residence	<b>\$220,293</b>
------------------------	------------------

### Bond Levy Tax Rate/\$1,000

Current Rate / 1,000 Tax Rate	<b>\$1.02</b>
-------------------------------	---------------

### Developer Provided Sites / Facilities

Value	0
Dwelling Units	0

### General Obligation Bond Interest Rate

Current Bond Interest Rate	<b>3.58%</b>
----------------------------	--------------

### CPI Inflation Factor

	<b>5.20%</b>
--	--------------

[Budget Preparations | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)

# KENT SCHOOL DISTRICT

## IMPACT FEE CALCULATION for SINGLE FAMILY RESIDENCE

### Site Acquisition Cost per Single Family Residence

Formula:  $((\text{Acres} \times \text{Cost per Acre}) / \text{Facility Capacity}) \times \text{Student Generation Factor}$

	Required Site Acreage	Average Site Cost/Acre	Facility Capacity	Student Factor	
A 1 (Elementary)	12	\$161,678	0	0.248	
A 2 (Middle School)	25	\$0	850	0.085	\$0.00
A 3 (Senior High)	40	\$0	0	0.107	
Total	77	\$161,678	850	0.440	
					A ⇒ <u>\$0.00</u>

### Permanent Facility Construction Cost per Single Family Residence

Formula:  $((\text{Facility Cost} / \text{Facility Capacity}) \times \text{Student Factor}) \times (\text{Permanent} / \text{Total Square Footage Ratio})$

	Construction Cost	Facility Capacity	Student Factor	Footage Ratio	
B 1 (Elementary)	\$68,000,000	0	0.248	0.903	
B 2 (Middle School)	\$155,000,000	850	0.085	0.984	\$15,252.00
B 3 (Senior High)	\$220,000,000	0	0.107	0.998	
Total	\$443,000,000	850	0.440		
					B ⇒ <u>\$15,252.00</u>

### Temporary Facility Cost per Single Family Residence (Portables)

Formula:  $((\text{Facility Cost} / \text{Facility Capacity}) \times \text{Student Factor}) \times (\text{Temporary} / \text{Total Square Footage Ratio})$

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
C 1 (Elementary)	\$315,000	24	0.248	0.097	\$315.74
C 2 (Middle School)	\$315,000	29	0.085	0.016	\$14.77
C 3 (Senior High)	\$315,000	31	0.107	0.020	\$21.75
Total	\$945,000	84	0.440		
					C ⇒ <u>\$352.25</u>

### State Funding Assistance Credit per Single Family Residence (formerly "State Match")

Formula:  $\text{Area Cost Allowance} \times \text{SFI Square Feet per student} \times \text{Funding Assistance \%} \times \text{Student Factor}$

	Construction Cost Allocation	SFI Sq. Ft. / Student	Assistance %	Student Factor	
D 1 (Elementary)	\$246.83	115	0.5186	0.248	\$3,650.73
D 2 (Middle School)	\$246.83	148	0.5186	0.085	\$1,610.32
D 3 (Senior High)	\$246.83	173	0.5186	0.107	\$2,369.52
					D ⇒ <u>\$7,630.57</u>

### Tax Credit per Single Family Residence

Average SF Residential Assessed Value (AAV)	\$653,485
Net Present Value (per EQ) (NPV)	8.77
Current Debt Service Rate / 1,000 ( r )	0.10%
(Below used to calculate NPV)	
Current Bond Interest Rate	3.58%
Years Amortized (10 Years)- Used in NPV Calculation	10

TC ⇒ \$5,848.83

### Developer Provided Facility Credit

Facility / Site Value	Dwelling Units
0	0

FC ⇒ 0

### Fee Recap \*\*

A = Site Acquisition per SF Residence	\$0.00	
B = Permanent Facility Cost per Residence	\$15,252.00	
C = Temporary Facility Cost per Residence	\$352.25	
Subtotal		<u>\$15,604.25</u>
D = State Match Credit per Residence	\$7,630.57	
TC = Tax Credit per Residence	\$5,848.83	
Subtotal		<u>\$13,479.40</u>
Total Unfunded Need		\$2,124.85
50% Developer Fee Obligation		\$1,062
FC = Facility Credit (if applicable)		\$0
District Adjustment		(\$1,062)
Net Fee Obligation per Residence - Single Family		<b>(\$0.00)</b>

## KENT SCHOOL DISTRICT

### IMPACT FEE CALCULATION for MULTI-FAMILY RESIDENCE

**Site Acquisition Cost per Multi-Family Residence Unit**Formula:  $((\text{Acres} \times \text{Cost per Acre}) / \text{Facility Capacity}) \times \text{Student Generation Factor}$ 

	Required Site Acreage	Average Site Cost/Acre	Facility Capacity	Student Factor	
A 1 (Elementary)	12	\$161,678	0	0.13	
A 2 (Middle School)	25	\$0	850	0.049	\$0.00
A 3 (Senior High)	40	\$0	0	0.056	
Total	77	\$161,678	850	0.235	
					A ⇒ <u>\$0.00</u>

**Permanent Facility Construction Cost per Multi-Family Residence Unit**Formula:  $((\text{Facility Cost} / \text{Facility Capacity}) \times \text{Student Factor}) \times (\text{Permanent} / \text{Total Square Footage Ratio})$ 

	Construction Cost	Facility Capacity	Student Factor	Footage Ratio	
B 1 (Elementary)	\$68,000,000	0	0.13	0.903	
B 2 (Middle School)	\$155,000,000	850	0.049	0.984	\$8,792.33
B 3 (Senior High)	\$220,000,000	0	0.056	0.998	
Total	\$443,000,000	850	0.235		
					B ⇒ <u>\$8,792.33</u>

**Temporary Facility Cost per Multi-Family Residence Unit**Formula:  $((\text{Facility Cost} / \text{Facility Capacity}) \times \text{Student Factor}) \times (\text{Temporary} / \text{Total Square Footage Ratio})$ 

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
C 1 (Elementary)	\$315,000	24	0.13	0.097	\$165.51
C 2 (Middle School)	\$315,000	29	0.049	0.016	\$8.52
C 3 (Senior High)	\$315,000	31	0.056	0.020	\$11.38
Total	\$945,000	84	0.235		
					C ⇒ <u>\$185.40</u>

**State Funding Assistance Credit per Multi-Family Residence** (formerly "State Match")Formula:  $\text{Area Cost Allowance} \times \text{SFI Square Feet per student} \times \text{Funding Assistance \%} \times \text{Student Factor}$ 

	Area Cost Allowance	SFI Sq. Ft. / Student	Equalization %	Student Factor	
D 1 (Elementary)	\$246.83	115	0.5186	0.13	\$1,913.69
D 2 (Middle School)	\$246.83	148	0.5186	0.049	\$928.30
D 3 (Senior High)	\$246.83	173	0.5186	0.056	\$1,240.12
					D ⇒ <u>\$4,082.11</u>

**Tax Credit per Multi Family Residence**

Average MF Residential Assessed Value (AAV)	\$220,293	
Net Present Value (per EQ) (NPV)	8.77	
Current Debt Service Rate / 1,000 ( r )	0.10%	
(Below used to calculate NPV)		
Current Bond Interest Rate	3.58%	
Years Amortized (10 Years)- Used in NPV Calculation	10	
		TC ⇒ <u>\$1,971.67</u>

**Developer Provided Facility Credit**

Facility / Site Value	Dwelling Units	
0	0	FC ⇒ <u>0</u>

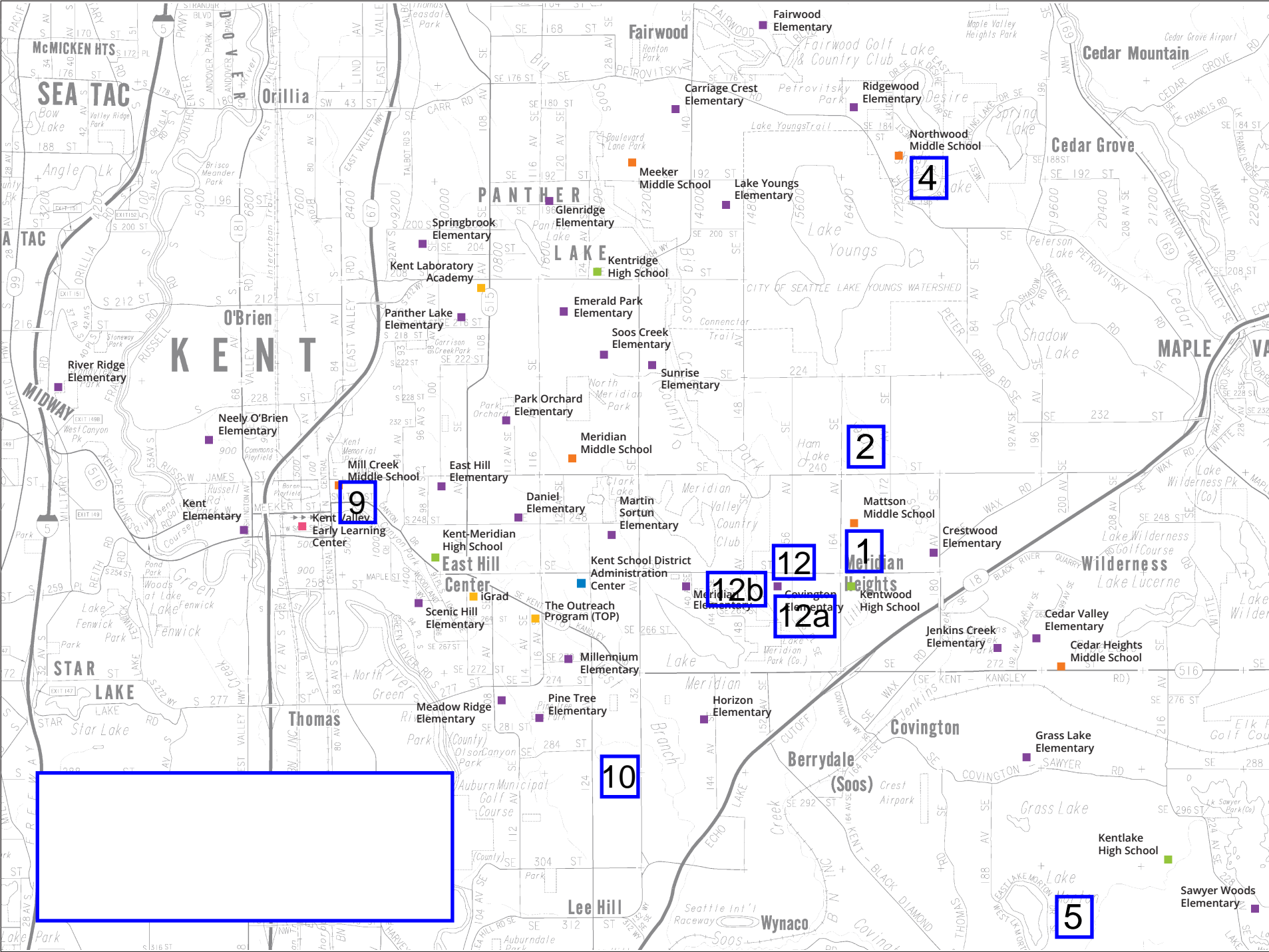
**Fee Recap \*\***

A = Site Acquisition per Multi-Family Unit	\$0.00	
B = Permanent Facility Cost per MF Unit	\$8,792.33	
C = Temporary Facility Cost per MF Unit	\$185.40	
Subtotal		\$8,977.73
D = State Match Credit per MF Unit	\$4,082.11	
TC = Tax Credit per MF Unit	\$1,971.67	
Subtotal		\$6,053.78
Total Unfunded Need		\$2,923.95
50% Developer Fee Obligation		\$1,462
FC = Facility Credit (if applicable)		0
District Adjustment		(\$1,462)
Net Fee Obligation per Residential Unit - Multi-family		<b>(\$0.00)</b>

KENT SCHOOL DISTRICT No. 415  
Site Acquisitions and Projects Planned to Provide Additional Capacity

SCHOOL / FACILITY / SITE				LOCATION	Type	Status	Projected Completion Date	Projected Program Capacity	% for new Growth
# on Map	ELEMENTARY								





## **IX - Summary of Changes to June 2022 Capital Facilities Plan**

The Capital Facilities Plan (the "Plan") is updated annually based on previous Plans in effect since 1993. The primary changes from the June 2022 Plan are summarized here.

Capacity changes continue to reflect fluctuations in class size ratio and program changes. Changes in portables or transitional capacity reflect use, lease or purchase, sale, surplus and/or movement between facilities.

The District will be moving to a K-5 Elementary and 6-8 Middle School model beginning the 2023-2024 school year. Capacity has been added at the middle school level by reopening the former Sequoia Junior High (now Canyon Ride Middle School).

The district worked with Educational Data Solutions, LLC to update student generation factors. The updated rates are included in the body of the Plan.

The student headcount enrollment forecast is updated annually. All Elementary schools now have Full Day Kindergarten so six-year Kindergarten projections were previously modified to meet the requirements for Full Day Kindergarten programs at all elementary schools.

The district expects to receive some State Funding Assistance (formerly called "state matching funds") for projects in this Plan and tax credit factors are updated annually. Unfunded site and facility need will be reviewed in the future.

The impact fees for 2024 calendar year will result in no collection of impact fees for both Single-Family and Multi-Family due to the capacity study completed in Spring 2023.

## X - Appendices

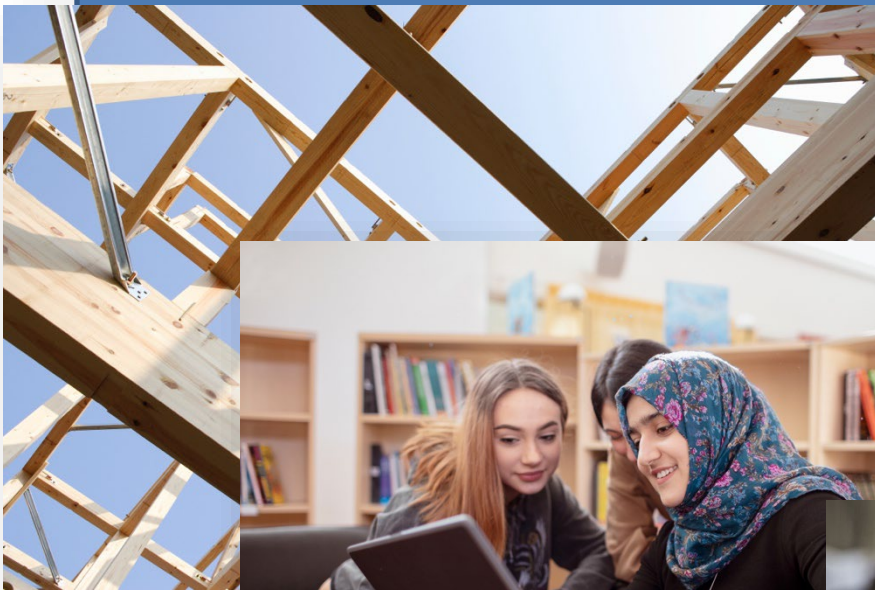
Changes to Impact Fee Calculation Factors Include:

ITEM	Grade /Type	FROM	TO	Increase/ Decrease	Comments
Student Generation Factor	Elem	0.27	0.248	-0.022	
Single Family (SF)	MS	0.105	0.085	-0.020	
	SH	0.075	0.107	0.032	
	Total	0.45	0.440	-0.010	Decrease
Student Generation Factor	Elem	0.082	0.130	0.048	
Multi-Family (MF)	MS	0.035	0.049	0.014	
	SH	0.029	0.056	0.027	
	Total	0.146	0.235	0.089	Increase
State Funding Assistance Ratios ("State Match")		52.49%	51.86%	-0.63%	Per OSPI Website
Area Cost Allowance		\$242.26	\$246.83	4.570	Per OSPI Website Link
Average Assessed Valuation (AV)	SF	\$574,784	\$653,485	78,701	Per King County
AV - Average of Condominiums & Apts.	MF	\$360,790	\$220,293	(140,497)	Per King county
Debt Service Capital Levy Rate / \$1000		\$0.93	\$1.02	\$0.09	Per King Co. Assessor Report
General Obligation Bond Interest Rate		2.45%	3.58%	1.13%	Bond Buyers 20 year GO Index
Impact Fee - Single Family	SF	\$0.00	\$0.00	\$0.00	No Change
Impact Fee - Multi-Family	MF	\$0.00	\$0.00	\$0.00	No Change

# Attachment I Ordinance 19695

## Capital Facilities Plan 2023-29

Northshore School District  
June 2023; updated August 2023



# CAPITAL FACILITIES PLAN

2023 - 2029

NORTHSHORE SCHOOL DISTRICT NO. 417

3330 Monte Villa Parkway, Bothell, Washington 98021-8972

STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION

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Table of Contents

SECTION	PAGE
Section 1	Introduction.....5
Section 2	Methodology and Data .....8
Section 3	Student Enrollment Trends and Forecasts .....11
Section 4	District Standard of Service .....14
Section 5	Capital Facilities Inventory .....18
Section 6	Projected Facilities Needs.....25
Section 7	Capital Facilities Financing Plan .....34
Section 8	Impact Fees .....37
Appendix A	Student Generation Factors..... 41
Appendix B	School Impact Fee Calculations ..... 42





## 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 and 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 2023-2029. 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 2022.

#### Overview of the Northshore School District

##### Schools & Programs

The Northshore School 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 Online Academy) and an early childhood center (Sorenson Early Childhood Center). The current grade configuration is K-5, 6-8, and 9-12.

##### Geographic

NSD 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 geographic area is in King County and one-third in Snohomish County.

### Population

According to the Washington State Office of Financial Management (OFM), in 2022 the District had a total population of approximately 153,301. This is an increase of 2,319 residents from 2020. In 2022 the King County portion of the District had a total population of approximately 88,807 residents with a 911 (1.04%) increase in population from 2020. For the same years, the Snohomish County portion of the district had a total population of 63,494 people with a 1,408 (2.23%) increase in population. Growth continues within the district, and at a higher rate in Snohomish County than in King. County population projections also call for continued growth, although county-wide growth is at a higher rate in King County than in Snohomish. In 2027, OFM forecast Snohomish County population at 902,883 residents, an increase of 55,583 (2.4%) over a 5-year period. OFM forecast a similar picture for King County over the same 5-year period. In 2027 population is forecast to be 2,422,270 (4.32%), an increase of 104,570 residents.

### Urban Growth Area & County Jurisdictions

The Urban Growth Area boundary (UGA) divides NSD, creating capacity utilization challenges. As new residential development continues to occur at 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.

Currently, *The Snohomish County 2024 Comprehensive Plan Update Draft* includes Motion 22-090. If the motion remains in the plan in its current form it will include an expansion of the Southwest County Urban Growth Area to include zoning changes for approximately 521 acres lying within the Northshore School District boundary. The expansion may occur in the "43<sup>rd</sup> Avenue Area" and the "45<sup>th</sup> Avenue Area." Motion 22-090 states:

#### 43<sup>rd</sup> Avenue Area

For the residential areas, the future land use designations should be the higher of the densities proposed in the docket applications, mainly Urban Medium Density Residential (UMDR) and some Urban High Density Residential (UHDR). Public/Institutional Use (P/IU) is the appropriate designation for the school site and any other sites that PDS might determine as appropriate for this designation while finalizing the alternative.

Proposed Future Land Use Map designations/Zoning (approximate acreage)

- Urban Medium Density Residential/Low Density Multiple Residential (241 acres)
- Urban High Density Residential/Multiple Residential (30 acres)
- Public/Institutional Use/R-9,600 (30 acres)

#### 45<sup>th</sup> Avenue Area

The total expansion proposed south of Maltby Road to the King County line and generally on the east side of 45th Ave SE would be approximately 220 acres. Approximately 185 acres would receive the Urban Low Density Residential designation. This motion also identifies around 35 acres for uses that qualify for the Public/Institutional Use designation. Proposed zoning for this entire area is R-7,200.

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. The district will continue to monitor the progress of *The Snohomish County 2024 Comprehensive Plan Update Draft* and Motion 22-090, assessing the potential for further growth into the future.

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. NSD appreciates any opportunity for cooperative planning efforts with its jurisdictions.

## Methodology & Data

### Section 2

#### Forecast Methodology

##### Cohort Survival Methodology

Numerous methodologies are available for projecting 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 funding decisions under the School Construction Assistance Program (SCAP). 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 influence of COVID on enrollment trends has contributed to the cohort survival method not being as accurate as it has prior to the pandemic. This may continue for several years as changes driven by social and economic impacts settle into more consistent patterns.

##### Data Factors

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.

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, homeschooling, and private school enrollment.

Forecast Data Factors

Births

Falling birth rates across the state do not yet appear to impact the district. **Table 2.1** illustrates fluctuations in NSD Births from 2014 – 2021. Figures range from approximately 1,500 – 1,700. A trend is not yet discernable.

NSD Kindergarten Enrollment and District-Wide Births  
**Table 2.1**

Birth Year	NSD Births	NSD Kinder Year	NSD Kinder Enrollment	% NSD K Enrollment to NSD Births
2014	1,587	2019	1,718	108.25%
2015	1,713	2020	1,536	89.67%
2016	1,776	2021	1,622	91.33%
2017	1,638	2022	1,532	93.53%
2018	1,627	2023		
2019	1,719	2024		
2020	1,570	2025		
2021	1,715	2026		

There is a trend in the recovery of Kindergarten enrollment after the pandemic. After the drop in 2020 of the Percent of Kindergarten Enrollment to NSD Births (**Table 2.1**), we see a steady increase in the percentage of families choosing NSD rather than other options. We anticipate this percentage to increase as more families return.

Home Sales

With the residual impact of the pandemic and fluctuating economy, 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. Home sales across the state were impacted in 2022 by the substantial rise in interest rates by the Federal Reserve. However, the sale of existing homes in NSD continues to remain stable, with over 2,150 sold in 2022. This is comparable to the average sales of 2,117 from the prepandemic years of 2012-2018. Looking forward, we anticipate existing home sales to

experience moderate growth. The District is recognized for its excellence in education, contributing to the value of homes, and is a desirable place to live.

### Planned Residential Development

While new single-family home construction and sales within NSD slowed in 2022, there continues to be strong growth in new townhome and multi-family projects that may produce enrollment gains. There were a record number of 4,800 multi-family projects in the pipeline in 2022, compared to just 3,537 in 2021 and 4,108 in 2020. New townhome developments include units with 3 bedrooms or more.

We continue to see more students generated from townhomes than from apartments, condos, and duplexes as families find that townhomes may be more affordable than a single family home. 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. This year, townhomes generate fewer students than in previous years. For example, in Spring of 2022, approximately 38 students were generated for every 100 townhomes. As of Spring 2023, that figure dropped to 27. See **Appendix A**. The District plans to continue to monitor townhome student generation closely.

As of December 2022, development data shows 759 single-family homes in the development pipeline within the District, compared to 887 in 2021. 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 are beginning to impact enrollment in some areas, contributing to greater student yield factors than what is forecast. With a focus in each jurisdiction on higher density infill, we expect to see short plats play a greater role in the future when forecasting enrollment. In addition, if future adjustments are made to the UGA in Snohomish County, larger lots may once again become available to developers with the potential of increased NSD student enrollment.

### Student Yield Factors

A student yield factor (or student generation rate) is used to identify the approximate number of students generated by a newly constructed residential dwelling unit. It measures the average number of students generated by each new (sold and occupied) housing type (single-family dwelling units, townhomes, and multi-family dwelling units). When the student yield factor is applied to development in the planning and construction stages, a forecast can also be made for future growth from new residential development. NSD updates its student yield factor for single-family, multi-family, and townhome units each year. The student yield factor analysis for NSD is included in **Appendix A**, and is based on all newly constructed, sold, and occupied units (using a period of the previous five (5) years).

## Student Enrollment Trends and Forecasts

### Section 3

#### Enrollment

##### Enrollment Summary

NSD enrollment grew by 297 students between 2017 and 2022, with an average growth rate of .80%. As a comparison, for the years 2016 to 2021, District enrollment grew by 1,134 students, with an average growth rate of 1.15%. Although growth is still forecast, the effects of the global pandemic and the fluctuating housing market have impacted enrollment.

However, loss of enrollment appears to be slowing. In 2020 the district experienced a 1.1% loss in enrollment, and in 2021 there was a 1.2% loss. 2022 experienced just a .7% loss, resulting in .5% loss recovery from 2021. We expect Fall of 2023-24 enrollment to continue stabilizing after the impact of the pandemic, and thereafter experience modest gains 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 moderate pace.

##### Enrollment Trends

We also anticipate the wave of elementary enrollment growth we experienced as a result of development to move into the middle and high school grades. This growth at the secondary level is anticipated to continue over the next 10 years. With continued recovery from the pandemic and steady new development across the district, growth at the secondary levels will be a capacity focus.

#### Forecasts

##### High-Range Enrollment Forecast

The modified cohort survival methodology in **Table 3.1** shows continued enrollment increases within the District through the six-year planning period. The methodology uses a “high range” projection. In total, the projected K-12 increase in enrollment is 1,269 students over the six-year period. The District’s enrollment projections were updated in February 2023 to consider the impacts of the global pandemic and fluctuating economy. However, the forecast does not include the impact of Motion 22-090 within the *Snohomish County Comprehensive Plan Update* (see page 6 above). If the motion remains in the plan in its current form it will include an expansion of the Southwest County Urban Growth Area to include zoning changes for approximately 521 acres lying within the Northshore School District boundary. For this reason, NSD is using high enrollment forecast figures in planning for future capacity needs.

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 potential UGA expansion, and current residential development within the pipeline, the District expects to see continued growth throughout the six-year planning period and beyond, especially at the secondary level.

#### High-Range Enrollment Forecast

**Table 3.1**

Grade	Actual	Projections					
	22/23	23/24	24/25	25/26	26/27	27/28	28/29
K	1,532	1,517	1,517	1,483	1,514	1,531	1,550
1st	1,723	1,647	1,630	1,633	1,586	1,619	1,646
2nd	1,651	1,785	1,706	1,692	1,706	1,657	1,700
3rd	1,746	1,680	1,817	1,740	1,742	1,756	1,714
4th	1,753	1,774	1,707	1,849	1,798	1,801	1,825
5th	1,708	1,770	1,791	1,727	1,898	1,845	1,857
6th	1,733	1,721	1,783	1,808	1,773	1,949	1,905
7th	1,750	1,751	1,739	1,805	1,865	1,829	2,020
8th	1,713	1,762	1,763	1,754	1,847	1,907	1,876
9th	1,858	1,798	1,850	1,838	1,825	1,921	1,984
10th	1,792	1,877	1,817	1,874	1,861	1,848	1,945
11th	1,741	1,695	1,775	1,751	1,806	1,794	1,781
12th	1,618	1,715	1,670	1,766	1,742	1,796	1,784
Total	22,318	22,491	22,564	22,720	22,962	23,254	23,587
K - 5th	10,113	10,172	10,167	10,124	10,244	10,210	10,291
6th - 8th	5,196	5,234	5,285	5,368	5,485	5,685	5,801
9th - 12th	7,009	7,085	7,111	7,228	7,233	7,359	7,495

#### Long Range Forecasts

The modified cohort methodology described above was extrapolated to 2032 to produce a longer-range forecast (**Table 3.2**). Using this methodology, NSD's enrollment shows continued growth from 2023 to 2032 of 2,706 students. This longer range model assumes that the Washington State forecasts of births, K-12 growth, and continued population growth for the Puget Sound area are reasonably accurate.

The wave of increased secondary students can also be observed in **Table 3.2** with significant middle school growth by 2028 and high school by 2032. In addition, elementary growth accelerates after 2028.

[10-Year High-Range Enrollment Forecast](#)  
**Table 3.2**

Grade Band	October 2023	October 2028	October 2032	10-Year Total Growth
Elementary	10,172	10,291	10,906	734
Middle	5,234	5,801	5,975	741
High	7,085	7,495	8,316	1,231
<b>Total</b>	<b>22,491</b>	<b>23,587</b>	<b>25,197</b>	<b>2,706</b>

Future growth trends can be uncertain. Changes in population growth, fertility rates, new housing development slowdown, or a sharp downturn in the economic conditions could have a major impact on long term enrollment. Given this uncertainty, the current forecasts should be considered reasonable estimates based on the best information available, but subject to change as newer information about trends becomes available.

### [Snohomish County/OFM Forecasts](#)

Using Washington State Office of Financial Management (OFM) and Snohomish County data, NSD projects a 2044 student FTE population of 30,924 (**Table 3.3**). For the six year period between 2016 and 2021, the District's enrollment averaged 39.7% of the OFM/County population estimates. Based on the 2020 Census data, the District's enrollment averaged 35.54% of the OFM/County population estimates. However, these figures assume 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.

The October 2028 the total forecast figure provided by OFM is 2,425 higher than the high-range forecast number used by NSD found in Table 3.2.

[FTE Enrollment Forecast – 2044 OFM Estimates\\*](#)  
**Table 3.3**

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
<b>Total</b>	<b>22,419</b>	<b>24,881</b>	<b>30,924</b>

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\*Assumes that percentage per grade span will remain constant through 2044



## District Standard of Service

### Section 4

#### 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 consistent 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 goal of the District's Board of Directors. NSD continually strives for process and methods where all students have access to optimal learning environments. Additional variables include changes in mandatory requirements by Washington State. In the past, these have included 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 provides traditional educational programs and nontraditional programs (**Table 4.1**). 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 teacher to student ratios, privacy, the need for physical proximity to other services/facilities, noise, and level of physical activity. 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 for programs such as Special Education Functional Skills and Academics would reflect lower capacities of the defined service levels (**Table 4.2**), with eight students per classroom instead of an average 25 students per classroom.

#### Capacity and Programs

Capacity is affected at 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).

Special teaching stations and programs offered by NSD at specific school sites are included in **Table 4.1**.

Programs and Teaching Stations  
**Table 4.1**

	Elementary	Secondary
Group Activity Room	X	
Early Childhood	X	
Headstart (Federal)	X	
ECEAP (State)	X	
Elementary Advanced Placement (EAP)	X	
Advanced Academic Placement (AAP)		X
Parents in Active Cooperative Education (PACE)	X	
Dual Language	X	
Chinese Language (elementary)	X	
Learning Assistance Program (LAP)	X	
Title 1 (elementary and middle school)	X	
English Language Development (ELD)	X	X
Northshore Network (NN)	X	X
Northshore Family Partnership (NFP)	X	X
Northshore Virtual Academy (NVP)	X	X
Secondary Academy for Success (SAS)		X
International Baccalaureate (IB)		X
Advanced Placement (AP)		X
College in the High School		X
Running Start		X
Band & Jazz Band	X	X
Orchestra	X	X
Choir		X
Special Education (SPED):	X	X
Learning Centers (LC)	X	X
MidLevel (ML)	X	X
Mid-Level Sensory (MLS)	X	
Mid-Level Social-Emotional (MLSEL)	X	
Mid-Level Blended (MLB)	X	
Aspire		X
Functional Skills & Academics (FSA)	X	X
Adult Transition Program (ATP)		X
(ATI)		X
Career Technical Education (CTE):		X
Includes specialized programs like Automotive, Composites, Culinary Arts, Robotics, Sustainable Engineering and Design, Project Lead the Way, Aeronautics, Marketing, Finance, and CAD.		X

#### Standard of Service

The Growth Management Act (GMA) is primarily codified under RCW 36.70A.020. Public facilities and services are one of the 13 goals the GMA addresses. This is designed to ensure that public facilities, like schools, maintain the level of service necessary to support development at the time the development is available for occupancy. These “minimum levels of service” in the Northshore School District are established as an average class size no larger than those listed in **Table 4.2**.

Class sizes are averages based on actual utilization as influenced by state and/or contractual requirements, state funding, and instructional program standards.

#### Standard of Service

**Table 4.2**

Program a Classroom Serves	PreK-5th Target # of Students per Classroom	Middle S Target # of Students per Classroom	High School Target # of Students per Classroom
Special Education Preschool	15	N/A	N/A
Early Childhood & PreK	16	N/A	N/A
Kindergarten - 1st	24	N/A	N/A
Elementary 2nd - 3rd	26	N/A	N/A
Elementary 4th - 5th	27	N/A	N/A
Secondary 6th - 12th	N/A	27	27
Special Education Learning Center	25	25	25
Special Education MidLevel Blended	12	N/A	N/A
Special Education MidLevel	N/A	10	10
Special Education Sensory	10	N/A	N/A
Special Education MidLevel Social Emotional	10	N/A	N/A
Special Education Aspire	N/A	8	8
Special Education Funtional Skills & Academics	8	8	8
Alternative Education	N/A	N/A	15

#### Utilization Rates

100% utilization of teaching stations for K-5 grade-level content is not possible as some rooms are necessary for music and art classes, in addition to supporting programs such as Special Education, Learning Assistance Program, and English Learners. Based on analysis of the actual utilization of elementary schools, the utilization rate to achieve optimal instructional capacity is approximately 88%, resulting in the targeted class sizes found in **Table 4.2**.

As a result of scheduling conflicts for student programs, and the need for teachers to have a workspace during planning periods at the middle and high school level, it is not possible to achieve 100% utilization of teaching stations at the secondary level. Based on analysis of actual utilization of secondary schools, the utilization rate to achieve instructional capacity is approximately 85%, resulting in the targeted class sizes found in **Table 4.2**.

To achieve these levels, the District evaluates capacity and utilization as an integrated system. Strategies like portables, boundary adjustments, or program moves to balance capacity are considered by the District's Board of Directors following review by the Enrollment Demographics Task Force (EDTF) and appropriate public review and comment. If adopted, strategies are implemented to meet specific needs, both school-by-school as well as across the District.

### Snohomish County

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 4.3** 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 4.3**

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
<b>Total / Average</b>	1,004		23.3	23.1	22.9

# Capital Facilities Inventory

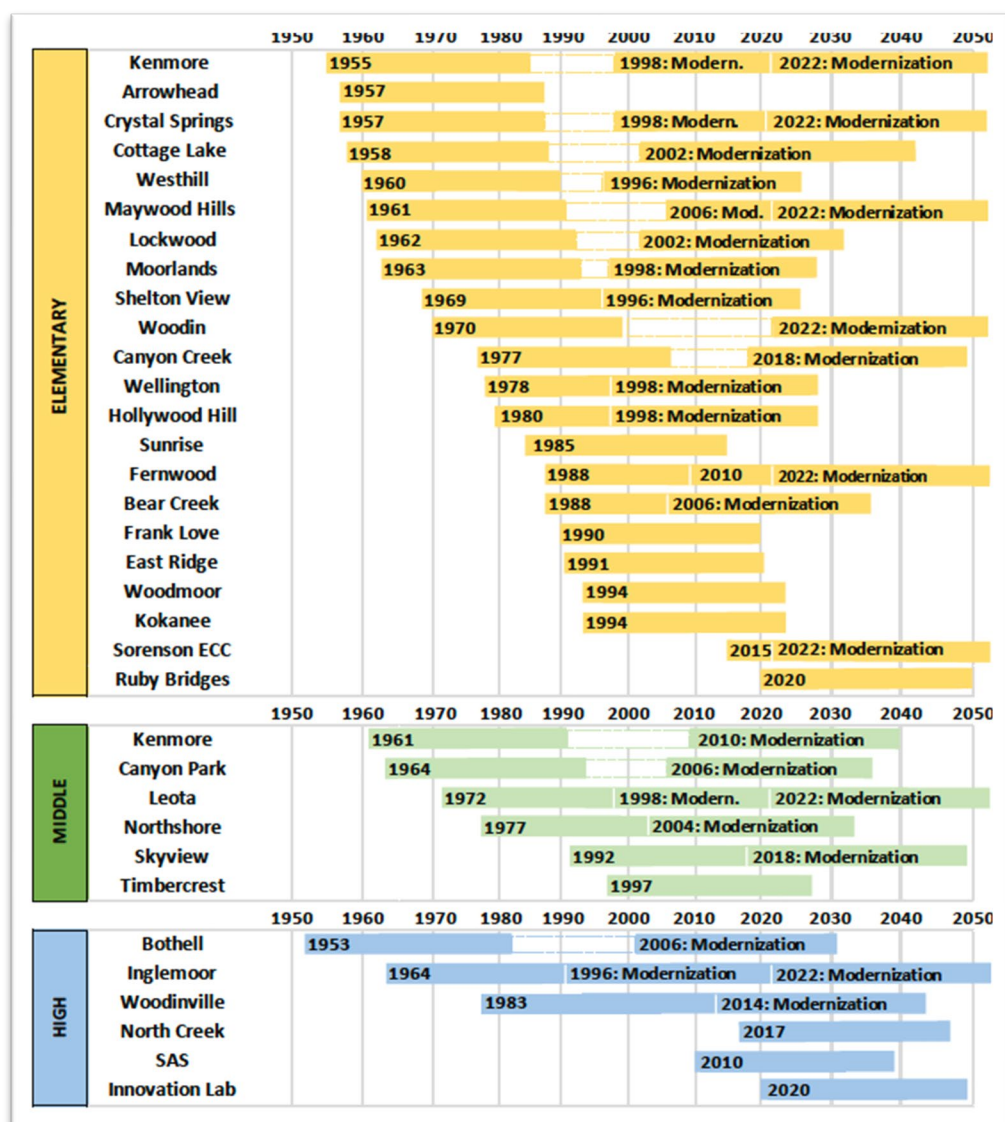
## Section 5

### Inventory History

Of our current schools in the Northshore School District, Bothell High School is the oldest, originally constructed in 1953. This was followed by Kenmore Elementary in 1955, and Arrowhead and Crystal Springs Elementary Schools in 1956. Kenmore Middle School was built in 1961 during a growth boom that ran from 1953 – 1964. **Table 5.1** Illustrates the age of each school, the dates of modernizations and added capacity, and the historical timeline.

### Historical Timeline of School Construction and Modernization

**Table 5.1**



## Capacity Definitions

The Growth Management Act requires a capacity analysis based on an inventory of existing capital facilities. *Capacity* can be used in 3 different ways for school facilities:

### Design Capacity

The design capacity of a school is *the number of students a school was designed to hold*.

### Instructional Capacity

The design capacity is impacted 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. Instructional capacity is also referred to as functional 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.

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 4.2**), 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.

## Inventory

### Support Facilities & Underdeveloped Land

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 5.2** below.

Inventory of Support Facilities & Underdeveloped Land  
**Table 5.2**

Facility Name	Building Area (sq.ft.)	Site Size (Acreage)
Administrative Center (Monte Villa)	49,000	5
Support Services Building	41,000	5
Warehouse	44,000	2
Transportation	39,000	9
Paradise Lake Site*		26
Wellington Hills Site		104
19827 88th Ave NE		10
18416 88th Ave NE		50,011 sq.ft.
20521 48th Dr SE (This includes Ruby Bridges ES and the remaining undeveloped portion planned for a future school site.)		33
15215, 15123, 15127, 84th Ave NE and 8305 NE 153rd St (4 parcels adjacent to Moorlands ES)		49,993 sq.ft.

\*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.

\*\*The Wellington property is located in Snohomish County, adjacent to the Maltby Urban Growth Area. A settlement agreement recorded under Snohomish County Recording No. 201906210221 applies to the property. 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.



### [Inventory of Instructional Capacity](#)

**Table 5.3** summarizes the instructional capacity owned and operated by the District, including the current permanent and relocatable classroom (portable) instructional student capacity.

### [2022-23 Instructional Capacity Inventory](#)

**Table 5.3**

	Permanent Instructional Capacity	Number of Instructional Portables	Total Number of Portables	Instructional Portable Capacity	Instructional Portable % of Total Capacity	Total Instructional Capacity
<b>Elementary</b>						
Arrowhead	406	-	-	-	0%	406
Canyon Creek	782	10	12	240	23%	1,022
Cottage Lake	431	-	-	-	0%	431
Crystal Springs	430	5	10	120	22%	550
East Ridge	463	-	-	-	0%	463
Fernwood	517	15	18	360	41%	877
Frank Love	366	10	14	240	40%	606
Hollywood Hill	451	-	-	-	0%	451
Kenmore	390	4	9	96	20%	486
Kokanee	461	11	13	264	36%	725
Lockwood	523	4	6	96	16%	619
Maywood Hills	387	9	10	216	36%	603
Moorlands	505	8	9	192	28%	697
Ruby Bridges	568	-	-	-	0%	568
Shelton View	427	3	4	72	14%	499
Sunrise	463	-	-	-	0%	463
Wellington	485	-	-	-	0%	485
Westhill	472	7	9	48	9%	520
Woodin	430	5	6	120	22%	550
Woodmoore	855	-	-	-	0%	855
<b>Elementary Totals</b>	<b>9,812</b>	<b>91</b>	<b>120</b>	<b>2,064</b>	<b>17%</b>	<b>11,876</b>
<b>Middle School</b>						
Canyon Park	932	4	6	56	6%	988
Kenmore	799	1	1	23	3%	822
Leota	796	7	7	160	17%	956
Northshore	864	4	4	102	11%	966
Skyview	1,152	4	4	102	8%	1,254
Timbercrest	796	-	-	-	0%	796
<b>Middle School Totals</b>	<b>5,339</b>	<b>20</b>	<b>22</b>	<b>443</b>	<b>8%</b>	<b>5,782</b>
<b>High School</b>						
Bothell	1,515	-	7	-	0%	1,515
Inglemoor	1,369	6	6	125	8%	1,494
North Creek	1,404	-	-	-	0%	1,404
Woodinville	1,470	-	-	-	0%	1,470
Innovation Lab	468	-	-	-	0%	468
SAS	270	-	-	-	0%	270
<b>High School Totals</b>	<b>6,496</b>	<b>6</b>	<b>13</b>	<b>125</b>	<b>2%</b>	<b>6,621</b>
<b>K12 Totals</b>	<b>21,647</b>	<b>117</b>	<b>155</b>	<b>2,632</b>	<b>11%</b>	<b>24,279</b>

- The Bear Creek campus provides programs for the Northshore Family Partnerships, Northshore Network, and Northshore Virtual Academy and does not provide regular capacity.
- Sorenson Early Childhood Center serves students age 3-5 yrs. and does not provide capacity for K-12 grades;



## Relocatable Classroom Facilities (Portables and Modulares)

### Purpose & Data

Portable and modular classrooms provide temporary/interim classroom space to house students until permanent facilities can be constructed. They also prevent over-building of permanent capacity. 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.

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. Currently, the instructional portable percentage of total capacity is at 11%.

**Table 5.3** records the number of instructional portables at each school. Not included in the total classroom instructional capacity are portables that are used for restrooms, Special Education Resource Rooms, OT/PT, LAP, EL, music, or other instructional uses. Those being used by PTA, daycare, offices and conference rooms, and storage are counted as instructional capacity as these rooms are available to convert to a classroom, if necessary.

### Recent Capacity Adjustments: High School Modulares

With increasing enrollment and shrinking capacity at North Creek, Bothell, and Woodinville High Schools, it was determined that a study by the Enrollment Demographics Task Force (EDTF) was necessary to provide an analysis and recommendations.

The EDTF reviewed a range of applicable data, including comprehensive reports from demographers Dr. Les Kendrick and Davis Demographics, enrollment reports and forecasts, building utilization reports, census data, residential development data, and historical data. This data and information were used to develop capacity mitigation recommendations. A presentation was given to the NSD Board at a special study session on November 21, 2022, to review the data and possible considerations. Utilizing Board feedback, a final recommendation was created to deliver short-term mitigation to address the capacity needs at BHS and NCHS, and to consider a long-range option for WHS in the future.

The two mitigation strategies to address growth currently being implemented at BHS and NCHS are to adjust waiver policies to limit nonresidential student enrollment, and to construct a modular building on each campus to house classrooms. The modular building at BHS will be shared with the

Adults Transitioning to Independence (ATI) program, generating 3 new classrooms for Bothell High School students. The modular building at NCHS will create 4 new classrooms.

Modular buildings appear to offer new options for the school district, including a longer life span of approximately 40-50 years, and environmental features that contribute to the possibility of LEED Platinum certification, resulting in efficiencies with maintenance over time. These advantages may make them a more cost-effective option for a longer-term investment. They also have the option of being installed as a permanent or portable structure. Although modulares are frequently used in place of portables, the current intent with these two buildings is to install them as permanent structures.

These two modulares will help address growth at BHS and NCHS in the short-term. EDTF is conducting a study this year on the potential for longer-term mitigation at the high school level. A recommendation is anticipated this fall.

#### Recent Capacity Adjustments: Elementary Portables

In some cases, portables may be moved from one school to another to address capacity needs. During the fall of 2022, the EDTF determined a need to adjust capacity at five elementary schools (Sunrise, Kokanee, Canyon Creek, Shelton View, and Lockwood) where enrollment was growing. Each school was at a 91.6% - 96.4% utilization rate and with the exception of Lockwood, had no available classrooms. An extensive study was conducted, including comprehensive reports from demographers Dr. Les Kendrick and Davis Demographics, enrollment reports and forecasts, building utilization reports, census data, residential development data, and historical data. This data and information were used to develop capacity mitigation recommendations.

A presentation was given to the NSD Board at a special study session on February 13, 2023, to review the data and possible considerations. Utilizing Board feedback, a final recommendation was created to deliver mitigation addressing the capacity needs at the five elementary schools. (Crystal Springs Elementary was also noted as a school needing capacity mitigation, however, it is currently undergoing modernization from the 2022 bond that should address growth needs.) The strategies adopted to mitigate growth in the 2023-24 school year include:

- Kokanee
  - Adjust waiver policies to limit nonresidential enrollment
- Lockwood
  - Adjust waiver policies to limit nonresidential enrollment
  - Adjust program placement to limit nonresidential enrollment

- Sunrise
  - Adjust waiver policies to limit nonresidential enrollment
  - Adjust program placement
- Canyon Creek
  - Adjust waiver policies to limit nonresidential enrollment
  - Adjust program placement
- Shelton View
  - Adjust waiver policies to limit nonresidential enrollment
  - Adjust program placement
  - Move 2 portables from Fernwood Elementary to Shelton View

The movement of portables is planned to take place in time for the fall of 2023-24. The data in this report does not reflect that movement. These movements will not impact the overall number of portables in the District. Future updates to the CFP will note these and any other capacity adjustments.

#### [Aging Inventory](#)

A typical portable classroom provides capacity for an approximate average of 25 students at the elementary level or 27 at the secondary level. Portables are used to meet a variety of instructional needs. Of the 155 portable classrooms that the District owns, 117 are currently being used as classrooms for scheduled classes.

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 155 portables the district owns having reached 20 years of service.

Although the current bond is intended to replace approximately 67 aging portables, total capacity at schools with portables will be impacted in the future as the need to retire aging portables increases. The EDTF has recommended that the District begin to phase out the increasing number of older portables as capacity allows. Despite the slowing of growth due to the impact of COVID, the District continues to be reliant on this interim capacity.

## Projected Facility Needs

### Section 6

#### Planning History

In 2001, the District's Board of Directors established by policy 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 EDTF recommends solutions to the Board. If approved by the Board, these recommended actions are implemented by the District and incorporated into the Capital Facilities Plan.

#### Mitigation

The District has accommodated growth in recent years largely through the construction of new capacity, limiting waivers at most schools, converting special-use portables and non-classroom spaces into classroom space, adjusting boundaries, moving programs, 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 document.

Using October 2022 enrollment figures, District enrollment grew by over 1.3% or 297 new students during the previous six-year period. The high school grade span has grown by 645 new students in that time; a 9.2% increase. October 2022 enrollment figures were down due to the impacts of the pandemic on enrollment but are beginning to recover, with more significant growth in the secondary grade band and in schools most impacted by residential development. EDTF continues to monitor development and growth across the District and, although development has slowed in some northern areas of the District, it is increasing in the western and southern regions. EDTF identifies mitigation strategies (in order of priority) to address existing and future capacity needs (**Table 6.1**).

Capacity Mitigation Tools  
Table 6.1

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. Despite the impacts of the pandemic on enrollment, 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 the District’s 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 Special Education instruction. This modernization project proposes replacing the 6 portables on site with permanent classrooms, and adding 6 additional permanent classrooms. Also proposed are a new athletic support space, a new commons, and a new main office complex to support increased capacity. Inglemoor is planned to be a two-phase replacement, with the second phase scheduled to go before the voters in the 2026 bond. There is an anticipated need to bring temporary portables on campus to deliver instruction during construction. At completion of the classroom additions, the school’s permanent capacity will increase by 324 students.

- 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 4-5 additional permanent classrooms. Also proposed are a new gym, commons, main office complex and improved site circulation to support increased capacity. The school's permanent capacity will increase by 297 students.
- 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 multipurpose rooms. Also proposed are a fully inclusive playground, and improved site circulation to support increased capacity. The school's permanent capacity will increase by 100 students.
- 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, and offices. Also proposed are a new gym, commons, and stage, a fully inclusive playground, and additional parking and improved site circulation to support increased capacity. The school's permanent capacity will increase by 150 students.
- 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, offices, and 2 multi-purpose spaces. Also proposed are an inclusive playground, additional parking, and improved site circulation to support increased capacity. The front office will also be remodeled to accommodate a new footprint. Although functional capacity at Fernwood will be reduced by 50 students, the addition of two multi-purpose rooms will give the school flexibility. The new capacity will meet enrollment needs. If enrollment increases significantly, the multipurpose rooms may be converted to classrooms, increasing functional capacity at that time. The school's permanent capacity will increase by 325 students.
- 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 1 additional permanent classroom and 2 multipurpose rooms for flexibility. Also proposed are a fully inclusive playground, and improved site circulation to support increased capacity. The school's permanent capacity will increase by 250 students.

- 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 3 additional permanent classrooms. Also proposed are a fully inclusive playground, additional parking, and improved site circulation to support increased capacity. A new gym will also be built with the current one converted to a multi-purpose space. The school's permanent capacity will increase by 200 students.
- 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 2 additional permanent classrooms. Also proposed are a fully inclusive playground, additional parking and circulation improvements to support increased capacity.

In addition to the bond-funded projects listed above, the District plans to construct two modular buildings, one on the North Creek High School campus and one on the Bothell High School campus. Funded from bond allocations and impact fees, both are designed to mitigate accelerating growth at the high school level. Each building is a permanent structure and not designed to be moved.

- Bothell High School (BHS)
  - Currently, BHS has six portables on site. These include some of the oldest portables in the district and are not appropriate for student learning. The portables will be replaced by a new fully enclosed modular building that will house the District's Adults Transitioning into Independence (ATI) program with four new classrooms and create three new classrooms for use by BHS. In addition the building will contain an inclusive restroom, a conference/staff room and six offices.
- North Creek High School (NCHS)
  - There are no portables located on the NCHS campus. The school was recently built in response to expansive growth in the north end of the district. Although growth has slowed, it has not stopped. The school is currently over a 90% utilization rate.

To address the immediate need for classrooms, a fully enclosed modular building with four new classrooms, including a science lab, is being constructed.

Long-term high-range enrollment projections from 2022 – 2032 indicate growth of 2,706 new students. The District will address growth needs with permanent capacity and portables. The District will continue to monitor the factors that shape our capacity needs (such as 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). This information will help to inform when/where instructional space and, as relevant, additional land, is needed. Future updates to this CFP will include relevant information.

**Table 6.2** summarizes the schools that will undergo construction from 2022- 2026. Where applicable, second phase projected construction is included for 2026 – 2030. Projects include permanent student capacity growth and modernization of key systems and structures.



## Planned Capital Construction Projects

### Table 6.2

Capital Projects	Estimated Completion Date	2022-26 Projected Permanent Student Capacity Added	2026-30 Projected Permanent Student Capacity Added	2030 Projected Total Permanent Student Capacity Added
Partial renovations and modernization to Crystal Springs	2026	150	0	150
Partial renovations and modernization to Fernwood El.	2026	325	0	325
Partial renovations and modernization to Kenmore El.	2026	100	0	100
Partial renovations and modernization to Maywood Hills El.	2026	250	0	250
Partial renovations and modernization to Woodin El.	2026	200	0	200
Construct and equip Phase 1 of Leota Middle School	2026	297	0	297
Construct and equip Phase 2 of Leota Middle School	2030	0	0	0
Construct and equip Phase 1 of Inglemoor High School	2026	324	0	324
Construct and equip Phase 2 of Inglemoor High School	2030	N/A	0	0
Classroom addition at Sorenson Early Childhood Center	2026	30	0	30
Construct and equip modular building at Bothell High School	2023	81	0	81
Construct and equip modular building at North Creek High School	2024	108	0	108

## Portable Location Adjustments

Where growth results in capacity deficits at a specific grade band, portables may be relocated from one school to another to assist with meeting enrollment projections. Portables may also be purchased to add capacity.

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 6** for more detail regarding portables.

## Capacity Analysis

The District's eight-year capacity analysis, considering projected mid-range enrollment and planned new capacity, is shown in **Tables 6.3a – 6.3d**. The tables do not include all the potential projects for the 2026 bond, just projects with a second phase scheduled for that cycle.

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/additions of 8 school sites and the addition of modular capacity on 2 high school campuses. 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.

### Enrollment Forecast and Instructional Classroom Capacity

**Table 6.3a: Elementary Schools**

Elementary Analysis	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment Forecast	10,113	10,172	10,167	10,124	10,244	10,210	10,291	10,402
Permanent Capacity - Existing	9,812	9,812	9,812	9,812	10,837	10,837	10,837	10,837
New Permanent Capacity - Crystal Springs				150				
New Permanent - Fernwood				325				
New Permanent - Kenmore				100				
New Permanent Capacity - Maywood Hills				250				
New Permanent Capacity - Woodin				200				
Total Permanent Capacity	9,812	9,812	9,812	10,837	10,837	10,837	10,837	10,837
Total Capacity in Portables	2,064	2,064	2,064	1,906	1,906	1,906	1,906	1,906
Total Capacity Including Portables	11,876	11,876	11,876	12,743	12,743	12,743	12,743	12,743
Permanent Capacity over/(short)	-301	-360	-355	713	593	627	546	435
Total Capacity w/Portables over/(short)	1,763	1,704	1,709	2,619	2,499	2,533	2,452	2,341

**Table 6.3b: Middle Schools**

<b>Middle School Analysis</b>	<b>2022-23*</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
Enrollment Forecast	5,196	5,234	5,285	5,368	5,485	5,685	5,801	5,963
Permanent Capacity - Existing	5,325	5,325	5,325	5,325	5,622	5,622	5,622	5,622
New Permanent Capacity - Leota				297				
Total Permanent Capacity	5,325	5,325	5,325	5,622	5,622	5,622	5,622	5,622
Total Capacity in Portables	457	457	457	351	351	351	351	351
Total Capacity Including Portables	5,782	5,782	5,782	5,973	5,973	5,973	5,973	5,973
Permanent Capacity over/(short)	129	91	40	254	137	-63	-179	-341
Total Capacity w/Portables over/(short)	586	548	497	605	488	288	172	10

**Table 6.3c: High Schools**

<b>High School Analysis</b>	<b>2022-23*</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
Enrollment Forecast	7,009	7,085	7,111	7,228	7,233	7,359	7,495	7,608
Permanent Capacity - Existing	6,474	6,474	6,711	6,711	6,711	6,711	6,711	6,711
New Permanent Capacity - Bothell		81						
New Permanent Capacity - North Creek		108						
New Permanent Capacity - Inglemoor				324				
Total Permanent Capacity	6,474	6,663	6,711	7,035	7,035	7,035	7,035	7,035
Capacity in Portables	147	147	147	147	0	0	0	0
Total Capacity Including Portables	6,621	6,810	6,858	7,182	7,035	7,035	7,035	7,035
Permanent Capacity over/(short)	-535	-422	-400	-193	-198	-324	-460	-573
Total Capacity w/Portables over/(short)	-388	-275	-253	-46	-198	-324	-460	-573

**Table 6.3d: Total of all Schools**

<b>District Analysis</b>	<b>2022-23*</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
Enrollment Forecast	22,318	22,492	22,564	22,720	22,962	23,254	23,587	23,973
Permanent Capacity - Existing	21,611	21,611	21,800	21,800	23,122	23,122	23,122	23,122
Capacity in New Permanent Facilities		189		1,322				
Total Permanent Capacity	21,611	21,800	21,848	23,494	23,494	23,494	23,494	23,494
Capacity in Portables	2,668	2,668	2,668	2,404	2,257	2,257	2,257	2,257
Total Capacity Including Portables	24,279	24,468	24,516	25,898	25,751	25,751	25,751	25,751
Permanent Capacity over/(short)	-707	-692	-716	774	532	240	-93	-479
Total Capacity w/Portables over/(short)	1,961	1,976	1,952	3,178	2,789	2,497	2,164	1,778

\*Actual October 2022 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.

The District will use the creation of more permanent capacity and portables to address future growth needs. As part of this process, NSD will continue to monitor the factors that shape our capacity needs.

For long-term planning purposes, a ten-year capacity analysis can be created. **Table 6.4** utilizes demographers' NSD 10-year, high 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.

#### 2032 – Ten Year Forecast of Enrollment and Instructional Capacity

**Table 6.4**

Grade Level	Enrollment	Permanent Capacity	Total Capacity	Permanent surplus/(short)	Total surplus/(short)
Elementary	10,906	10,837	12,743	-69	1,837
Middle School	5,975	5,622	5,973	-353	-2
High School	8,316	7,035	7,035	-1,281	-1,281
<b>Total</b>	<b>25,197</b>	<b>23,494</b>	<b>25,751</b>	<b>-1,703</b>	<b>554</b>

*Assumes added new capacity projects included in this CFP but no future near-term planning in process and no adjustment of portable facilities. Utilizes high-range figures for enrollment.*

#### 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 7.1** in Section 7.

## Capital Facilities Financing Plan

### Section 7

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 through the School Construction Assistance Program (SCAP) 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. SCAP 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 SCAP funding 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 7.1** 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 7.1

	Anticipated Year (\$ in Millions)									Potential Funding				
	FY22-23	FY23-24	FY24-25	FY25-26	FY26-27	FY27-28	FY28-29	FY29-30	Total	Bonds	Levy	SCAP	Impact Fees	Future
Projects Adding Capacity														
Inglesmoor - Phase 1	5.0	5.0	50.0	35.0	5.0	30.0	35.0	25.0	100.0	X		X	X	
Inglesmoor - Phase 2									120.0					X
Leota - Phase 1	3.0	3.0	30.0	21.0	3.0				60.0	X		X	X	
Leota - Phase 2									80.0					X
Cystal Springs	3.1	15.4	10.8	1.5					30.8	X		X	X	
Fernwood	3.1	15.4	10.8	1.5					30.8	X		X	X	
Kenmore	1.5	1.5	15.4	10.8	1.6				30.8	X		X	X	
Maywood	1.9	1.9	18.5	13.0	1.9				37.2	X		X	X	
Woodlin	3.1	15.4	10.8	1.5					30.8	X		X	X	
Sorenson	1.2	6.0	4.2	0.6					12.0	X				
Future Middle School				1.0	5.0	60.0	30.0		96.0				X	X
Modular Buildings	7.0	2.0							9.0	X			X	
Total Capacity Projects	28.9	65.6	150.5	85.9	66.5	120.0	80.0	40.0	637.4					
Projects Not Adding Capacity														
Building Improvement	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	48.0	X		X		X
Technology	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	24.0	X	X			X
Fields/Inclusive Learning	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	24.0	X				X
Code Compliance/Small Works	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	32.0	X				X
Site Purchase/Circulation	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	8.0	X		X		X
Overhead/Bond Expense	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	26.0	X	X			X
Security	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	24.0	X				X
Swing Site					5.0	25.0			30.0			X		
Total Non-Capacity Projects	23.0	23.0	23.0	24.0	28.0	48.0	23.0	24.0	216.0					
Total All Projects	51.9	88.6	173.5	109.9	94.5	168.0	103.0	64.0	853.4					

## Impact Fees

### Section 8

#### 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 2022 CFP and are collecting impact fees identified in that plan. Snohomish County adopted the District's 2022 CFP and is collecting impact fees associated with that plan and will continue to do so until the County's 2024 update cycle. With the exception of Snohomish County, we anticipate all the above jurisdictions to consider and adopt this 2023 CFP this fall 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 yield 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 single family, multi-family, and townhome units in early 2023. 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 growth 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 (324), North Creek High School (108), Bothell High School (81), Leota Middle School (297), Kenmore Elementary (100), Crystal Springs Elementary (150), Fernwood Elementary (325), Maywood Hills Elementary (250), and Woodin Elementary (200).

[Proposed School Impact Fees](#)  
[Snohomish County](#)

Snohomish County’s Fee schedule carries over from 2022 CFP as adopted by Snohomish County.

[Proposed School Impact Fees](#)  
[City of Woodinville](#)

Single Family Units	\$16,957
Townhome Units	\$4,182
Multi-Family Units – 2+ Bedrooms	\$1,687

[Proposed School Impact Fees](#)  
[King County, Bothell, Kenmore\\*](#)

Single Family Units	\$16,957
Multi-Family Units (incl. Townhomes)	\$4,214

School impact fee rates stated above reflect a discount of 50% as required by the King County and Snohomish County codes.

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## Factors for Impact Fee Calculations

### Student Generation Factors: Single Family

Elementary	0.324
Middle	0.118
High	0.120
K-12	0.562

### Student Generation Factors: Multi-Family (Townhomes/Condos/Apartments)

Elementary	0.071
Middle	0.027
High	0.034
K-12	0.132

### Student Generation Factors: Townhomes

Elementary	0.171
Middle	0.050
High	0.048
K-12	0.270

### Student Generation Factors: Condos/Apartments

Elementary	0.031
Middle	0.015
High	0.020
K-12	0.066

### Projected New Capacity

Inglemoor High School (324)  
 Bothell High School (81)  
 North Creek High School (108)  
 Leota Middle School (297)  
 Crystal Springs Elementary (150)  
 Maywood Hills Elementary (250)  
 Woodin Elementary (200)

### Capacity/Construction Costs (in millions)

Inglemoor High School (phase 1)	\$100
Leota Middle School (phase 1)	\$60
Kenmore Elementary	\$30.8
Fernwood Elementary	\$30.8
Crystal Springs Elementary	\$30.8
Maywood Hills Elementary	\$37.2
Woodin Elementary	\$30.8

### 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	42.54%
Current Construction Cost Allocation	246.83
OSPI Sq/Ft/Student	
ES:	90
MS:	108
HS:	130

### Tax Payment Credit

Single Family AAV	\$1,180,645
Multi-Family Unit AAV	\$325,500

### Debt Service Rate

Current/\$1,000	\$1.10660
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### GO Bond Interest Rate – Bond Buyer Index

Avg – Feb. 2023	3.58%
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### Developer Provided Sites/Facilities

None

**APPENDIX A****2023 Student Generation Factors from New Development**

All Units Constructed 2017 - 2021 (5 years)

	Single Family	Townhomes	Multi-Family (Townhomes/ Condos/Apts)	Multi-Family (Condos/Apts)
K-5	0.324	0.171	0.071	0.031
6-8	0.118	0.050	0.027	0.015
9-12	0.120	0.048	0.034	0.020
<b>K-12</b>	<b>0.562</b>	<b>0.269</b>	<b>0.132</b>	<b>0.066</b>

Complete consultant data and reports on file with District.

**APPENDIX B.1****School Impact Fee Calculation: Single Family Dwelling Unit**  
Northshore School District, 2023 CFP**School Site Acquisition****Cost:**

	<u>Site Size</u> <u>Acreage</u>	<u>Cost/</u> <u>Acre</u>	<u>Facility</u> <u>Size</u>	<u>Site Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	0	\$0	1	\$0	0.3240	\$0
Middle	0	\$0	1	\$0	0.1180	\$0
Senior	0	\$0	1	\$0	0.1200	\$0
TOTAL						\$0

**School Construction Cost:**

	<u>Sq. Ft. %</u> <u>Permanent</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	94.55%	\$21,560,000	630	\$34,222	0.3240	\$10,484
Middle	94.55%	\$42,000,000	297	\$141,414	0.1180	\$15,777
Senior	94.55%	\$70,000,000	324	\$216,049	0.1200	\$24,513
TOTAL						\$50,774

**Temporary Facility Cost:**

	<u>Sq. Ft. %</u> <u>Temporary</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	5.45%	\$0	25	\$0	0.3240	\$0
Middle	5.45%	\$0	25	\$0	0.1180	\$0
Senior	5.45%	\$0	25	\$0	0.1200	\$0
TOTAL						\$0

**State School Construction Funding Assistance Credit:**

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	246.83	90.0	42.54%	\$9,450	0.3240	\$3,062
Middle	246.83	108.0	42.54%	\$11,340	0.1180	\$1,338
Senior	246.83	130.0	42.54%	\$13,650	0.1200	\$1,638
TOTAL						\$6,038

**School Impact Fee Calculation: Single Family Dwelling Unit**

**Tax Payment Credit Calculation:**

Average SFR Assessed Value	\$1,180,645
Current Capital Levy Rate/\$1000	\$1.11
Annual Tax Payment	\$1,306.50
Years Amortized	10
Current Bond Interest Rate	3.58%
Present Value of Revenue Stream	\$10,822

**Impact Fee Summary - Single Family Dwelling Unit:**

Site Acquisition Cost	\$0
Permanent Facility Cost	\$50,774
Temporary Facility Cost	\$0
State SCFA Credit	(\$6,038)
Tax Payment Credit	(\$10,822)
Unfunded Need	\$33,914
50% Required Adjustment	\$16,957

Single Family Impact Fee	\$16,957
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**APPENDIX B.2****School Impact Fee Calculation: Townhome Dwelling Unit**  
Northshore School District, 2023 CFP**School Site Acquisition****Cost:**

	<u>Site Size</u> <u>Acreage</u>	<u>Cost/</u> <u>Acre</u>	<u>Facility</u> <u>Size</u>	<u>Site Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>THDU</u>
Elementary	0	\$0	1	\$0	0.1710	\$0
Middle	0	\$0	1	\$0	0.0500	\$0
Senior	0	\$0	1	\$0	0.0480	\$0
TOTAL						\$0

**School Construction Cost:**

	<u>Sq. Ft. %</u> <u>Permanent</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>THDU</u>
Elementary	94.55%	\$21,560,000	630	\$34,222	0.1710	\$5,533
Middle	94.55%	\$42,000,000	297	\$141,414	0.0500	\$6,685
Senior	94.55%	\$70,000,000	324	\$216,049	0.0480	\$9,805
TOTAL						\$22,024

**Temporary Facility Cost:**

	<u>Sq. Ft. %</u> <u>Temporary</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>THDU</u>
Elementary	5.45%	\$0	25	\$0	0.1710	\$0
Middle	5.45%	\$0	25	\$0	0.0500	\$0
Senior	5.45%	\$0	25	\$0	0.0480	\$0
TOTAL						\$0

**State School Construction Funding Assistance Credit:**

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>THDU</u>
Elementary	246.83	90.0	42.54%	\$9,450	0.1710	\$1,616
Middle	246.83	108.0	42.54%	\$11,340	0.0500	\$567
Senior	246.83	130.0	42.54%	\$13,650	0.0480	\$655
TOTAL						\$2,838

## School Impact Fee Calculation: Townhome Dwelling Unit

### Page 2

#### Tax Payment Credit Calculation:

Average SFR Assessed Value*	\$1,180,645
Current Capital Levy Rate/\$1000	\$1.11
Annual Tax Payment	\$1,306.50
Years Amortized	10
Current Bond Interest Rate	3.58%
Present Value of Revenue Stream	\$10,822

#### Impact Fee Summary - Townhome Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$22,024
Temporary Facility Cost	\$0
State SCFA Credit	(\$2,838)
Tax Payment Credit	(\$10,822)
Unfunded Need	\$8,363
50% Required Adjustment	\$4,182

<b>Townhome Impact Fee</b>	<b>\$4,182</b>
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**APPENDIX B.3**

School Impact Fee Calculation: **Multi-Family Dwelling Unit**  
**(Townhome, Apartment, Condo blend)**  
 Northshore School District, 2023 CFP

**School Site Acquisition****Cost:**

	<u>Site Size</u> <u>Acreage</u>	<u>Cost/</u> <u>Acre</u>	<u>Facility</u> <u>Size</u>	<u>Site Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	0	\$0	1	\$0	0.0710	\$0
Middle	0	\$0	1	\$0	0.0270	\$0
Senior	0	\$0	1	\$0	0.0340	\$0
TOTAL						\$0

**School Construction****Cost:**

	<u>Sq. Ft. %</u> <u>Permanent</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	94.55%	\$21,560,000	630	\$34,222	0.0710	\$2,297
Middle	94.55%	\$42,000,000	297	\$141,414	0.0270	\$3,610
Senior	94.55%	\$70,000,000	324	\$216,049	0.0340	\$6,945
TOTAL						\$12,853

**Temporary Facility Cost:**

	<u>Sq. Ft. %</u> <u>Temporary</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	5.45%	\$0	25	\$0	0.0710	\$0
Middle	5.45%	\$0	25	\$0	0.0270	\$0
Senior	5.45%	\$0	25	\$0	0.0340	\$0
TOTAL						\$0

**State School Construction Funding Assistance Credit:**

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	246.83	90.0	42.54%	\$9,450	0.0710	\$671
Middle	246.83	108.0	42.54%	\$11,340	0.0270	\$306
Senior	246.82	130.0	42.54%	\$13,650	0.0340	\$464
TOTAL						\$1,441

School Impact Fee Calculation: **Multi-Family Dwelling Unit**  
**(Townhome, Apartment, Condo blend)**  
 Page 2

**Tax Payment Credit Calculation:**

Average MFR Assessed Value	\$325,506
Current Capital Levy Rate/\$1000	\$1.11
Annual Tax Payment	\$360.20
Years Amortized	10
Current Bond Interest Rate	3.58%
Present Value of Revenue Stream	\$2,984

**Impact Fee Summary - Multi-Family Dwelling Unit:**

Site Acquisition Cost	\$0
Permanent Facility Cost	\$12,853
Temporary Facility Cost	\$0
State SCFA Credit	(\$1,441)
Tax Payment Credit	(\$2,984)
Unfunded Need	\$8,428
50% Required Adjustment	\$4,214

<b>Multi-Family Impact Fee (Townhomes, Apts, Condos)</b>	<b>\$4,214</b>
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**APPENDIX B.4****School Impact Fee Calculation: Multi-Family Dwelling Unit****(Apartment, Condo blend)****Northshore School District, 2023 CFP****School Site Acquisition Cost:**

	<u>Site Size</u> <u>Acreage</u>	<u>Cost/</u> <u>Acre</u>	<u>Facility</u> <u>Size</u>	<u>Site Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	0	\$0	1	\$0	0.0310	\$0
Middle	0	\$0	1	\$0	0.0150	\$0
Senior	0	\$0	1	\$0	0.0200	\$0
TOTAL						\$0

**School Construction****Cost:**

	<u>Sq. Ft. %</u> <u>Permanent</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	94.55%	\$21,560,000	630	\$34,222	0.0310	\$1,003
Middle	94.55%	\$42,000,000	297	\$141,414	0.0150	\$2,006
Senior	94.55%	\$70,000,000	324	\$216,049	0.0200	\$4,085
TOTAL						\$7,094

**Temporary Facility Cost:**

	<u>Sq. Ft. %</u> <u>Temporary</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	5.45%	\$0	25	\$0	0.0310	\$0
Middle	5.45%	\$0	25	\$0	0.0150	\$0
Senior	5.45%	\$0	25	\$0	0.0200	\$0
TOTAL						\$0

**State School Construction Funding Assistance Credit:**

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	246.83	90.0	42.54%	\$9,450	0.0310	\$293
Middle	246.83	108.0	42.54%	\$11,340	0.0150	\$170
Senior	246.82	130.0	42.54%	\$13,650	0.0200	\$273
TOTAL						\$736

School Impact Fee Calculation: **Multi-Family Dwelling Unit**  
**(Apartment, Condo blend)**  
Page 2

**Tax Payment Credit Calculation:**

Average MFR Assessed Value	\$325,506
Current Capital Levy Rate/\$1000	\$1.11
Annual Tax Payment	\$360.20
Years Amortized	10
Current Bond Interest Rate	3.58%
Present Value of Revenue Stream	\$2,984

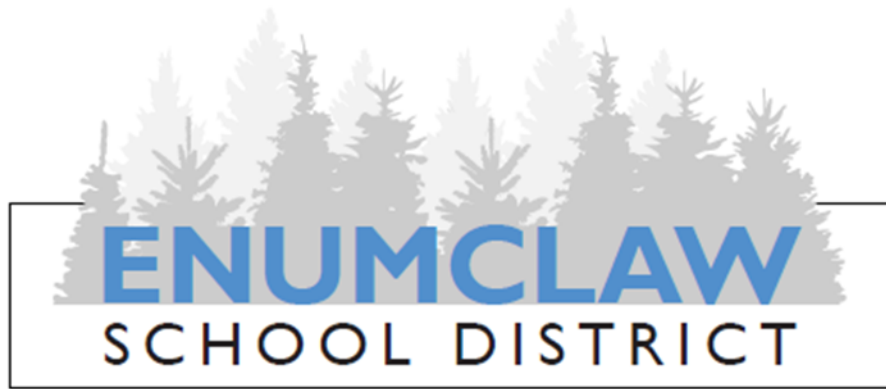
**Impact Fee Summary - Multi-Family Dwelling Unit:**

Site Acquisition Cost	\$0
Permanent Facility Cost	\$7,094
Temporary Facility Cost	\$0
State SCFA Credit	(\$736)
Tax Payment Credit	(\$2,984)
Unfunded Need	\$3,374
50% Required Adjustment	\$1,687

<b>Multi-Family Impact Fee (Apts/Condos)</b>	<b>\$1,687</b>
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Attachment J

Ordinance 19695



## **Capital Facilities Plan 2023-2028**

*2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100*

*Board Adopted:  
July 24, 2023*

## **Six-Year Capital Facilities Plan**

**2023-2028**

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**Enumclaw School District No. 216**

Enumclaw, Washington 98022

## **CAPITAL FACILITIES PLAN**

**Approved by Board of Directors**

**Resolution No. 1132**

The Enumclaw School District No. 216 hereby provides to the King County Council, City of Enumclaw and City of Black Diamond, this Capital Facilities Plan documenting present and future school facility requirements of the District. The plan contains all elements required by the Growth Management Act and King Code 21A, including a six (6) year financing plan component.

## Table of Contents

Executive Summary	1
Section I: Six-Year Enrollment Projection	2
Section II: Current Enumclaw School District “Standard of Service”	4
Section III: Inventory and Projected Six-Year Enrollment Capacity of Schools	6
Section IV: The District’s Planning and Construction Plan	9
Section V: Capital Facilities Financing Plan	13
Section VI: Impact Fee Variables and Calculated Fees	16

## Executive Summary

In accordance with King County Code 21A.43, this update has been prepared by the Enumclaw School District No. 216 to reflect current conditions in facility usage and needs.

The District's service area includes areas of unincorporated King County, the City of Black Diamond, and the City of Enumclaw. Currently, the District serves a student population of about 4,236 (Oct. 2022 head count) students in Kindergarten through grade 12. Enrollment projections presented herein, indicate that enrollment growth will occur over the next six years.

The District has experienced approximately 3.61% growth per year over the past two years. Enrollment in October 2021 was at 4,046 students and at 3,951 students in October 2020. The District's enrollment, like most school districts, was affected by closures of schools due to Covid-19. However, the District saw enrollment increases with a return to a hybrid learning environment of all grades in February 2021 and additional increases with the return to in-person learning in the 2021-22 school year. The District anticipates continued enrollment gains moving forward as a result of continued new residential development projected within the six-year planning period (and anticipated to continue beyond the six year planning period). The City of Black Diamond has two Master Planned Developments (the "MPDs"), Ten Trails and Lawson Hills, in the process of development with a projected buildout of up to 6,050 dwelling units. Construction of residential dwelling units in Phase IA of the Ten Trails MPD began in 2018 with the construction of approximately 850 single family units and 249 multi-family units through 2022. An additional 175 single family units (plus 50 age-qualified units) are anticipated to be constructed in 2023. Construction will continue with a total of 1,975 single family units and 504 multi-family units (plus 401 age-qualified units) in the MPDs through 2028. See Appendix E for Map of MPDs and map of current project buildout. The City of Enumclaw has several continuing residential construction projects within the city limits. Finally, there is ongoing, though limited, development in the unincorporated area of King County that is located within the District. To accommodate cumulative projected new development, the District added capacity in 2017 at the new Black Diamond Elementary School and added permanent student capacity at Enumclaw High School. Temporary capacity at the elementary and middle school levels will be needed during the six-year planning period, and the District is planning for additional permanent capacity within the six year planning period. Section IV of this Plan identifies the District's six-year and anticipated long-term planning for school facilities.

As noted above, the District will need substantial capacity additions in the long-term planning period in response to development activity throughout the District and particularly within the City of Black Diamond. Future updates to this Plan will reflect updated planning needs in response to growth.



## Section I: Six-Year Enrollment Projection

This plan update is based on the anticipated number of students expected to be enrolled through 2028. The six-year projection (2023-2028) will assist in determining short term needs and form the basis for assessing the need for impact fees.

Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projection. In the event that enrollment growth slows, plans for new facilities will likely be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projections. Regular updates of both the enrollment projections and the Capital Facilities Plan (CFP) are essential to good facility planning.

The District relies on two population forecasts for purposes of projecting student enrollment. The first is an estimate by the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment through 2028 using the cohort survival method. This method estimates how many students in one year will attend the next grade in the following year by relying on previous enrollment trends. Due to the fact that the cohort survival method does not incorporate changes in trends of in-migration, particularly from anticipated new development within the District, these projections are considered highly conservative. The pandemic's anomalous impact on enrollment counts makes the cohort survival projections more unreliable. See [Appendix A](#).

The second forecast is a modified cohort analysis, which uses the cohort projections as a base, incorporates King County live birth data and the District's historic percentage of those births to determine the number of kindergartners entering the system, and further incorporates assumptions based on known new residential development proposals within the District. See [Appendix B](#). Because this analysis incorporates the expected in-migration to the District from new development, the District uses this analysis for purposes of determining capacity needs throughout the six years of this planning period. Using the modified enrollment projections, the District's enrollment is expected to increase at all grade levels over the six years of this Plan.

With regard to the expected enrollment from the anticipated 6,050 dwelling units in Black Diamond, building of residential units did commence in summer 2018, with building and occupancy to continue for a sustained period over several years. As such, the enrollment impacts from the start of these developments are just beginning to show during the early years of this Plan period. Future updates to this Plan will provide additional and updated information regarding these projects and the impacts on District enrollment.

Using the modified cohort survival projections, a total enrollment of 5,608 (HC) is expected by 2028. The District expects the enrollment of 1,372 additional students between 2022 and 2028. See Table 1.

***Table 1: Projected Student Enrollment (2023-2028)***

<b><i>Projection Year</i></b>	<b><i>2022*</i></b>	<b><i>2023</i></b>	<b><i>2024</i></b>	<b><i>2025</i></b>	<b><i>2026</i></b>	<b><i>2027</i></b>	<b><i>2028</i></b>	<b><i>Actual Change</i></b>	<b><i>Percent Change</i></b>
Modified Cohort (Headcount)	4,236	4,302	4,345	4,727	5,033	5,334	5,608	1,372	32.4%

\* Actual enrollment (October 3, 2022)

## **Section II: Current Enumclaw School District “Standard of Service”**

In order to determine the capacity of the District’s facilities, the King County Code 21A refers to a “standard of service” that each school district must establish in order to ascertain its overall capacity. The standard of service is based upon the number of classrooms available at each school and the desired average class load district-wide. A favorable class size is used to promote the standard and quality of educational programs the residents of the Enumclaw School District expect and support through the passage of levies and bonds.

Rooms designed for special use are not counted as classrooms. Portables used for classrooms are employed on an interim basis only. When additional permanent classrooms are available, portables are removed from service, transferred to other locations, or used for non-classroom purposes.

The District’s standard of service is based on current standards. The Capital Facilities Plan incorporates funded implementation of K-3 class size reduction.

### **Current Standards of Service for Elementary Students:**

We have reduced permanent capacity in several schools to allow for K-3 class size reduction. Average district wide class size for grades K-3 were reduced to 20 students per teacher beginning in the 2019-2021 school year to help meet the 1:17 ratio when specialist and intervention teachers are considered. Elementary school permanent capacity should be between 450 to 600 students. Goals with new construction would be to build permanent capacity to accommodate for growth while still allowing for special programming listed below. Average district wide class size for grades 4 and 5 should not exceed 26 students.

Class size may vary from building to building based upon different influencing factors at each school. Students may be provided music instruction, physical education, and lunch in a separate classroom or facility. Students may have scheduled time in a special computer lab. Special Education for student with disabilities may be provided in a self-contained classroom with a maximum capacity of 10-12 depending on the program.

Identified students will also be provided other educational opportunities in classrooms and/or special spaces for programs designated as follows:

- English Language Proficiency (ELP)
- Integrated Programs & Resource Rooms (for special remedial assistance)
- Education for Disadvantage Students (Title 1)
- Highly Capable Program
- Other Remediation Programs
- Learning Assisted Program (LAP)
- Behavior Programs for severely behavior-challenged students
- Hearing Impaired
- Mild, Moderate and Severe Developmental Disabilities
- Developmental Preschool
- Early Childhood Education Assistance Programs (ECEAP)
- Transitional Kindergarten (TK)

All of the special programs referenced above require specialized classroom space; thus, the full-time student capacity of buildings housing these programs is reduced. Students leave their regular classroom for a period of time to receive instruction in several special programs. When programs change, program capacity fluctuates and the plan is updated annually to reflect the change in program and capacity.

#### **Current Standards of Service for Secondary Students:**

The standards of service outlined below reflect only those programs and educational opportunities provided to secondary students which directly affect the capacity of the school buildings.

Average district wide class size for grades 6-8 should not exceed 28 students. Middle school permanent capacity should be between 550 to 800 students.

Average district wide class size for grades 9-12 should not exceed 28 students.

Special Education for students with disabilities may be provided in a classroom with a capacity of 10-15 depending on program.

Identified students will also be provided other educational opportunities in classrooms and/or special spaces for programs designated as follows:

- Instrumental and Vocal Music
- Integrated Programs & Resource Rooms (for special remedial assistance)
- Advanced Placement Programs
- Basic Skills Programs
- Career and Vocational Education Programs

Many of these programs require specialized classroom space and can reduce the permanent capacity of the school buildings.

Each school's available capacity will vary with the type of programs and space utilization in the building. When a large number of portables are added to site to add capacity, other support facilities, such as gymnasiums, lunch areas, halls, etc. become inadequate.

### Section III: Inventory and Projected Six-Year Enrollment Capacity of Schools

Currently, the District has permanent program capacity to house 4,807 students based on the District's Standard of Service as set forth in Section II. Portable classroom capacity for 320 students brings the total capacity to 5,127 at the beginning of the 2022-2023 school year.<sup>1</sup> A summary of the current enrollment and capacity, and the breakdown at each grade span follows:

**Table 2: Summary of Capacity (2022-23)**

<b>2022-2023 Current</b>	<b>Permanent Capacity</b>	<b>Portable Capacity</b>	<b>Total Capacity</b>	<b>Oct. 2022 Enrollment (HC)</b>	<b>Surplus Capacity w/o Portables</b>	<b>Surplus Capacity w/ Portables</b>
Elementary	2,210	96	2,306	2,007	203	299
Middle School	1,100	0	1,100	966	134	134
Senior High	1,497	224	1,721	1,263	234	458
<b>District Total</b>	<b>4,807</b>	<b>320</b>	<b>5,127</b>	<b>4,236</b>	<b>571</b>	<b>891</b>

Included in this Plan is an inventory of the District's schools by type, address and current capacity. See Table 3.

In the fall of 2005, the District closed J.J. Smith Elementary due to the age and condition of the building. The District performed facility upgrades in 2015 at J.J. Smith and it was used to temporarily house Black Diamond Elementary students during construction of the new elementary school. In the fall of 2017, J.J. Smith began to house the District's Birth-to-Five program, special education pre-school and ECEAP programs.

Black Diamond Elementary, as modernized and expanded, opened in August 2017. The new Black Diamond Elementary has a capacity of 430 students in permanent housing (an increase from the previous permanent capacity of 217). The Enumclaw High School modernization phase 1 opened in October 2018 and phase II was completed in August 2019. The updated facility increased permanent capacity by approximately 197 students.

Based on the enrollment forecasts, current inventory, program capacity, current standard of service, and portable capacity, the District has identified the need for additional student capacity in the short term. This reflects new development in the City of Black Diamond and new and potential development in the City of Enumclaw and King County during the six year planning period.

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<sup>1</sup> The District's intent is for all students to be served in permanent classroom facilities. As such, portables are intended to be a temporary capacity solution. The District currently has four classrooms in portables at Kibler Elementary and eight available portable classrooms at Enumclaw High School. There are seven portables at Kibler in total and three at Westwood. Portables are also used for book rooms and for administrative purposes.

**Table 3: Inventory Summary**

An inventory of existing permanent school facilities including the locations and capacities of those facilities is provided below.

<b><u>Existing Facility</u></b>	<b><u>Location</u></b>	<b><u>Capacity</u></b>
Black Diamond Elementary	25314 Baker Street Black Diamond, WA 98010	430
Byron Kibler Elementary	2057 Kibler Avenue Enumclaw, WA 98022	430
Southwood Elementary	3240 McDougall Avenue Enumclaw, WA 98022	450
Sunrise Elementary	899 Osceola Street Enumclaw, WA 98022	450
Westwood Elementary	21200 SE 416th Enumclaw, WA 98022	450
Enumclaw Middle School	550 Semanski Street S. Enumclaw, WA 98022	550
Thunder Mountain Middle School	42018 264th Avenue E. Enumclaw, WA. 98022	550
Enumclaw High School	226 Semanski Street S. Enumclaw, WA 98022	1497

**Table 4 – Projected Enrollment & Capacity\***

<b>K-5 Elementary</b>							
	<b>2022*</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
Permanent Capacity	2,210	2,210	2,210	2,210	2,210	2,880	2,880
New Permanent Capacity					70** 600^		
Portable Capacity Available	96	96	96	192	192	192	192
Portable/Purchase, Relocate			96^^				
<b>Total Capacity</b>	<b>2,306</b>	<b>2,306</b>	<b>2,402</b>	<b>2,402</b>	<b>3,072</b>	<b>3,072</b>	<b>3,072</b>
Projected Enrollment*	2,007	1,970	2,007	2,228	2,444	2,583	2,687
Surplus/(Deficit) of Perm. Capacity	203	240	203	(18)	436	297	193
Surplus/(Deficit) with Portables	299	336	395	174	628	489	385
<b>6-8 Middle School</b>							
	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2027</b>
Permanent Capacity	1,100	1,100	1,100	1,100	1,100	1,100	1,100
New Permanent Capacity							
Portable Capacity Available			112	112	112	112	112
Portable/Purchase, Relocate		112					
<b>Total Capacity</b>	<b>1,100</b>	<b>1,212</b>	<b>1,212</b>	<b>1,212</b>	<b>1,212</b>	<b>1,212</b>	<b>1,212</b>
Projected Enrollment*	966	972	955	1,047	1,065	1,167	1,257
Surplus/(Deficit) of Perm. Capacity	134	128	145	53	35	(67)	(157)
Surplus/(Deficit) with Portables		240	257	165	147	45	(45)
<b>9-12 High School</b>							
	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2027</b>
Permanent Capacity	1,497	1,497	1,497	1,497	1,497	1,497	1,497
New Permanent Capacity							
Portable Capacity Available	224	224	224	224	224	224	224
Portable/Purchase, Relocate							
<b>Total Capacity</b>	<b>1,721</b>	<b>1,721</b>	<b>1,721</b>	<b>1,721</b>	<b>1,721</b>	<b>1,721</b>	<b>1,721</b>
Projected Enrollment*	1,263	1,360	1,383	1,452	1,524	1,584	1,664
Surplus/(Deficit) of Perm. Capacity	234	137	114	45	(27)	(87)	(167)
Surplus/(Deficit) with Portables	458	361	338	269	197	137	57

\*Reflects actual October 2022 enrollment.

^Reflects construction of new elementary in Ten Trails neighborhood.

\*\*Added capacity at Kibler Elementary School (KES will be rebuilt on site with added capacity)

^^Addition of 4 portable classrooms at Westwood Elementary for temporary Ten Trails overflow

## **Section IV: The District's Planning and Construction Plan**

### **Trigger of Construction**

Planning for new schools and additions to existing schools are triggered by comparing the enrollment forecasts with District capacity. Projected available student capacity was derived by subtracting projected student enrollment from existing school capacity for each of the six years in the forecast period (2023-2028). Capacity needs are expressed in terms of "Surplus/(Deficit) of Permanent Capacity." A deficit in permanent capacity means that there will be unhoused students who will likely be served in portable classrooms, in classrooms where class size exceeds State standards, Board expectations and/or contractually negotiated agreements within the local school district. The unhoused student levels are shown in Table 5. Note: for purposes of assessing capacity, the District has included the capacity improvements that are planned over the six year planning period. As previously discussed in this Plan, the District intends to monitor development and enrollment growth and will continue to assess the need for any capacity additions in future updates to this Plan.

### **Facility Needs (2023-2028)**

The voters in the District approved a Bond in April 2015 that included replacement and expansion of Black Diamond Elementary School and renovation/expansion of Enumclaw High School. Creating new capacity at Black Diamond Elementary helped to ensure that elementary schools in other areas of the District are not overcrowded and that capacity is available in those schools to serve new development. The projects listed in Table 5 are anticipated based upon information available at the present time. Due to anticipated growth within the cities of Black Diamond and Enumclaw, the District will reallocate portables to both Thunder Mountain and Enumclaw Middle School and will need to purchase and/or relocate additional new portables based on the actual impact of growth. Implementation of the K-3 class size reduction legislation impacted permanent space at the elementary level. The District anticipates running one or more bonds before 2026 for several projects. These projects include (i) the replacement and modernization (with some added capacity) of Byron Kibler Elementary School; (ii) a new elementary school in Black Diamond in the Ten Trails neighborhood to address growth needs; and (iii) a replacement and modernization of the Birth to Five Center at JJ Smith Elementary. The District recently secured property from the developer for the planned new elementary school in Ten Trails through MPD mitigation. The District recently purchased a parcel adjacent to the current Black Diamond Elementary to allow for parking/expansion. Projections showed Black Diamond Elementary near capacity and at a potential deficit of permanent capacity in the near term, necessitating the transportation of some current Ten Trails area students to Westwood Elementary, our northernmost Enumclaw elementary school, which currently has some remaining capacity. In addition, the District must consider field space to allow for increased size in athletic teams and programs. To this end, the District anticipates adding baseball and fast pitch fields at Thunder Mountain Middle School where none presently exist as well as an additional fast pitch facility within the district. The District will also likely be adding portables at various facilities to serve interim needs. A new agricultural sciences barn will be constructed at Enumclaw High School as part of our CTE program, which will provide a variety of learning opportunities for our students in the coming years. The District also anticipates upgrading the Performing Arts Center at EHS.



### **Facility Needs (Long Term)**

Based upon present information regarding the development activity within the City of Black Diamond, the District is planning for long term needs in the Black Diamond area. The District anticipates that, based upon service standards and enrollment projections, the two approved master planned development projects will over the long term necessitate the need for up to three additional new elementary schools (including the Ten Trails elementary school planned within the six-year period), one new middle school, and one new high school. The District is uncertain at this time regarding long term additional capacity needs that may result from additional development in Black Diamond and development within the City of Enumclaw and unincorporated King County. The District will continue to monitor development activity and related capacity needs. In addition, funded implementation of class size reduction measures will require additional capacity. Future updates to this Plan will reflect the planning needs in response to long term growth impacts.

## General Considerations

The decision and ability to construct a new school facility involves multiple factors not wholly within the control of the District. The availability of funds is the biggest consideration whether those funds are generated from locally approved bonds, state construction funds, impact fees, mitigation payments, or a combination of the above.

**Table 5 - Planned Projects (2023-2028)**

### Projects Planned and Sites Acquisitions

Enumclaw School District No.216

School/Facility/Site	Location	Type	Status	Projected Completion Date	Approx Added Capacity	Approx % for New Growth
<b>Elementary</b>						
Black Diamond Elementary	Black Diamond	New	Complete	2017	257	100%
Westwood Elementary Portables***	Enumclaw	New	Planning	2024	96	100%
Ten Trails Elementary^	Black Diamond	New	Planning	2026	600	100%
Byron Kibler Elementary*	Enumclaw	New	Planning	2026	70	15%
Possible BDES Portables^^	Black Diamond	New	Planning	TBD	TBD	100%
<b>Middle School</b>						
EMS Portables**	Enumclaw	Relocate/Renovate	In Process	2023	56	100%
TMMS Portables**	Enumclaw	Relocate/Renovate	In Process	2023	56	100%
<b>High School</b>						
Enumclaw High School	Enumclaw	Renovation/Addition	Complete	2020	197	100%
Agricultural Sciences Barn	Enumclaw	New	Planning	2023	N/A	N/A
<b>Other Sites</b>						
South West Enumclaw (18A)	1009 SE 244th, Enumclaw	New	Existing	Site Bank	0	0
North East Enumclaw (20A)	East of Highway 169	New	Existing	Site Bank	0	0
Black Diamond (various pending)	MPD designated sites	New	Planning		varying	100%

\* Replacement/modernization of Byron Kibler Elementary will increase permanent capacity as that school is currently above permanent capacity with seven portables and more growth projected.

\*\* Portables have been relocated from EHS to middle schools to expand capacity for growth.

\*\*\* Portables will need to be placed at Westwood Elementary for continued growth in Ten Trails until the Ten Trails Elementary school is built.

^ An elementary school in Black Diamond will be built to expand capacity for growth in the Ten Trails community.

^^ Additional portables may be added to Black Diamond Elementary to create increased capacity and overflow for future Ten Trails and Lawson Hills development enrollment needs.

**Table 6 – Finance Plan**

Estimated Project Cost by Year - in \$millions							Total	Secured	Secured	Unsecured
2023	2024	2025	2026	2027	2028		Cost	Bond/Levy (1)	Other (2)	Other (3)
<b>Improvements Adding Student Capacity</b>										
<b>Elementary School</b>										
Byron Kibler Elementary Replacement (New Construction)*										
	\$ .20			\$86.10			\$86.30	\$ .20		\$86.10
Black Diamond Elementary**							\$1.30		\$ .30	\$1.00
New Ten Trails Elementary***							\$71.80	\$ .20		\$71.60
Portable Placement							\$ .75			\$ .75
<b>Middle School</b>										
Portable Placement^							\$ .25		\$ .25	
<b>High School</b>										
Renovation and Addition^^							\$2.50			\$2.50
<b>Total</b>	\$ .25	\$1.45	\$3.00	\$72.10	\$86.10		\$162.90	\$ .40	\$ .55	\$161.95

(1) Secured Bond/Levy- Bond and levy funding already approved by voters.

(2) Secured Other - Funds currently available to the District including proceeds from property sales, school mitigation and impact fees, and State School Construction Assistance Program (SCAP) Funds remaining from other projects.

(3) Unsecured future - School mitigation and impact fees not yet collected, bonds and levies not yet approved, SCAP dollars not yet allocated.

\* Costs related to new capacity project for Byron Kibler Elementary. Will include a wing for a new Birth to Five center replacing JJ Smith Elementary.

\*\* Continuation of Black Diamond Elementary project with HVAC upgrade, parking expansion/portable pads, and possible portable acquisition

\*\*\* Estimated costs related to the planned new elementary school in Ten Trails Elementary, including survey and design work and construction project costs. Estimated construction costs are used in the impact fee formula.

^ Cost of adding one double portable at each of two middle schools.

^^ Completion of envelope renovations as well as necessary upgrades to Performing Arts Center.

District may also add portable facilities at various schools during the six year planning period as needed to meet enrollment growth

## **Section V: Capital Facilities Financing Plan**

The Six-Year Finance Plan shown on Table 6 demonstrates how the District intends to fund new construction and improvements to school facilities for the years of 2023-2028. The financing plan and impact fee calculation formula also differentiate between capacity and non-capacity projects.

The District's ability to accomplish its building program is based on the following funding sources:

- Passage of general obligation bonds by District voters, which was done in the April 2015 election for recently completed projects (Black Diamond Elementary School and Enumclaw High School Renovation/Addition)
- Collection of school mitigation and impact fees
- State School Construction Assistance Program funds
- Passage of future general obligation bonds for planned projects (New ES, Kibler ES replacement w/ Birth to Five addition, BDES addition, and EHS PAC renovation)

### **General Obligation Bonds**

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. The District's voters approved a \$68.5 million bond to fund the replacement and expansion of the existing Black Diamond Elementary School and the partial renovation and expansion of Enumclaw High School. The District is considering proposing one or more bond packages totaling more than \$200 million to fund the replacement of Byron Kibler Elementary with a Birth to Five addition, a new elementary school in Black Diamond in the Ten Trails neighborhood, upgrades and maintenance to current school and district facilities, athletic field upgrades and additions, a new Performing Arts Center, and possibly a new athletic complex/stadium. Board decisions and any authorized proposals will be included in future updates to this Capital Facilities Plan.

### **State School Construction Funding Assistance**

State School Construction Funding Assistance comes from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Superintendent of Public Instruction can prioritize funding.

School districts may qualify for School Construction Funding Assistance for specific capital projects. To qualify, a project must first meet a State established criteria of need. This is determined by a formula that specifies the amount of square footage the State will help finance to provide permanent structures for the unhoused enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on seven prioritization categories. Funds are then disbursed to the districts based on a formula which

calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State. The State contribution can range from less than half to more than 70% of the project's cost.

State School Construction Funding Assistance can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive School Construction Funding Assistance dollars. School Construction Funding Assistance funds are not received by a school district until after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

Because of the method of computing State School Construction Funding Assistance, the official percentage of funds calculated by the State does not typically equal the actual percentage of total facility cost. The State Funding Assistance Percentage for the Enumclaw School District is approximately 52.81%. Notably, this only applies to costs that the State considers eligible for State Funding. Land costs and other development costs are not considered eligible for State School Construction Funding Assistance. Furthermore, the State only allows 90 square feet per elementary student while the District's service standard requires more square feet per student. This additional space must be funded with local dollars. For a typical project that has maximum State funding, less than 50% of the total project costs will be covered by School Construction Funding Assistance dollars.

### **Mitigation Payments and School Impact Fees**

King County, the City of Black Diamond and the City of Enumclaw have adopted school impact fee ordinances. In these jurisdictions, the District requests that an impact fee be collected for the construction of any new residential dwelling unit.

New dwelling units in the Lawson Hills and Ten Trails MPDs are subject to a school mitigation fee assessed pursuant to a Comprehensive School Mitigation Agreement.

Fees assessed are based on the new enrollment growth in the District and related capacity needs. By law, new development cannot be assessed impact fees to correct existing deficiencies.

Impact fees have been calculated utilizing the formula in the King County Ordinance 11621. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase, install or relocate temporary facilities (Portables). Credits have also been applied in the formula to account for State School Construction Funding Assistance expected to be reimbursed to the District and projected future property taxes to be paid by the owner of a dwelling unit.

The District's cost per dwelling unit is derived by multiplying the cost per student by the applicable student generation rate per dwelling unit. King County Ordinance 11621 defines

“Student Factor” as “the number derived by a school district to describe how many students of each grade span are expected to be generated by a dwelling unit. Student factors shall be based on district records of average actual student generation rates for new developments constructed over a period of not more than five (5) years prior to the date of the fee calculation; provided that, if such information is not available in the district, the data from adjacent districts, districts with similar demographics, or county wide averages may be used.”

Enumclaw School District’s student generation factors are based on the 2023 average of student factors from surrounding districts in King County. See Table 7.

**Table 7 - Summary of Student Generation Rate (SGR)**

**Single Family Dwelling Units:**

	<b>Auburn</b>	<b>Federal Way</b>	<b>Issaquah</b>	<b>Lake Washington</b>	<b>Northshore</b>	<b>Average<sup>^</sup></b>
<b>Elementary</b>	0.303	0.171	0.316	0.317	0.324	<b>0.286</b>
<b>Middle</b>	0.133	0.068	0.138	0.140	0.118	<b>0.119</b>
<b>High</b>	0.151	0.096	0.135	0.147	0.120	<b>0.130</b>
<b>Total</b>	0.587	0.335	0.589	0.604	0.562	<b>0.535</b>

**Multi-Family Dwelling Units:**

	<b>Auburn</b>	<b>Federal Way*</b>	<b>Issaquah</b>	<b>Lake Washington</b>	<b>Northshore</b>	<b>Average<sup>^</sup></b>
<b>Elementary</b>	0.440	0.710	0.089	0.039	0.071	<b>0.160</b>
<b>Middle</b>	0.150	0.367	0.029	0.016	0.027	<b>0.056</b>
<b>High</b>	0.172	0.367	0.029	0.022	0.034	<b>0.064</b>
<b>Total</b>	0.762	1.444	0.147	0.077	0.132	<b>0.280</b>

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

*<sup>^</sup>Figures are rounded.*

## Section VI: Impact Fee Variables and Impact Fees

### Student Factors-Single/Multi-Family

Elementary	.286/.160
Middle School	.119/.056
High School	.130/.064

### Student Capacity per Facility

Elementary	400-600
Middle School	600-700
High School	1,500

### Site Acreage Site

Elementary	15 a
Middle School	25 a
High School	40 a

### Site Cost per Acre

Elementary	N/A ( <i>secured through mitigation</i> )
Middle School	
High School	

### New Facility Construction Cost

Elementary	\$71,800,000
------------	--------------

### SPI Square Footage per Student

Elementary (K-5)	90
Middle School (6-8)	108
High School (9-12)	130
Special Education	144

### Temporary Classroom Capacity

Elementary	24
Middle School	28
High School	28

### Developer Provided Sites/Facilities

Elementary School Site	
------------------------	--

### Temporary Facilities Costs

Elementary	
Middle School	\$250,000
High School	

### Permanent Square Footage

Elementary	226,126
Middle School	167,254
High School	<u>154,698</u>
Total	548,078

### Temporary Square Footage

Elementary	5,440
Middle School	
High School	<u>10,880</u>
Total	16,320

### Total Facilities Square Footage

Elementary	231,566
Middle School	167,254
High School	<u>165,578</u>
Total	564,398

### State Construction Funding

District Match – 52.81%	
Current Construction	
Cost Allocation	\$246.83

### District Average Assessed Value

Single Family Res.	\$655,329
K.C. Assessor, 3/24	

### Bond Interest Rate

Current Bond Buyer Index	3.58%
--------------------------	-------

### District Average Assessed Value

Multi-Family Res.	\$252,863
K.C. Assessor, 3/24	
Weighted Avg. of Condos and Apts.	

### District Debt Service Tax Rate

Current \$.75488/\$1,000	
--------------------------	--

The District's proposed school impact fees reflect identified capacity needs and planning at the elementary level. The fees are based on the estimated costs of the planned new elementary school (anticipated, if funding is approved by the voters, to be complete within the six year planning period).

Using the variables and formula described above, impact fees proposed for the District are summarized in Table 8. See also Appendix C.

***Table 8 - School Impact Fees***

Housing Type	Impact Fee Per Dwelling Unit*
Single Family	\$12,909
Multi-Family	\$7,576

\*Per City of Black Diamond Ordinance 20-1146; discounted at 50%; City of Enumclaw Ordinance 2609 (discounted at 50%); Chapter 21A.43 KCC and Ordinance No. 10162 (discounted at 50%)



Appendix A  
OSPI Cohort Enrollment Projections



School Facilities and Organization  
 INFORMATION AND CONDITION OF SCHOOLS  
 Enrollment Projections (Report 1049)

King/Fnumclaw(17716)

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---						AVERAGE % SURVIVAL	--- PROJECTED ENROLLMENTS ---					
	2017	2018	2019	2020	2021	2022		2023	2024	2025	2026	2027	2028
Kindergarten	309	283	319	268	328	364		348	358	368	379	389	399
Grade 1	265	323	313	298	267	342	102.48%	373	357	367	377	388	399
Grade 2	288	272	338	292	312	304	103.82%	355	387	371	381	391	403
Grade 3	319	301	288	320	297	332	102.63%	312	364	397	381	391	401
Grade 4	329	333	321	276	318	331	103.53%	344	323	377	411	394	405
Grade 5	303	318	350	301	289	334	101.05%	334	348	326	381	415	398
K-5 Sub-Total	1,813	1,830	1,929	1,755	1,811	2,007		2,066	2,137	2,206	2,310	2,368	2,405
Grade 6	319	328	347	327	312	305	103.99%	347	347	362	339	396	432
Grade 7	308	317	321	348	328	321	100.13%	305	347	347	362	339	397
Grade 8	306	303	322	309	347	340	99.91%	321	305	347	347	362	339
G-8 Sub-Total	933	948	990	984	987	966		973	999	1,056	1,048	1,097	1,168
Grade 9	325	319	325	331	329	344	103.97%	353	334	317	361	361	376
Grade 10	298	317	324	328	328	332	100.00%	344	353	334	317	361	361
Grade 11	300	267	279	288	298	309	90.30%	300	311	319	302	286	326
Grade 12	294	290	257	265	293	278	96.58%	298	290	300	308	292	276
9-12 Sub-Total	1,217	1,193	1,185	1,212	1,248	1,263		1,295	1,288	1,270	1,288	1,300	1,339
DISTRICT K-12 TOTAL	3,963	3,971	4,104	3,951	4,046	4,236		4,334	4,424	4,532	4,646	4,765	4,912

Notes: Specific subtotalling on this report will be driven by District Grade spans.

School Facilities and Organization

Printed Feb 27, 2023

Appendix B  
Modified Cohort Enrollment Projections

## MODIFIED COHORT SURVIVAL PROJECTIONS

### Projected Enrollments

	<b>2022*</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
Grade K	364	358	362	421	402	416	427
Grade 1	342	352	356	387	448	426	437
Grade 2	304	343	346	377	409	467	442
Grade 3	332	285	334	364	396	425	479
Grade 4	331	316	285	362	393	423	449
Grade 5	334	316	324	317	396	426	453
<b>K-5 Headcount</b>	<b>2007</b>	<b>1970</b>	<b>2007</b>	<b>2228</b>	<b>2444</b>	<b>2583</b>	<b>2687</b>
Grade 6	305	335	309	342	332	410	437
Grade 7	321	305	340	339	370	361	436
Grade 8	340	332	306	366	363	396	384
<b>6-8 Headcount</b>	<b>966</b>	<b>972</b>	<b>955</b>	<b>1047</b>	<b>1065</b>	<b>1167</b>	<b>1257</b>
Grade 9	344	374	365	352	417	415	448
Grade 10	332	369	367	369	360	423	420
Grade 11	309	310	352	371	378	371	429
Grade 12	278	307	299	360	369	375	367
<b>9-12 Headcount</b>	<b>1263</b>	<b>1360</b>	<b>1383</b>	<b>1452</b>	<b>1524</b>	<b>1584</b>	<b>1664</b>
<b>K-12 Headcount</b>	<b>4236</b>	<b>4302</b>	<b>4345</b>	<b>4727</b>	<b>5033</b>	<b>5334</b>	<b>5608</b>

*\* Represents actual October 2022 headcount*

## Appendix C

### School Impact Fee Calculations

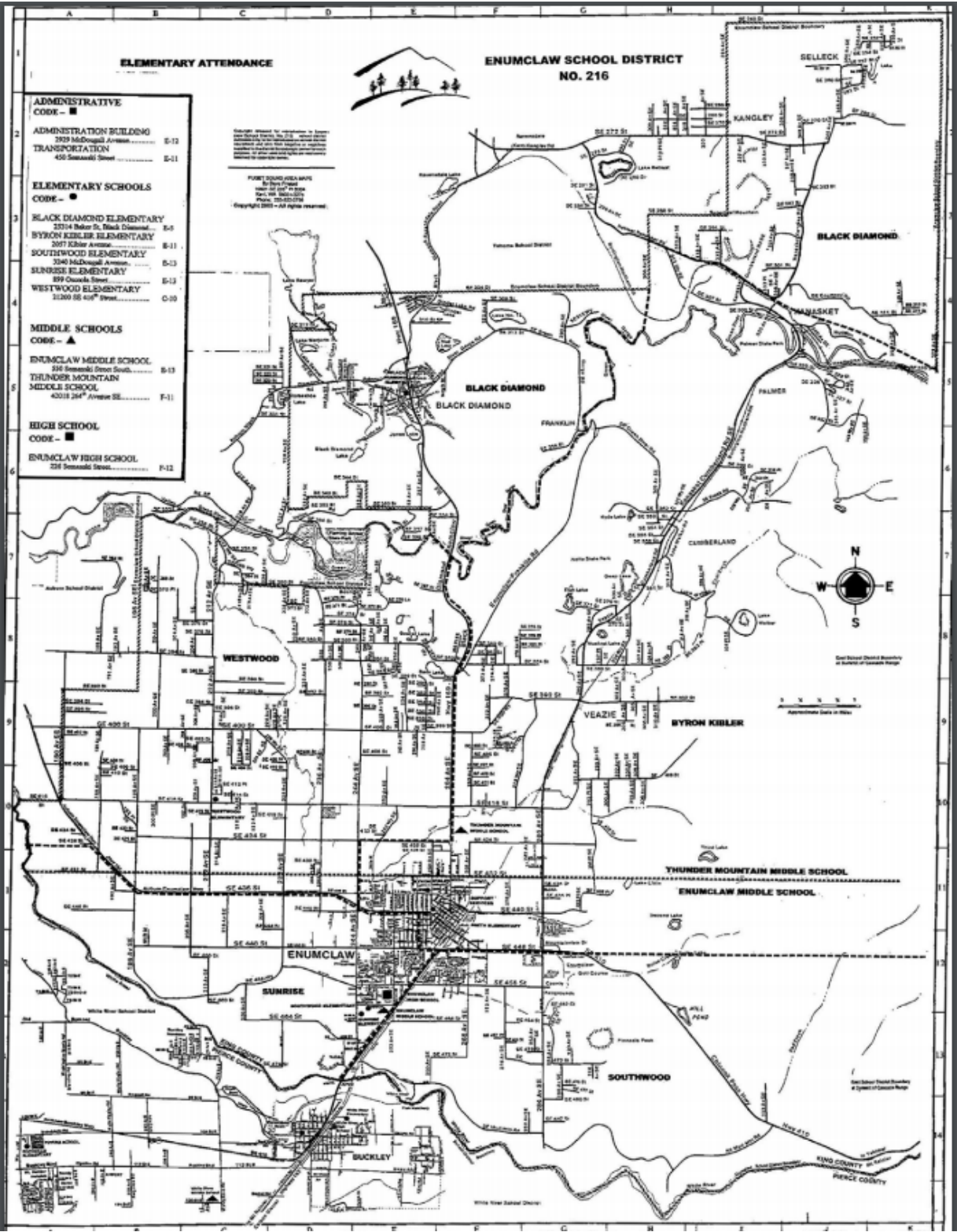
# APPENDIX C SCHOOL IMPACT FEE CALCULATIONS

<b>ENUMCLAW SCHOOL DISTRICT</b>							
<b>2023</b>							
<b>School Site Acquisition Cost:</b>							
((AcresxCost per Acre)/Facility Capacity)xStudent Factor							
				Student	Student		
	Facility	Cost/	Facility	Factor	Factor	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR	SFR	MFR
Elementary	0.00	\$ -	600	0.286	0.160	\$0	\$0
Middle	0.00	\$ -	700	0.119	0.056	\$0	\$0
High	0.00	\$ -	1,500	0.130	0.064	\$0	\$0
						<b>\$0</b>	<b>\$0</b>
<b>School Construction Cost:</b>							
((Facility Cost/Facility Capacity)xStudent Factor)x(Permanent/Total Sq Ft)							
				Student	Student		
	%Perm/	Facility	Facility	Factor	Factor	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR	SFR	MFR
Elementary	97.11%	\$ 71,800,000	600	0.286	0.160	\$33,236	\$18,593
Middle	97.11%	\$ -	700	0.119	0.056	\$0	\$0
High	97.11%	\$ -	1,500	0.130	0.064	\$0	\$0
						<b>\$33,236</b>	<b>\$18,593</b>
<b>Temporary Facility Cost:</b>							
((Facility Cost/Facility Capacity)xStudent Factor)x(Temporary/Total Square Feet)							
				Student	Student	Cost/	Cost/
	%Temp/	Facility	Facility	Factor	Factor	SFR	MFR
	Total Sq.Ft.	Cost	Size	SFR	MFR		
Elementary	2.89%	\$ -	20	0.286	0.160	\$0	\$0
Middle	2.89%	\$ 250,000.00	25	0.119	0.056	\$34	\$16
High	2.89%	\$ -	25	0.130	0.064	\$0	\$0
					<b>TOTAL</b>	<b>\$34</b>	<b>\$16</b>
<b>State Funding Assistance Credit:</b>							
CCA x OSPI Square Footage x Funding Assistance % x Student Factor							
				Student	Student		
	Current	OSPI Square	District	Factor	Factor	Cost/	Cost/
	CCA	Footage	Funding %	SFR	MFR	SFR	MFR
Elementary	\$ 246.82	90	52.81%	0.286	0.160	\$3,355	\$1,877
Middle	\$ 246.83	108	0.00%	0.119	0.056	\$0	\$0
Sr. High	\$ 246.83	130	0.00%	0.130	0.064	\$0	\$0
					<b>TOTAL</b>	<b>\$3,355</b>	<b>\$1,877</b>
<b>Tax Payment Credit:</b>							
Average Assessed Value						SFR	MFR
						\$655,329	\$252,863
Capital Bond Interest Rate						3.58%	3.58%
Net Present Value of Average Dwelling						\$5,428,202	\$2,094,508
Years Amortized						10	10
Property Tax Levy Rate						\$0.75	\$0.75
Present Value of Revenue Stream						<b>\$4,098</b>	<b>\$1,581</b>
<b>Fee Summary:</b>							
				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$33,236	\$18,593		
Temporary Facility Cost				\$34	\$16		
State Funding Credit				(\$3,355)	(\$1,877)		
Tax Payment Credit				(\$4,098)	(\$1,581)		
FEE (AS CALCULATED)				\$25,817	\$15,151		
FEE (Adjusted 50%)				<b>\$12,909</b>	<b>\$7,576</b>		

## Appendix D

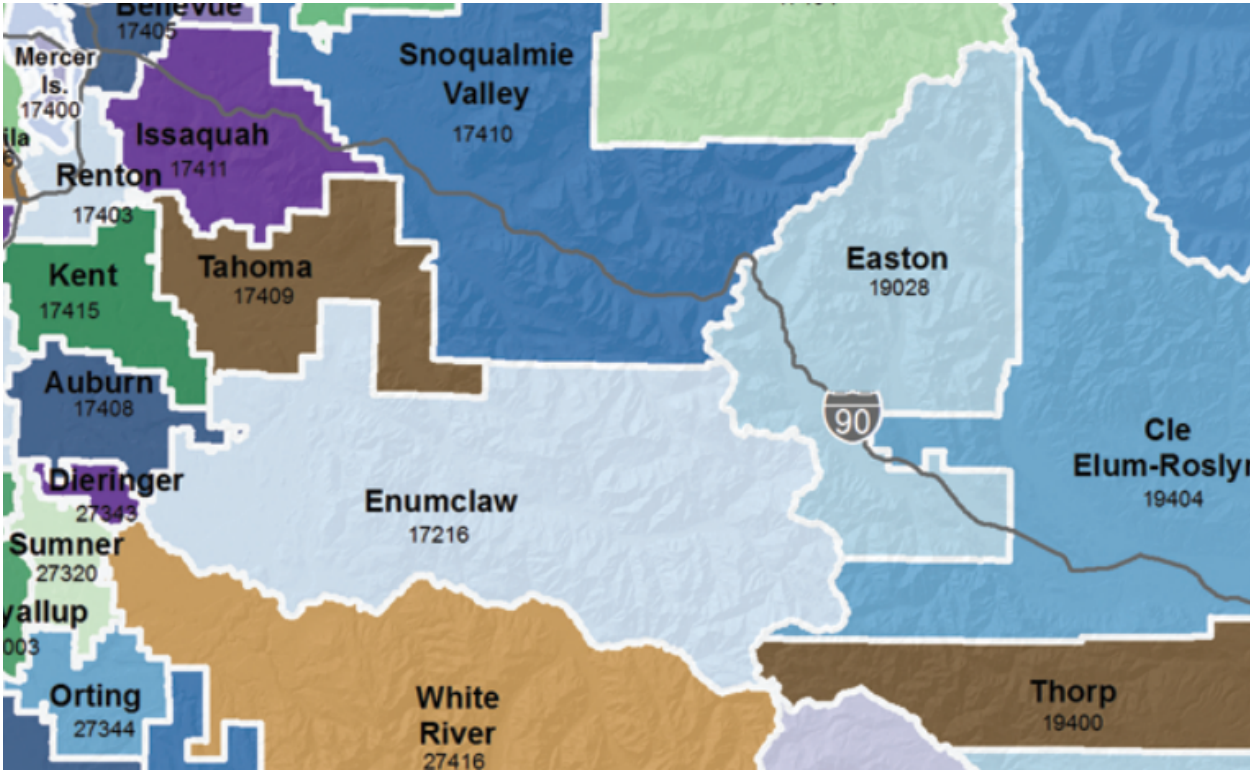
### Maps of School Borders and Projects

Enumclaw School Boundaries



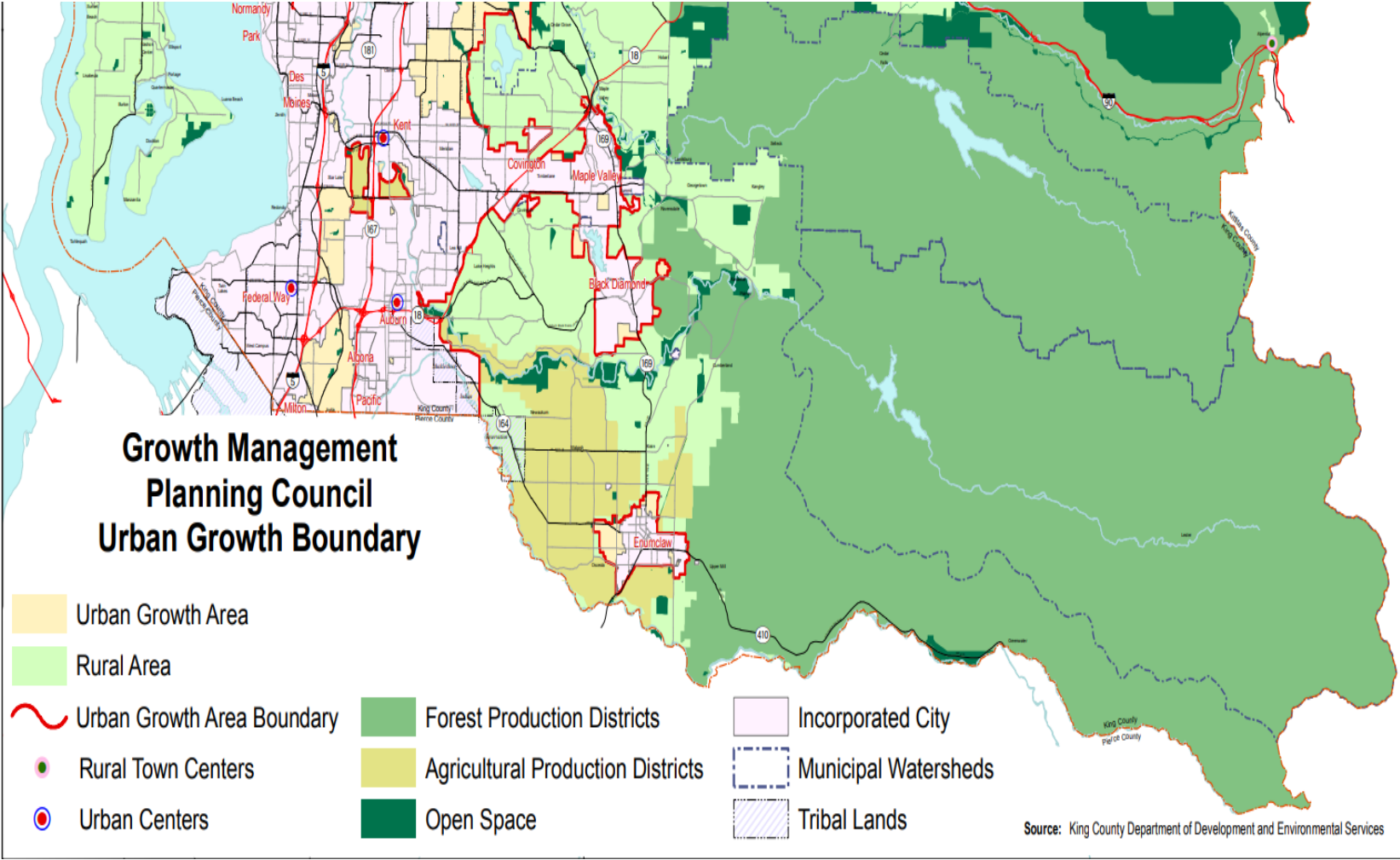
Enumclaw School District Borders



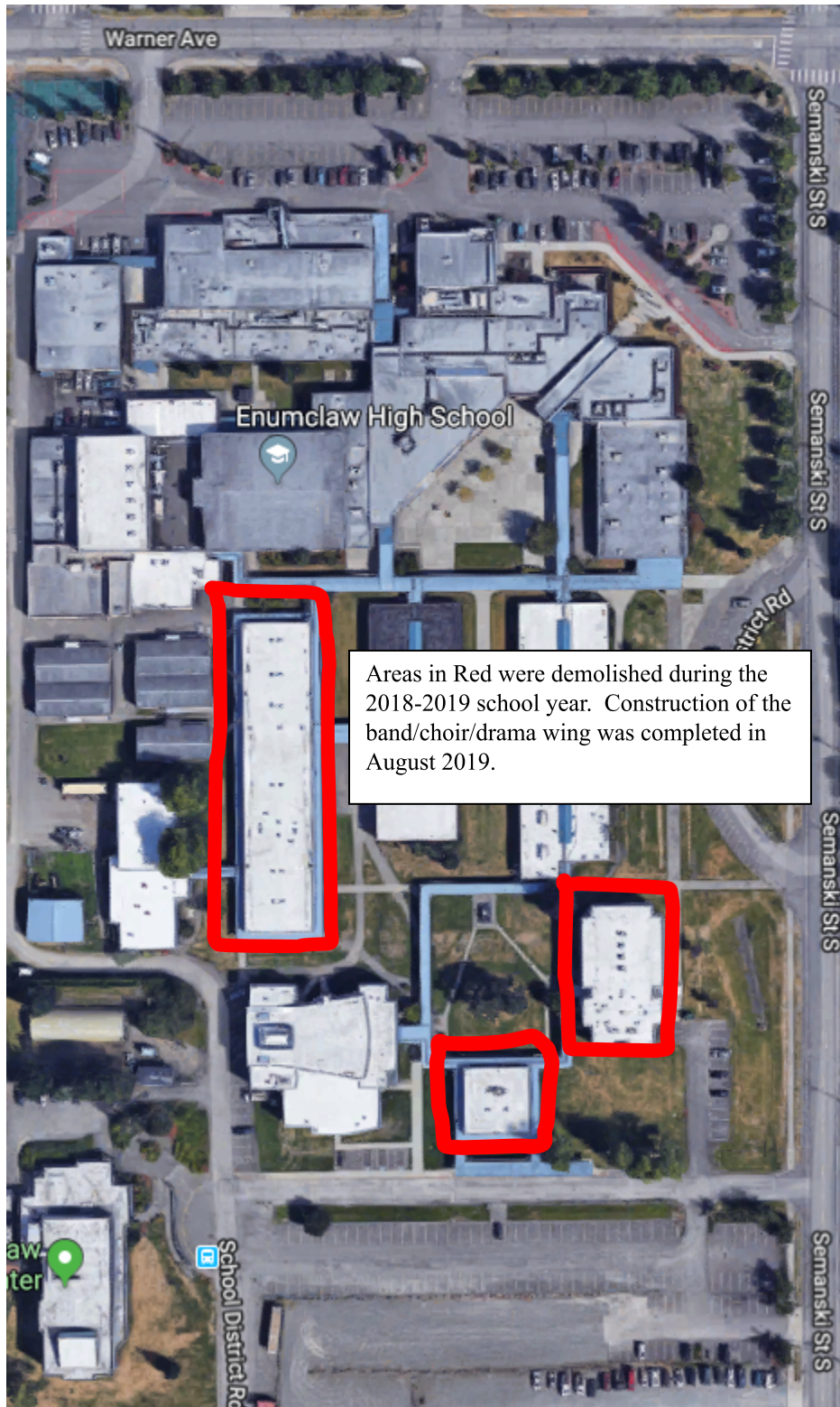


Urban Growth Boundaries

Enumclaw High School Replacement and Modernization



226 Semanski St. Enumclaw, WA 98022



View of Enumclaw High School Project Prior to Completion





## Completed Enumclaw High School Project

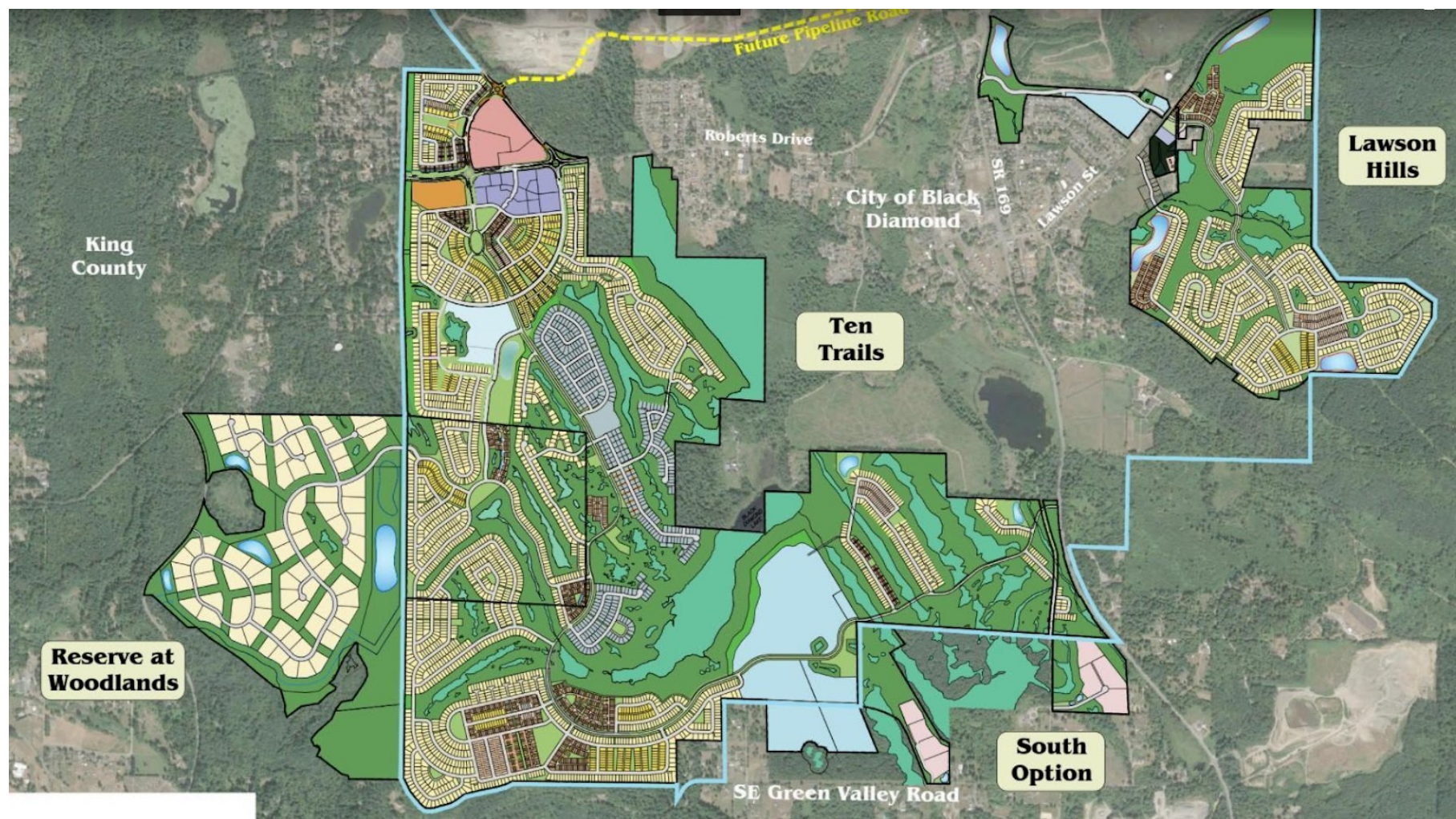


## Appendix E

### Master Plan Development Maps



## Ten Trails and Lawson Hills MPDs



**Current Buildout Map – Ten Trails**





# Attachment K Ordinance 19695

## CAPITAL FACILITIES PLAN

### 2023 – 2029



integrus  
architecture

*Adopted: July 31, 2023*

## **FIFE SCHOOL DISTRICT NO. 417**

*Serving Fife, Milton, Edgewood, King County, and Pierce County*

## **FIFE SCHOOL DISTRICT NO. 417**

1720 Oak Street  
Milton, WA 98374

### **School Board Members**

Chelsea Bjorkman  
Iesha Kidd  
Jennifer Mayhew  
Cheryl Reid-Simons  
Kimberly Yee

Kevin Alfano, Superintendent  
Ben Ramirez, Assistant Superintendent  
Jeff Nelson, Assistant Superintendent Teaching, Learning & Innovation  
Kari Harris, Assistant Superintendent Business Services

### **Fife High School, 5616 20th St E, Tacoma WA 98424**

Principal: Paige Carroll  
Assistant Principal: Doug Gonzales  
Assistant Principal: Brenden Shallow

### **Columbia Junior High School, 2901 54th Ave E, Tacoma WA 98424**

Principal: Chris Lezcano  
Assistant Principal: Ricardo Daley

### **Surprise Lake Middle School, 2001 Milton Way, Milton WA 98354**

Principal: Mark Beddes  
Assistant Principal: Megan Gallwas

### **Fife Elementary School, 5804 20<sup>th</sup> Street East, Tacoma, WA 98424**

Principal: Amy Mittelstaedt  
Assistant Principal: Stephanie Salazar  
Assistant Principal: Beka Haynes

### **Alice V. Hedden Elementary School, 11313 8th Street East, Edgewood WA 98372**

Principal: Don Sims  
Assistant Principal: Alisha Maulding

### **Discovery Primary School, 1205 19th Ave, Milton WA 98354**

Principal: Sarah Edwards  
Assistant Principal: Jill Dornan

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## Contents

EXECUTIVE SUMMARY .....	1
BACKGROUND .....	2
STANDARD OF SERVICE .....	4
CAPITAL FACILITIES INVENTORY .....	6
ENROLLMENT PROJECTIONS .....	8
CAPACITY AND SPACE NEEDS .....	11
SIX-YEAR CAPITAL IMPROVEMENT PLAN .....	13
IMPACT FEES .....	16
APPENDIX .....	17

## List of Tables and Graphs

Table 1 – Facilities Inventory .....	6
Table 2 – Enrollment Projections .....	10
Table 3 – Capacity and Space Needs .....	12
Table 4 – Estimated Near-term Total Project Costs .....	15
APPENDIX Table 5 – Student Generation Rates .....	17
APPENDIX Table 6 – Impact Fees .....	18
APPENDIX Table 7 – Sources and Uses of Funds .....	19
APPENDIX Table 8 – Six Year Finance Plan .....	20
APPENDIX Table 9 – Capital Facility Requirements .....	21
APPENDIX Table 10 – Cost per Student .....	21
APPENDIX Table 11 – Square Feet per Student .....	21
APPENDIX Table 12 – Projects Capacity to House Students .....	22





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## EXECUTIVE SUMMARY

The Fife School district encompasses parts of Fife, Milton, Edgewood, unincorporated areas of Trout Lake, Jovita, and Fife Heights within Pierce and King County, and a portion of the Port of Tacoma. According to the Office of Financial Management (2020) more than 22,870 people are estimated to reside within the 10 square miles of the district boundaries.

The District currently educates over 3,800 students of a diverse and growing population. As a proud member of the Schlechty Center's Standard Bearer Network, the employees, teachers, and community work toward the success of each individual student. Due to the growing population, the Fife School District elects to prepare a Six-Year Capital Plan.

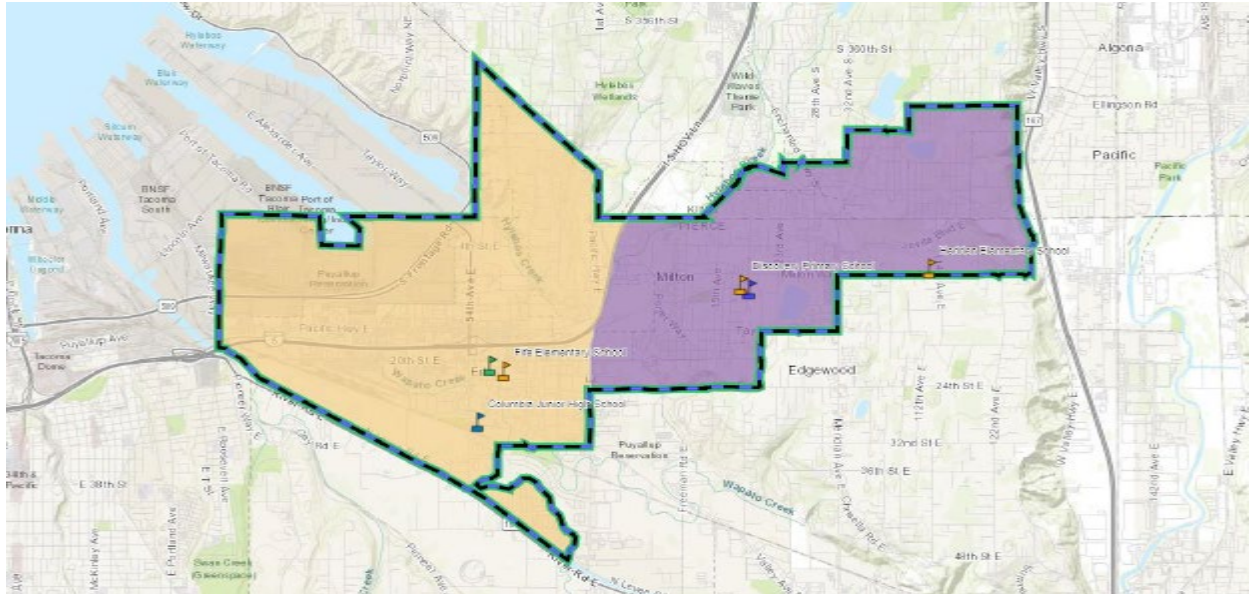
The Fife School District Six-Year Capital Facilities Plan is prepared in compliance with the Growth Management Act (RCW 36.70A) for the counties of King and Pierce and the municipalities of Edgewood, Fife, and Milton for the purposes of collecting impact fees. The Capital Facilities Plan contains a six-year capital facilities plan, enrollment projections, standard of service, and overall capacity. Additional information is included to support the capital plan for the various comprehensive plans in the Fife School District.

As a component of the Six-Year Capital Facilities Plan, the District has incorporated aspects of its long-range capital plan designed to reinforce the strategic mission and vision of the district and enhance the education and safety of all students. As the District encompasses more than one jurisdiction, many aspects of information reside in multiple places and for the purposes of this plan are integrated into one data set. In addition, the District has historically seen significant growth due to its standards of service, dedication to its community, and location near to Tacoma and Seattle. As such, the Six-year Capital Facilities Plan, updated and adopted annually by the District's Board of Directors, continues to adjust to the changing needs of the community it serves.

## BACKGROUND

### District Introduction

The Fife School District encompasses parts of Fife, Milton, Edgewood, unincorporated areas of Trout Lake, Jovita, Fife Heights within Pierce and King County, and a portion of the Port of Tacoma. The boundaries of the District do not coincide with any single municipality or government boundary.



The District currently educates 3,825 students (October 2022 headcount). Like all school districts in our area, the global pandemic impacted enrollment, resulting in an enrollment decline, starting in the 2019-20 school year and continuing in the schools years immediately following. With the return to in-person learning, the District's enrollment stabilized and grew, with continued growth projected over the six year planning period.

As a proud member of the Schlechty Center's Standard Bearer Network, the District works toward the success of each individual student believing that "all students deserve our attention, the opportunity to be engaged in high quality work, support and encouragement as they progress in our learning system" (Fife Public Schools Mission).

The Fife School District includes six schools under the following grade level configurations:

- Pre-kindergarten (special needs) and grades kindergarten through second grade at Discovery Primary School
- Third through fifth grades at Alice V. Hedden Elementary School
- Kindergarten through fifth grade at Fife Elementary School
- Sixth through seventh grades at Surprise Lake Middle School
- Eighth through ninth grades at Columbia Junior High School
- Tenth through twelfth grades at Fife High School

**Capital Plan Introduction**

The Fife School District Six-Year Capital Facilities Plan is prepared in compliance with the Growth Management Act (RCW 36.70A) for the counties of King and Pierce and the municipalities of Edgewood, Fife, and Milton for the purposes of collecting impact fees. The Capital Facilities Plan contains the following elements:

- Standard of Service
- Facilities Inventory
- Enrollment Projections
- Current Capacity
- A Six-Year Capital Improvement Plan
- Recommended School Impact Fees

Additional information is included to support the capital plan and for the various comprehensive plans in the Fife School District.

The Growth Management Act (GMA) authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. To collect impact fees, a local jurisdiction must have adopted a GMA school impact fee ordinance, and must adopt the District's Capital Facilities Plan as a component of its comprehensive plan. The District will utilize the State Subdivision Act and the State Environmental Protection Act (SEPA) to collect mitigation fees in those jurisdictions where there is no GMA impact fee ordinance.



## STANDARD OF SERVICE

Fife School District is committed to providing “...a safe and supportive environment for all” (Fife Public Schools Mission Statement). As a Standard Bearer district, Fife is a leader in school reform and is committed “...to be an inclusive and affirming learning organization that inspires achievement and personal growth in all students and prepares them to succeed in college, careers, community, and life.” (Fife Public Schools Strategic Plan Direction, 2022-2023). As part of the District’s commitment to a high standard of learning, each school building develops a School Strategic Direction identifying the strategic goals of the building as well as their alignment to the District’s strategic direction.

Keeping class sizes at an optimal level is a critical component in reaching these goals. Due to incredible community support, and increased basic education funding from the State, the District is able to set this standard at approximately 17-25 students per class, with first priority at the primary grade levels (K – 3). Students are provided traditional basic education programs which include reading, writing, math, social studies, science, physical education, health, music and art. Additionally, there are scheduled times in computer labs and a number of special programs such as special education, English Language Learners (ELL), preschool, remediation and other programs designed to serve special populations.

Every year, the District’s Board of Directors adopts its annual budget approving the number of teachers to meet the target class sizes. The District budgets to maximize support from Washington State according to the formulas of RCW 28A.150.260. Due to growth in the District, some class sizes are larger than the District’s target to accommodate incoming students.

### ELEMENTARY SCHOOLS

There are currently three elementary schools in the District serving special needs pre-kindergarten, kindergarten through second grades in Discovery Primary, third through fifth grades in Hedden Elementary, and kindergarten through fifth grades at the new recently opened Fife Elementary School. (Endeavour Elementary School closed for K-12 instruction following the opening of the larger Fife Elementary School.) As noted earlier, the District’s standard of service aims to keep class sizes for elementary students small ranging from 17-25 students per a class with a prioritization on kindergarten through third grades being closer to 17 students per room. In addition, the special needs pre-kindergarten students require smaller student to teacher ratios. However, due to their unique programmatic needs, these rooms are not included in the projected capacity needs.

### MIDDLE SCHOOL AND JUNIOR HIGH

The basic education programs for the middle school and junior high school are similar in many of their components including mathematics, science, language arts, health, and physical education. The District’s standard of service for middle and junior high schools tries to keep the class sizes to approximately 25 students.



**FIFE HIGH SCHOOL**

Fife High School aims to maintain a standard of service that has twenty-five or less students in each classroom depending on the subject taught. The current grade configuration of the school is tenth through twelfth grades with ninth grade at Columbia Junior High.

The District is considering future grade reconfiguration to a comprehensive ninth through twelfth grade high school. Any changes as a result of this will be included in future plans.



## CAPITAL FACILITIES INVENTORY

The Growth Management Act (GMA) (RCW 36.70A.020) states as a goal to “...ensure that those public facilities and services necessary to support development shall be adequate to serve the development at the time the development is available for occupancy and use without decreasing current service levels below locally established minimum standards.” The Capital Facilities Inventory identifies the existing facilities providing services for the Fife School District. Facility capacity and projections are addressed in the Capacity and Space Needs section.

Table 1 – Facilities Inventory

School Facility	Grades Served	Site Size (Acres)*	Building Area (square feet)	Portable Area (square feet)	Program Capacity (excluding portables)
Discovery Primary School	K-2 + Special Needs Pre-K	7.045	57,047	8,960	409
Alive V. Hedden Elementary	3-5	14.89	51,673	3,564	475
Fife Elementary School	K-5	28.86	58,496	0	825
Surprise Lake Middle School	6-7	17.23	72,176	0	630
Columbia Junior High School	8-9	34.40	92,000	3,544	560
Fife High School	10-12	28.86	140,193	0	1,015
Educational Services Center		n/a	26,000	0	0
Transportation Center		n/a	n/a	0	0

\*Fife Elementary School and Fife High School are located on a shared parcel.

**Discovery Primary School**

(grades K-2 and preschool)

1205 – 19<sup>th</sup> Avenue, Milton, WA 98354

Built new and opened in 1992.

**Alice V. Hedden Elementary School**

(grades 3-5)

11313 8<sup>th</sup> Street East, Edgewood, WA 98372

Built new and opened in 2001.

**Fife Elementary School**

(grades K-5)

5804 20<sup>th</sup> Street East, Tacoma, WA 98424

Built new and opened in 2021

**Surprise Lake Middle School**

(grades 6-7)

2001 Milton Way, Milton, WA 98354

Originally constructed in 1970. Extensive modernization and addition in 1992. Main offices and Counselors offices remodeled 1998. New replacement structure opened in fall 2021.

**Columbia Junior High School**

(grades 8-9)

2901 54<sup>th</sup> Avenue East, Tacoma, WA 98424

Built new and opened in 2003. Performing arts auditorium, sports and athletic complex completed in 2004.

**Fife High School**

(grades 10-12)

5616 20<sup>th</sup> Street East, Tacoma, WA 98424

Originally constructed in 1930 with additional buildings and space added in 1949, 1956, 1958, 1960, 1961, 1970 and modernization in 1975. Some demolition, extensive modernization and addition completed in 1995. New addition opened in Fall 2022.

**Transportation Center**5601 20<sup>th</sup> Street East, Tacoma, WA 98424

Built new in 1996.

**Educational Services Center**

1720 Oak Street, Milton, WA 98424

Originally constructed as Milton Elementary School in 1951 with additions in 1953, 1955, 1958, 1962, and 1968. Modernized in 1975. Closed one year for some demolition, total modernization and addition. Reopened in 1993 as Endeavour Intermediate School. ESC moved in 2021 following opening of Fife Elementary School and closure of Endeavour.



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## ENROLLMENT PROJECTIONS

The District incorporates the Office of the Superintendent of Public Instruction's (OSPI) Cohort Survival Method as well as estimated birth rates to project student enrollment. These methods are widely used across the state and nationally and are recognized as providing accurate short-term projections. The method does not incorporate real-time population changes and the Fife School District resides within one of the fastest growing regions nationally. As such, actual student enrollment frequently exceeds the projected enrollment.

The Cohort Survival Method computes progressive ratios for each grade level and averages those ratios over the past five years. The average ratio is then multiplied by the actual current year's enrollment using the October headcount for each grade to project the enrollment in the next grade for the next year. For example, the average ratio over the past five years for second grade is multiplied by the current first grade class to project the enrollment when they enter the second grade. Notably, the Cohort Survival Method does not account for anomalies, like a global pandemic, that may affect student enrollment.

The Cohort Survival Method needs to be adjusted to account for changes in migration of new students moving into the District. To anticipate enrollment impacts from students moving into the District, comprehensive plans and population statistics from the counties and cities in and surrounding the District are compared to the projected student enrollment from the Cohort Survival Method to develop modified enrollment projections. Due to the District's unique geography covering parts of three cities and two counties, no single source of current information is available. The Office of Financial Management (OFM) provides a school district Small Area Estimate Program (SAEP), estimated historical population counts by school district, as well as estimated historical population counts by cities and counties. These estimates are approximations and may have an error rate of 5-15% for every 1,000 in population. However, this information is useful to indicate trends in growth.

According to the school district SAEP, Fife School district grew by approximately 11.8% between 2010 and 2020. Growth between 2020 and 2022 was at 2.79%.



OFM also provides historical population counts for surrounding cities including Fife, Milton, and Edgewood. Between 2010 and 2020, Fife grew 19.9%. During the same time periods, Milton grew 14.99% and Edgewood grew 31.32%. The State change in population during the same time period grew 14.61%

In addition to a retrospective look at population growth and trends, OFM provides population projections every five years by county. In 2022 these projections were updated and show Pierce County increasing 10.32% by 2030 and 19.96% by 2040 (both over 2020 actual population). These figures are aligned with projected increases for the State of Washington using the same measures (10.48% and 19.99% respectively).

Another factor in considering population growth and therefore continued School District enrollment growth is the availability of buildable lands for housing units. Pierce County, in partnership with each city, updated the buildable land report in 2021. According to that update, it is estimated that the incorporated cities within the Fife School District have the capacity to accommodate 5,555 additional housing units.

Birth rate data from the surrounding area is used to predict elementary enrollment since there is no existing cohort.

Enrollment projections are updated annually using the most recent headcount reported to OSPI and modified as identified above. Table 2 below identifies the District's current projected enrollment through the 2028-29 school year. The District provides pre-kindergarten services to its special needs population. These students are estimated to add between 60-75 students annually to the projected enrollment.



Table 2 – Enrollment Projections

	Actual Headcount Enrollment - October							Projected Enrollment					
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Pre-K Special Needs	50	62	67	68	70	73	73	75	75	75	75	75	75
KINDERGARTEN	277	295	266	292	252	265	274	255	275	275	295	295	315
GRADE 1	270	279	313	266	286	277	286	278	264	285	285	305	305
GRADE 2	294	273	300	305	258	284	290	289	281	267	288	288	309
GRADE 3	277	302	275	308	282	271	316	293	295	287	273	294	294
GRADE 4	287	294	298	289	313	289	288	319	301	303	295	281	302
GRADE 5	290	286	285	294	274	321	309	291	322	304	306	298	284
GRADE 6	280	314	289	209	299	298	343	312	300	332	314	316	308
GRADE 7	280	285	312	288	285	294	302	345	313	301	333	315	317
GRADE 8	306	288	276	317	282	276	288	304	341	310	298	330	312
GRADE 9	284	304	281	293	331	290	267	290	305	342	311	299	331
GRADE 10	268	288	318	285	273	312	302	269	292	307	345	314	301
GRADE 11	290	270	259	299	268	222	266	255	226	246	258	290	264
GRADE 12	210	280	234	245	274	222	221	252	242	214	233	245	275
Total	3663	3820	3773	3758	3747	3694	3825	3827	3832	3848	3909	3945	3992

\*Projections are based on the OSPI Cohort Survival Method as modified to consider current growth assumptions. Kindergarten class and pre-kindergarten special needs uses the average birth-rate.



## CAPACITY AND SPACE NEEDS

The student population and needs have changed over the years requiring flexibility in the programmatic use of spaces. The district takes into account several factors when determining its capacity and space needs.

- Standard of service by elementary, middle, and high school.
- Number of teachers currently and projected to be assigned under the district’s standard of service.
- Planned capacity of a facility when originally built or after the last major remodel.
- Programmatic uses within a facility that may or may not align with the original intended use of the space.
- Number of classrooms needed to meet the basic education programmatic needs within each school.

Special programs significantly affect school capacity by the need for separate space, scheduling accommodations, mandated program requirements, and population changes. Rooms designed for special use are not counted as classrooms.

The projected capacity and space needs utilizes the count of classrooms from the original built floor plans or latest major renovation less any spaces modified to accommodate program changes that remove the classroom from its intended use. For example, Discovery Primary School did not originally plan for three special education classrooms and other core services which removed six rooms from its planned built capacity. Program capacity assumes a standard level of service as adopted by the school district during their annual budget approval process while also trying to maximize state allocations of support.

The district aims to keep class sizes at a headcount between 17-25 and as such uses this range when planning for teachers. Actual student headcount varies year to year and may exceed capacity. For reference, the table below illustrates the current Washington State allocation and proposed as voted. The Fife School District budgets to maximize this allocation. The voters of Washington State passed Initiative 1351 in 2014 reducing class sizes. As noted in RCW 28A.150.260 and 28A.400.07 the reduced class size implementation has been phased in, with targeted final noted below.

	Current State Allocation	Target by Legislature	Target in high poverty districts
Grades K-3	17.00	17.0	15.0
Grades 4	27.00	25.0	22.0
Grades 5-6	27.00	25.0	23.0
Grades 7-8	28.53	25.0	23.0
Grades 9-12	28.74	25.0	23.0

\*Full-time equivalent students per teacher



## Capital Facilities Plan 2023 – 2029

Table 3 – Capacity and Space Needs

	# Teaching Stations	Built Capacity	Special Programs		Program Capacity	Oct 2022 FTE Enrollment	Need	Portables		Special Programs with Building Impacts
			Programs	Capacity				Number	Capacity	
ELEMENTARY SCHOOLS										
Discovery Primary*	30	485	6	(76)	409	465	56	10	220	Special Ed., LAP, Occupational Therapy, Computer Lab
Alice V. Hedden Elementary	27	485	1	(10)	475	437	(38)	4	88	Special ed.
Fife Elementary School	40	825	0	-	825	843	18	0	0	
MIDDLE / JUNIOR HIGH SCHOOLS										
Surprise Lake Middle School	29	650	2	(20)	630	645	15	0	0	Special ed.
Columbia Junior High School	29	600	4	(40)	560	555	(5)	4	88	Special ed.
HIGH SCHOOL										
Fife High School	50	1,025	1	(10)	1,015	789	(226)	0	0	Special ed.
TOTAL	205	4,070	14	(156)	3,934	3,734	**	18	396	

\*Includes special needs pre-kindergarten students in enrollment headcount due to their impact on the programmatic space within Discovery Primary.

\*\* No direct correlation due to grade level configuration and differing program needs.





## SIX-YEAR CAPITAL IMPROVEMENT PLAN

### Near-term (thru 2028)

The District's voters approved a \$176.3 million general obligation construction bond in February 2018. The projects below were funded from the bond proceeds, as well as state matching funds, and other resources including impact fees.

- **New Surprise Lake Middle School:** Surprise Lake Middle School was replaced and reopened in the fall of 2020. The replacement school included an expansion of total capacity to 650 students to allow for growth and possible grade reconfiguration in the future with sixth, seventh, and eighth grades split between Surprise Lake Middle School and Columbia Junior High.
- **Fife High School STEAM Center Addition:** This project provided for additional classrooms to accommodate student growth through building a new career and technical education STEAM (science, technology, engineering, arts, and math) Center of Excellence. This addition is on the west side of the high school campus. These additional classrooms provided for an estimated increase of 330 students. This project opened in January 2023.
- **Relocation of Educational Service Center:** To allow for the siting of the new Fife Elementary School, the District Educational Service Center was relocated to the former Endeavor Intermediate School site (Endeavor closed following the opening of the larger new Fife Elementary School).
- **New Elementary School:** Fife Elementary School opened in the fall of 2021 to accommodate student growth at the K-5 level.
- **Reconfigure the existing elementary schools:** With the addition of Fife Elementary School, the District readjusted attendance boundaries and reconfigured grades at the elementary school level.
- **New Fife High School (Addition and Modernization):** The District is planning to replace the existing Fife High School with a new expanded facility located adjacent to the existing high school and integrated with the new STEAM Center. Upon opening, the New High School, with the STEAM Center will increase total capacity to 1,300 students and the District plans to reconfigure grades to serve students in grades 9-12 at the New High School. The District anticipates presenting a bond proposal to the voters in November 2023, with the school anticipated for a September 2027 opening.

The recently completed STEAM Center and the planned Fife High School project, along with the recent Surprise Lake Middle School project and Columbia Junior High School, allow for grade reconfiguration to accommodate existing capacity needs and future growth for grades 6-12 at all three schools. It is important to note that interim capacity may be needed to accommodate the continually growing student population. Thus, the District may add portable capacity during the



six-year planning period.

**Mid – and Long-term (2028+)**

Future updates to this capital Facilities Plan will include details and updated information related to facilities planning beyond 2028. The District’s planning follows an incremental plan to achieve the following goals.

- Create an environment where all students are being prepared for college, career, and life.
- Continue to provide a safe and engaging environment for students to learn.
- Align the School District’s Strategic Direction, Building Strategic Directions, and Capital Plan for continued educational excellence for all students.
- Expand Science, Technology, Engineering, Arts, and Mathematics educational opportunities.
- Reduce the number of transitions between schools.
- Reduce the need for relocatable classrooms.
- Maximize existing properties for future development.

**PROJECTED CAPITAL COSTS**

The Puget Sound region continues to see extraordinary growth and a shortage of labor contributing to unpredictable capital construction costs. The table below utilizes the best information available as of May 2023 to estimate total project costs escalated to the approximate mid-point of the construction schedule as developed during early phases of the capital planning process. For every year there is a delay in proceeding, escalation will need to be added increasing the overall cost of construction.

In addition, an allowance for site costs, interior improvements, furniture, and other related expenses are included in the projected project costs. The amounts below do not include any additional finance costs that would result in a bond and/or state match different from what is displayed.



## Capital Facilities Plan 2023 – 2029

Table 4 – Estimated Near-term Total Project Costs

Phase	Project Name	Projected Total Cost	GSF	Projected Students
PHASE IA	New Surprise Lake Middle School [complete 2020]	\$ 62,956,152	72,176	650
PHASE IA	Relocate Educational Service Center (Endeavor EI) [complete 2021]	\$ 18,227,155	17,500	
PHASE IB	District Wide Infrastructure and Safety Improvements	\$ 10,524,063		
PHASE II	New Fife Elementary School [complete 2021]	\$ 78,495,790	58,496	825
PHASE II	New CTE/STEAM Center of Excellence - @ Fife High School (complete January 2023)	\$ 28,745,126	29,000	330
2023 Bond	New Fife High School (Modernization and Addition)^	225,130,000*	205,000	970
		\$ 424,078,286		

\*Project used to calculate school impact fees using estimated construction costs.

^To be integrated with new STEAM Center for total HS capacity of 1,300

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## IMPACT FEES

Impact fees are calculated on the basis of the facilities needed to house students from new residential development. For purposes of this update, the District is using the planned Fife High School modernization and addition project to calculate its school impact fees. Recently completed projects including the Fife High School STEAM Center addition and the new Fife Elementary School recently opened and continue to have available capacity to serve students from new residential growth.

Included in the calculation are Student Generation Rates (SGR). These are the number of students expected to come from each housing unit within these new developments. In May 2020, the district hired a consultant to update the Student Generation Rates. The consultant's analysis was performed in compliance with applicable code provisions. The analysis involves comparing student street addresses with street addresses from new residential development within the previous five year period to identify current students living at new housing units. The data is aggregated to show the number of students per grade grouping for each type of residential development. Student generation rates are calculated by dividing the number of students living at new housing units by the total number of new housing units for different categories. The 2020 study shows fairly consistent student generation rates between the 2019 study and the 2020 study, with some continuing slight decreases in the multi-family student generation rate. The district believes, however, this decrease is temporary based upon known multi-family development and will monitor this rate with annual updates to the Capital Facilities Plan. The District reviewed updated student generation rate figures in the spring of 2022. At that time, the continuing effects of the pandemic were skewing the data set. Because of these anomalies, the District has chosen to use the 2023 average student generation rates from those school districts in King County that prepared updated student generation data. The District plans to commission a new student generation rate study in the next CFP update. The student generation rates are shown on Table 6 in the Appendix.

Impact fees for Fife School District are shown on Table 6. Based on current calculations, the single-family rate is calculated at \$5,037. The multiple-family rate is calculated at \$2,231.



## APPENDIX

### Fife School District Student Generation Rates

#### APPENDIX Table 5 – Student Generation Rates

#### *2023 Composite Student Generation Rates\*\**

##### Single Family Dwelling Units:

	Auburn	Federal Way	Issaquah	Lake Washington	Northshore	Average^
<b>Elementary</b>	0.303	0.171	0.316	0.317	0.324	<b>0.286</b>
<b>Middle</b>	0.133	0.068	0.138	0.140	0.118	<b>0.119</b>
<b>High</b>	0.151	0.096	0.135	0.147	0.120	<b>0.130</b>
<b>Total</b>	0.587	0.335	0.589	0.604	0.562	<b>0.535</b>

##### Multi-Family Dwelling Units:

	Auburn	Federal Way*	Issaquah	Lake Washington	Northshore	Average^
<b>Elementary</b>	0.440	0.710	0.089	0.039	0.071	<b>0.160</b>
<b>Middle</b>	0.150	0.367	0.029	0.016	0.027	<b>0.056</b>
<b>High</b>	0.172	0.367	0.029	0.022	0.034	<b>0.064</b>
<b>Total</b>	0.762	1.444	0.147	0.077	0.132	<b>0.280</b>

*\*\*See Pierce County Code Section 4A.30.030(P) and King County Code Section 21A.06.1260 permitting use of countywide averages.*

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

*^Figures are rounded.*



Table 6 – School Impact Fee Calculation

<b>School Site Acquisition Cost:</b>							
((Acres x Cost per Acre) / Facility Capacity) x Student Factor							
				Student	Student		
	Facility	Cost/	Facility	Factor	Factor	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR	SFR	MFR
Elementary	10.00	\$ -	825	0.286	0.160	\$0	\$0
Middle	30.00	\$ -	650	0.119	0.056	\$0	\$0
High	30.00	\$0	330	0.130	0.064	\$0	\$0
						\$0	\$0
<b>School Construction Cost:</b>							
((Facility Cost / Facility Capacity) x Student Factor) x (Permanent / Total Sq Ft)							
				Student	Student		
	%Perm/	Facility	Facility	Factor	Factor	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR	SFR	MFR
Elementary	92.92%	\$ -	825	0.286	0.160	\$0	\$0
Middle	95.84%		650	0.119	0.056	\$0	\$0
High	96.90%	\$ 179,150,000	970	0.130	0.064	\$23,265	\$11,454
						\$23,265	\$11,454
<b>Temporary Facility Cost:</b>							
((Facility Cost / Facility Capacity) x Student Factor) x (Temporary / Total Square Feet)							
				Student	Student	Cost/	Cost/
	%Temp/	Facility	Facility	Factor	Factor	SFR	MFR
	Total Sq.Ft.	Cost	Size	SFR	MFR		
Elementary	7.08%	\$ -	20	0.286	0.160	\$0	\$0
Middle	4.16%	\$ -	25	0.119	0.056	\$0	\$0
High	3.10%	\$ -	25	0.130	0.064	\$0	\$0
					<b>TOTAL</b>	\$0	\$0
<b>State Funding Assistance Credit:</b>							
CCA x OSPI Square Footage x Funding Assistance % x Student Factor							
				Student	Student		
	Current	OSPI Square	District	Factor	Factor	Cost/	Cost/
	CCA	Footage	Funding %	SFR	MFR	SFR	MFR
Elementary	\$ 246.83	90	0.00%	0.286	0.160	\$0	\$0
Middle	\$ 246.83	108	0.00%	0.119	0.056	\$0	\$0
High	\$ 246.83	130	53.51%	0.130	0.064	\$2,232	\$1,099
					<b>TOTAL</b>	\$2,232	\$1,099
<b>Tax Payment Credit:</b>							
Average Assessed Value						\$567,875	\$305,359
Capital Bond Interest Rate						3.58%	3.58%
Net Present Value of Average Dwelling						\$4,703,806	\$2,529,341
Years Amortized						10	10
Property Tax Levy Rate						\$2.33	\$2.33
Present Value of Revenue Stream						\$10,960	\$5,893
<b>Fee Summary:</b>							
				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$23,265	\$11,454		
Temporary Facility Cost				\$0	\$0		
State Funding Credit				(\$2,232)	(\$1,099)		
Tax Payment Credit				(\$10,960)	(\$5,893)		
FEE (AS CALCULATED)				\$10,073	\$4,462		
50% LOCAL SHARE				\$5,037	\$2,231		



## Capital Facilities Plan 2023 – 2029

APPENDIX TABLE 7 – Six Year Finance Plan

PROJECTS																		Impact Fees^		
												Estimated Expenditures**					S			
															Total Project Cost**	Bond Funding	SCAP		Other Funds	
				2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29							
	New Fife Elementary School			54,640	23,856									78,496^	X	X	X	X		
	New CTE/STEAM Center of Excellence - @ Fife High School			10,609	10,000	8,139								28,745^	X		X	X		
	New Fife High School (Modernization and Addition) -- Expenditure schedule TBD										205,000*			205,000	X	X		X		
				^Includes received and anticipated school impact fee revenue. *Estimated project cost (including construction and soft costs). **Estimated expenditures based on projected cash flow needs of the project and will need verified during design/construction.																



### Projects Capacity to House Students

APPENDIX Table 8 – Projects Capacity to House Students

	2022	2023	2024	2025	2026	2027	2028
Adjusted Program Capacity	3914	3914	3914	3914	3914	4199	4199
Portable Capacity	396	396	396	396	396	396	396
Total	4310	4310	4310	4310	4310	4595	4595
Projected Enrollment (K-12)	3825	3827	3832	3848	3909	3945	3992
<i>New Capacity From Projects*</i>	330					285	
<i>Projected Removal of Portables</i>							
Surplus / (Deficit) w/o Portables	89	87	82	66	5	254	207
Surplus / (Deficit) w Portables	485	483	478	462	401	650	603

\*January 2023: Fife High School STEAM Center opens with added capacity of 330.

\*Fife High School modernization and addition opens with added capacity of 285.

\*\*Student projected headcount may be +/- 1 due to rounding.

\*\*\*Please refer to Table 3 for adjusted program capacity details.



## **Auburn School District No. 408**

# **Capital Facilities Plan 2023 through 2029**

*Adopted by the Auburn School District Board of Directors  
June 12, 2023.*





915 Fourth Street SE  
Auburn, Washington 98002

(253) 931-4900

Serving Students in:

City of Auburn

City of Algona

City of Kent

City of Pacific

City of Black Diamond

Unincorporated King County

### **Board of Directors**

Tracy Arnold

Valerie Gonzales

Arlista Holman

Sheilia McLaughlin

Laura Theimer

**Dr. Alan Spicciati, Superintendent**

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## TABLE OF CONTENTS

SECTION I		
Executive Summary		Page 3
SECTION II		
Enrollment Projections and Student Generation Factors		Page 8
SECTION III		
Standard of Service		Page 17
SECTION IV		
Inventory of Facilities		Page 24
SECTION V		
Student Capacity		Page 28
SECTION VI		
Capital Construction Plan		Page 31
SECTION VII		
Impact Fees		Page 33

## **SECTION I – EXECUTIVE SUMMARY**

This six-year Capital Facilities Plan (the “Plan”) has been prepared by the Auburn School District (the “District”) as the District’s principal planning document, in compliance with the requirements of Washington’s Growth Management Act and the adopted ordinances of the counties and cities served by the District. This Plan was prepared using data available in the spring of 2023.

This Plan is consistent with prior long-term capital facilities plans adopted by the District. However, this Plan is not intended to be the sole plan for all of the District’s needs. The District may prepare interim and periodic long-range Capital Facilities Plans consistent with Board Policies and actions, taking into account a longer or a shorter time period; other factors and trends in the use of facilities; and other needs of the District as may be required. However, any such plan or plans will be consistent with this six-year Capital Facilities Plan.

To enable the collection of impact fees in the unincorporated areas of King County and within the Cities of Auburn, Black Diamond and Kent; the King County Council, the City of Auburn, the City of Black Diamond, and the City of Kent will adopt this Plan by reference as part of each jurisdiction’s respective comprehensive plan. To enable the collection of impact fees in the Cities of Algona and Pacific, these municipalities must also adopt this Plan and adopt school impact fee ordinances.

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

The Plan establishes the District’s “Standard of Service” in order to ascertain the District’s current and future capacity. While the State Superintendent of Public Instruction establishes square footage guidelines for capacity, those guidelines do not account for the local program needs of the District. The Growth Management Act and the school impact fee ordinance authorize the District to define its standard of service based on the District’s specific needs.

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In general, the District's current standard provides that class size for grades K-3 should not exceed 17 students and class size for grades 4-5 should not exceed 27 students. When averaged over the six elementary school grades, this computes to 20.33 students per classroom. Class size for grade 6 should not exceed 27 students and class size for grades 7 and 8 should not exceed 28.53 students. When averaged over the three middle school grades, this computes to 28.02 students per classroom. Class size for 9-12 should not exceed 28.74 students, with some subject areas restricted to lesser numbers. Decisions by current legislative actions may create the need for additional classrooms. (See Section III Standard of Service for more specific information.)

The capacity of the schools in the District is calculated based on this Standard of Service and the existing inventory of facilities including transitional classrooms. The District's 2022-23 **permanent** capacity was 18,796. The actual number of individual students was 17,059 as of October 1, 2022. (See Section V for more specific information.)

In the spring of 2016, the Board determined to move forward with the replacement of six schools and the construction of two new elementary schools. The project was placed before the voters in November 2016 and the bond passed at 62.83%. The first of the projects, the replacement of Olympic Middle School, started construction in May 2018 and opened in Fall 2019. The district's new elementary, Bowman Creek Elementary, started construction in May 2019 and opened in August 2020. Construction for replacement of Dick Scobee Elementary School started in June 2019 and the school opened in August 2020. Construction of Willow Crest Elementary School and construction of the replacement Pioneer Elementary School started May 2020 and both opened in August 2021. For the 2021-22 school year, Willow Crest Elementary served as the temporary home for Lea Hill Elementary School which started the replacement construction process in May 2021 and opened as its own school in August 2022. Construction for replacement of Chinook Elementary School started in May 2021 and the new school opened in August 2022 as well. Construction for replacement of Terminal Park Elementary School began in May 2022 and is scheduled to open in August 2023.

The School Impact Fee Ordinances adopted by King County, the City of Auburn, City of Black Diamond and City of Kent provide for the assessment of impact fees to assist in meeting some of the fiscal impacts incurred by a district experiencing growth and development. Section VII sets forth the proposed school impact fees for single family and multi-family dwelling units. The student generation factors have been developed using the students who actually attend school in the Auburn School District from single family and multi-family developments constructed in the last five years. The method of collecting the data is with the use of GIS mapping software, data from King County and Pierce County GIS, data from Davis Demographics and integration of the mapping with student data from the District's student data system. This method gives the District actual student generation numbers for each grade span for identified developments.

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Listed below is a summary level outline of the changes from the 2022 Capital Facilities Plan that are a part of the 2023 Plan. The changes are noted by Section for ease of reference.

**SECTION I****Executive Summary**

- A. Updated to reflect new information within the Plan.
- B. Summary level list of changes from previous year.

**SECTION II****Enrollment Projections and Student Generation Factors**

- A. Updated projections.

**SECTION III****Standard of Service**

- A. Updated to reflect the current number of classrooms allocated to non-standard classroom uses.

**SECTION IV****Inventory of Facilities**

- A. Move 2 portables from Arthur Jacobsen Elementary and 2 portables from Ilalko Elementary to Auburn High School.
- B. Move 1 portable from Arthur Jacobsen Elementary and 3 portables from Ilalko Elementary to Auburn Mountainview High School.
- C. Move 1 portable from Arthur Jacobsen Elementary to Auburn Riverside High School.
- D. Move 1 portable from Gildo Rey Elementary and 2 portables from Lake View Elementary to Cascade Middle School.
- E. Add 1 portable to Cascade Middle School.

**Section V****Student Capacity**

- A. The 12 portables to be relocated and one new portable to be added in July 2024 are needed to accommodate enrollment increases at our middle and high schools.

**CHANGES TO IMPACT FEE DATA ELEMENTS 2022 TO 2023**

<b>DATA ELEMENTS</b>	<b>CFP 2022</b>	<b>CFP 2023</b>	<b>EXPLANATION</b>
<b>Student Generation Factors</b>			Consistent with King County Ordinance 11621, Student Generation Factors are calculated by the school district based on district records of average actual student generation rates for new developments constructed over the last five years.
Single Family			
Elementary	0.3010	0.303	
Middle School	0.1460	0.133	
High School	0.1550	0.151	
Multi-Family			
Elementary	0.3920	0.440	
Middle School	0.1350	0.150	
High School	0.1530	0.172	
<b>School Construction Costs</b>			
Middle School	\$134,320,000	\$143,000,000	From new school construction cost estimates in April 2023.
<b>Site Acquisition Costs</b>			
Cost per Acre	\$489,248	\$513,509	Updated estimate based on 10% annual inflation.
<b>Area Cost Allowance</b> Boeckh Index	\$246.83	\$246.83	Updated to current OSPI schedule. (May 2023)
<b>Match % - State</b>	63.83%	64.58%	Updated to current OSPI schedule (May 2023)
<b>Match % - District</b>	36.17%	35.42%	Computed
<b>District Average Assessed Valuation</b>			
Single Family	\$458,409	\$573,704	Updated from March 2023 King County Dept. of Assessments data.
Multi-Family	\$223,737	\$270,892	Updated from March 2023 King County Dept. of Assessments data using average assessed valuation for apartments and condominiums.
<b>Debt Serv Tax Rate</b>	\$2.13	\$1.84	Current Fiscal Year
<b>General Obligation Bond Interest Rate</b>	2.45%	3.58%	Current Rate - February 2023 (Bond Buyers 20 Index 3-14)



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## SECTION II – ENROLLMENT PROJECTIONS AND STUDENT GENERATION FACTORS

### Student Enrollment Projections

Projection techniques give consideration to historical and current data as a basis for forecasting the future. In addition, certain assumptions must be made about the variables in the data being used. Forecasting can be defined as the extrapolation or logical extension from history to the future or from the known to the unknown.

The projection logic does not attempt to weigh the individual sociological, psychological, economic, and political factors that are present in any demographic analysis and projection. An example of this is with the COVID-19 pandemic. The logic embraces the assumptions that whatever these individual factors have been in the past are present today and will be in the future. It further moderates the impact of singular factors by averaging data over time.

The basis of enrollment projections in the Auburn School District has been cohort survival analysis. Cohort survival is the analysis of a group of students in a grade level as it progresses through time. This analysis uses historical information to develop averages and project the averages forward. If all students in one grade level progress to the next, the cohort number would be 1.00. If fewer students from the group progress the number will be less than 1. The district has used this method with varying years of history (3 years, 6 years, 10 years and 13 years) as well as weighted factors to study several projections.

Additionally, the District contracted with Davis Demographics to develop and analyze demographic data relevant to the District's facility planning efforts. The report created by Davis Demographics identifies and informs the District of the trends occurring in the community, how these trends may affect future student populations, and assists in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts. Davis' Ten-Year Forecast Methodology uses factors including the calculation of

incoming kindergarten classes, additional students from new housing, the effects of student mobility and a detailed review of planned residential development within the District.

The data from the report is a snapshot of the current and potential student populations based on the data gathered in fall 2022. Population demographics change, development plans change, funding opportunities can change, and District priorities can change. The degree to which the actuals deviate from the projections can only be measured after the fact. This deviation provides a point of departure to evaluate the effectiveness of the assumptions and logic being used to calculate future projections. Monitoring deviation is critical to the viability and creditability of the projections derived by these techniques.

## Overview of 2022-23 Enrollment Projections

Table 1 shows historical enrollment for the October 1 count in the Auburn School District over the past 20 years. The data shows overall average growth over the recent 10 years is 1.69%. It is important to note this average includes a 4.22% decrease in October 2020 enrollment due to the COVID pandemic.

TABLE 1 Historical Enrollment1: October 1 Actuals, K-12 (No RS, OD, GA) Source: OSPI 1251H																				
GRADE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21*	21-22*	22-23
KDG	921	892	955	940	995	998	1,032	1,010	1,029	1,098	1,170	1,232	1,198	1,237	1,261	1,271	1,291	1,038	1,227	1,341
1	982	960	963	1,012	995	1,014	1,033	1,066	1,068	1,089	1,188	1,219	1,279	1,210	1,276	1,290	1,314	1,236	1,185	1,304
2	909	992	963	1,001	1,019	1,024	998	1,016	1,097	1,083	1,124	1,196	1,289	1,300	1,251	1,311	1,295	1,243	1,249	1,241
3	996	918	1,002	1,031	997	1,048	993	1,013	996	1,111	1,125	1,136	1,232	1,317	1,328	1,275	1,320	1,243	1,264	1,324
4	947	1,016	939	1,049	1,057	1,045	1,073	1,024	1,022	1,038	1,123	1,156	1,170	1,237	1,328	1,378	1,316	1,257	1,255	1,322
5	1,018	956	1,065	998	1,077	1,070	1,030	1,079	1,017	1,070	1,075	1,122	1,172	1,199	1,269	1,345	1,361	1,294	1,251	1,296
6	1,111	1,020	1,004	1,061	1,008	1,096	1,040	1,041	1,063	1,041	1,076	1,059	1,116	1,152	1,207	1,275	1,337	1,306	1,233	1,227
7	1,131	1,124	1,028	1,014	1,057	1,034	1,125	1,060	1,032	1,086	1,072	1,091	1,099	1,132	1,194	1,232	1,295	1,319	1,304	1,267
8	1,052	1,130	1,137	1,069	1,033	1,076	1,031	1,112	1,046	1,018	1,116	1,088	1,136	1,108	1,183	1,213	1,236	1,264	1,312	1,315
9	1,464	1,459	1,379	1,372	1,337	1,257	1,245	1,221	1,273	1,200	1,159	1,275	1,229	1,261	1,257	1,372	1,399	1,351	1,386	1,455
10	1,246	1,260	1,383	1,400	1,367	1,341	1,277	1,238	1,168	1,278	1,229	1,169	1,316	1,248	1,300	1,313	1,410	1,376	1,388	1,416
11	991	1,019	1,153	1,294	1,305	1,304	1,269	1,212	1,177	1,116	1,187	1,169	1,111	1,248	1,188	1,198	1,218	1,174	1,299	1,300
12	841	833	989	1,068	1,176	1,259	1,319	1,251	1,220	1,231	1,186	1,218	1,175	1,104	1,266	1,126	1,113	1,089	1,248	1,251
TOTALS	13,609	13,579	13,960	14,309	14,423	14,566	14,465	14,343	14,208	14,459	14,830	15,130	15,522	15,753	16,308	16,599	16,905	16,190	16,601	17,059
Student Gain/Loss		351	349	114	143	-101	-122	-135	251	371	300	392	231	555	291	306	-715	411	458	
Percent Gain/Loss		2.58%	2.50%	0.80%	0.99%	-0.69%	-0.84%	-0.94%	1.77%	2.57%	2.02%	2.59%	1.49%	3.52%	1.78%	1.84%	-4.23%	2.54%	2.76%	
										Average Student Gain/Loss for Recent 10 years										260
*COVID Pandemic										Average Percent Gain/Loss for Recent 10 years										1.69%

Some of the assumptions made in calculating projections for the 2023-24 school year are:

1. Local birth data is collected and incorporated into forecasting future kindergarten students. Births trended upward from 2019 to 2021. It is estimated that the pattern shown in recent area births will be reflected in future kindergarten classes between 2023-24 to 2026-27.
2. Student retention as they progress through the grades is the most impactful factor when calculating future student populations. Over 50% of the total grade transitions are above 1.0 meaning students continue their education from grade to grade and there is an increased number of students as well.
3. Approximately 69 new single-family detached units are planned to be built within the District in the next ten years. It is estimated that the planned units may generate 37 K-12 students.
4. The number of out-of-District students (students who do not reside within the district boundaries) has been incorporated into the forecasts by calculating their current overall percentage of student enrollment, then applying the ratio to future years, and adding it to the resident forecasts.

The data calculated from the factors above indicate an overall increase over the next ten years. Assuming the out-of-district student proportion of the overall enrollment stays at its current level, total K-12 enrollment is forecasted to increase by approximately 9% to about 18,637 students by the 2032-33 school year.

Table 2 below shows the District Forecast Summary for the next 5 years.

**Table 2: Student Enrollment Projections 2023-2027**

GRADE	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>In-District Students</b>						
<b>KDG</b>	1,388	1,251	1,289	1,339	1,315	1,315
<b>1</b>	1,366	1,453	1,309	1,348	1,402	1,376
<b>2</b>	1,257	1,364	1,450	1,306	1,345	1,398
<b>3</b>	1,220	1,278	1,387	1,475	1,329	1,368
<b>4</b>	1,290	1,228	1,285	1,397	1,485	1,337
<b>5</b>	1,288	1,299	1,238	1,292	1,403	1,491
<b>6</b>	1,236	1,266	1,276	1,218	1,272	1,381
<b>7</b>	1,211	1,245	1,275	1,287	1,225	1,283
<b>8</b>	1,232	1,210	1,242	1,272	1,281	1,220
<b>9</b>	1,320	1,268	1,245	1,277	1,308	1,321
<b>10</b>	1,355	1,335	1,282	1,260	1,293	1,325
<b>11</b>	1,188	1,246	1,229	1,179	1,156	1,190
<b>12</b>	1,135	1,149	1,207	1,189	1,140	1,118
<b>SUBTOTAL</b>	<b>16,486</b>	<b>16,592</b>	<b>16,714</b>	<b>16,839</b>	<b>16,954</b>	<b>17,124</b>
<b>Out-of-District Students</b>						
<b>K-5</b>	271	274	276	283	288	288
<b>6-8</b>	89	90	92	91	92	94
<b>9-12</b>	498	498	495	489	488	494
<b>SUBTOTAL</b>	<b>858</b>	<b>862</b>	<b>863</b>	<b>863</b>	<b>868</b>	<b>876</b>
<b>TOTAL STUDENTS</b>						
<b>K-5</b>	8,080	8,147	8,234	8,440	8,567	8,573
<b>6-8</b>	3,768	3,811	3,885	3,868	3,870	3,978
<b>9-12</b>	5,496	5,496	5,458	5,394	5,385	5,448
<b>GRAND TOTAL K-12</b>	<b>17,344</b>	<b>17,454</b>	<b>17,577</b>	<b>17,702</b>	<b>17,822</b>	<b>17,999</b>

## Student Generation Factors

Planned residential development data is collected to determine the number of new residential units that may be built in the future. The projected number of units will have the appropriate Student Generation Factor applied to estimate the number of new students that planned residential development might yield.

Planned residential development data was obtained through discussions with city agencies, counties, and major developers within the district boundaries. The student population by residence includes all approved and tentative tract maps in addition to any planned or proposed development that possibly will occur within the project timeframe. The planned residential development information and phasing estimates are a snapshot of the District as of this time. The information may change and is updated annually.

Closely related to the planned residential development units are Student Generation Factors. When applied to planned residential development units, the Student Generation Factors determine how many additional students may be generated from new construction within the District.

Two sets of data are used to calculate Student Generation Factors: current student enrollment and current housing data. This information associates each student with a housing unit. Two general housing categories are analyzed: Single Family and Multi-Family. Data showing the number of students generated from previous single- and multi-family developments generates the Student Generation Factor to be applied to future developments.

The tables on the next two pages show the information for both single-and multi-family developments. The components include:

- “Development Name” is a list of developments in various stages of occupancy.
- “Year of Full Occupancy” is important because fully-occupied developments stay on the list for five years contributing to the Student Generation Factor. Once the five years is up, the development is removed from the list.

- Also included for each development listed is the number of units, the amount of current units occupancy and the remaining units to be occupied.
- “Feeder Pattern” shows the elementary school associated with each development.
- “Actual Students” is the data of actual students generated from the units already occupied.
- “Student Generation Factors” is the calculation of actual students divided by the number of occupied units.
- “Single Family--2023 and beyond” lists the developments that are in process, but have not yet started to occupy units. This definition also applies to future Multi-family units.
- The units for these developments are multiplied by the Student Generation Factor for each to determine the “Estimated Students Based on Student Generation Factors”

Below are the Student Generation Factors for 2023.

<b>2023</b>	<b>Single-Family</b>	<b>Multi-Family</b>
<b>Elementary</b>	0.303	0.440
<b>Middle</b>	0.133	0.150
<b>High</b>	0.151	0.172
<b>Total</b>	<b>0.587</b>	<b>0.762</b>

[SINGLE DEVELOPMENT](#)

[MULTI FAMILY DEVELOPMENT](#)

**Auburn School District**  
**Development Growth Including the Previous 5 Years**  
**March 2023 (Based on Current Year Enrollment)**

**SINGLE FAMILY**

Development Name	Year of Full Occupancy	Units/ Parcels	Current Occupancy	To Be Occupied
Anthem	2018	13	13	0
Bridges	2021	380	380	0
Canyon Creek	2018	151	151	0
Dulcinea	2018	6	6	0
Forest Glen at Lakland	2021	30	30	0
Greenvale		17	12	5
Greenview Estates (Knudson)		17	6	11
Hastings	2020	10	10	0
Hazel View	2018	22	22	0
Lakeland: Pinnacle Estates	2018	99	99	0
Lozier Ranch		18	7	11
Mountain View	2018	55	55	0
Palisades (Omni Homes)		16	14	2
River Rock		14	6	8
Seremounte	2019	30	30	0
Vasiliy	2021	8	8	0
Willow Place	2021	11	11	0
<b>Totals</b>		<b>897</b>	<b>860</b>	<b>37</b>

Feeder Elementary	Actual Students			
	Elem	Middle	HS	Total
Ilalko	9	2	2	13
Aurthur Jacobsen	106	40	47	193
Evergreen Hts.	32	16	15	63
Lea Hill	6	1	2	9
Gildo Rey	8	4	1	13
Hazelwood	0	0	0	0
Arthur Jacobsen	1	1	0	2
Evergreen Hts.	4	1	2	7
Lea Hill	9	4	4	17
Bowman Creek	41	28	24	93
Chinook	1	0	0	1
Evergreen Hts.	14	4	8	26
Alpac	3	2	5	10
Aurthur Jacobsen	0	0	0	0
Aurthur Jacobsen	23	11	17	51
Terminal Park	2	0	0	2
Lea Hill	2	0	3	5
<b>Totals</b>	<b>261</b>	<b>114</b>	<b>130</b>	<b>505</b>

Student Generation Factors			
Elem	Middle	HS	Total
0.692	0.154	0.154	1.000
0.279	0.105	0.124	0.508
0.212	0.106	0.099	0.417
1.000	0.167	0.333	1.500
0.267	0.133	0.033	0.433
0.000	0.000	0.000	0.000
0.167	0.167	0.000	0.333
0.400	0.100	0.200	0.700
0.409	0.182	0.182	0.773
0.414	0.283	0.242	0.939
0.143	0.000	0.000	0.143
0.255	0.073	0.145	0.473
0.214	0.143	0.357	0.714
0.000	0.000	0.000	0.000
0.767	0.367	0.567	1.700
0.250	0.000	0.000	0.250
0.182	0.000	0.273	0.455
<b>0.303</b>	<b>0.133</b>	<b>0.151</b>	<b>0.587</b>

**SINGLE FAMILY--2023 and Beyond**

Development Name	Units/ Parcels	Current Occupancy	To Be Occupied
Allens Acres 20-Lot Prelim Plat	20	0	20
Ashton Park 20-Lot Prelim Plat	20	0	20
Canyon Ridge Estates	26	0	26
Carbon Trails	44	0	44
River Glen 12-Lot Plat	12	0	12
Robbins Prelim Plat 31-Lot SFR Lots	31	0	31
Summit at Kendall Ridge Plat	17	0	17
The Alicias 56-Lot Plat	56	0	56
"To Be Occupied" above	37	0	37
<b>Totals</b>	<b>243</b>		<b>243</b>

Student Generation Factors			
Elem	Middle	HS	Total
6	3	3	12
6	3	3	12
8	3	4	15
13	6	7	26
4	2	2	7
9	4	5	18
5	2	3	10
17	7	8	33
11	5	6	22
<b>Totals</b>	<b>66</b>	<b>29</b>	<b>33</b>



**Auburn School District**  
**Development Growth Including the Previous 5 Years**  
**March 2023 (Based on Current Year Enrollment)**

**MULTI FAMILY**

Development Name	Year of Full Occupancy	Units/ Parcels	Current Occupancy	To Be Occupied	Feeder Elementary	Actual Students				Student Generation Factors			
						Elem	Middle	HS	Total	Elem	Middle	HS	Total
Promenade Apts	2018	294	294	0	Lea Hill	205	100	104	409	0.697	0.340	0.354	1.391
The Villas at Auburn	2018	295	295	0	Washington	59	14	27	100	0.200	0.047	0.092	0.339
Copper Gate Apartments	2021	500	500	0	Evergreen Hts.	308	81	94	483	0.616	0.162	0.188	0.966
The Verge Auburn	2022	226	226	0	Terminal Park	7	2	1	10	0.031	0.009	0.004	0.044
<b>Totals</b>		<b>1315</b>	<b>1315</b>	<b>0</b>		<b>579</b>	<b>197</b>	<b>226</b>	<b>1002</b>	<b>0.440</b>	<b>0.150</b>	<b>0.172</b>	<b>0.762</b>

**MULTI FAMILY -- 2023 and beyond**

	Units/ Parcels	Current Occupancy	To Be Occupied
Lexi 1	190	0	190
"To be Occupied" above	0	0	0
	<b>190</b>		<b>190</b>

Estimated Students Based on Student Generation Factors			
84	28	33	145
0	0	0	0
<b>84</b>	<b>28</b>	<b>33</b>	<b>145</b>

## SECTION III - STANDARD OF SERVICE

The School Impact Fee Ordinances adopted by King County, the City of Auburn, City of Black Diamond and the City of Kent indicate that each school district must establish a “Standard of Service” in order to ascertain the overall capacity to house its projected student population. The Superintendent of Public Instruction establishes square footage “capacity” guidelines for computing state funding support. The fundamental purpose of the OSPI guidelines is to provide a vehicle to equitably distribute state matching funds for school construction projects. By default these guidelines have been used to benchmark the district’s capacity to house its student population. The OSPI guidelines do not make adequate provision for local district program needs, facility configurations, emerging educational reform, or the dynamics of each student’s educational program. The Auburn School District Standard of Service addresses those local considerations that require space in excess of the OSPI guidelines. The effect on the space requirements for both permanent and relocatable facilities is shown below for each grade articulation pattern. Conditions that may result in potential space needs are provided for information purposes without accompanying computations.

### OVERVIEW

As reflected in enrollment numbers for the 2022-23 school year, the Auburn School District operates 16 elementary schools housing 8,280 students in grades K through 5 including Early Childhood Education program. The four middle schools house 3,731 students in grades 6 through 8. The District operates three comprehensive senior high schools and one alternate high school, housing 5,285 students in grades 9 through 12. (Source: October 1, 2022 Enrollment)

## CLASS SIZE

The number of students per classroom determines the number of classrooms required to house the student population. Specialists create additional space needs. Class sizes are subject to collective bargaining agreements. Changes to class size agreements can have significant impact on available space.

The current student/teacher limit across all elementary programs is an average of 20.33 students per teacher. Consistent with this staffing limit, room capacities are set at 20.33 students per room at grades K - 5. At grades 6 - 8 the limit is set at 28.02 students per room. At grades 9 - 12 the limit is set at 28.74 students per room. The OSPI space allocation for each grade articulation level, **less** the computed reduction for the Auburn School District Standard of Service, determines the District's capacity to house projected student populations. These reductions are shown in the following documents by grade articulation level.

[ELEMENTARY SCHOOL STANDARD OF SERVICE](#)

[MIDDLE SCHOOL STANDARD OF SERVICE](#)

[HIGH SCHOOL STANDARD OF SERVICE](#)

[STANDARD OF SERVICE COMPUTED TOTALS](#)

## ELEMENTARY SCHOOLS

### **STRUCTURED LEARNING FOR DEVELOPMENTALLY DISABLED SPECIAL EDUCATION**

The Auburn School District operates a structured learning program for students with moderate to severe disabilities at the elementary school level which currently uses 19 classrooms to provide for 151 students. The housing requirements for this program are provided for in the OSPI space guidelines. No loss of capacity is expected unless population with disabilities grows at a disproportionate rate compared to total elementary population.

### **PATHWAYS SPECIAL EDUCATION**

The Auburn School District operates an adaptive behavior program for students with behavior disabilities at the elementary school level. The program uses two classrooms to provide for 10 students. The housing requirements for this program exceed the OSPI space allocations.

(Two classrooms @ 20.33 - 8 = 12.33)

Loss of Permanent Capacity 2 rooms @ 12.33 each =	(25)
Loss of Temporary Capacity 0 rooms @ 12.33 each =	0
Total Capacity Loss =	(25)

### **SPECIAL EDUCATION RESOURCE ROOMS**

The Auburn School District operates a resource room program at the elementary level for special education students requiring instruction to address their specific disabilities. Twenty-one standard classrooms are required to house this program. Continued loss of capacity is expected as growth in program is larger than the total elementary population.

Loss of Permanent Capacity 17 (20-3) rooms @ 20.33 each =	(346)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(346)

### **STUDENT TEACHER ENRICHMENT PROGRAM (STEP)**

The Auburn School District operates an elementary program for highly capable and high achieving students at Grade 4 and Grade 5. This program is housed in two classrooms at Terminal Park Elementary School and two classrooms at Willow Crest Elementary School.

Loss of Permanent Capacity 4 rooms @ 20.33 each =	(81)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(81)

### **EARLY CHILDHOOD SPECIAL EDUCATION**

The Auburn School District operates a pre-school program for young children below age five with disabilities. This program is housed at fifteen different elementary schools and currently uses 15 standard classrooms. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 15 rooms @ 20.33 each =	(305)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(305)

### **READING LABS**

The Auburn School District operates a program for students needing remediation and additional language arts instruction. These programs utilize non-standard classroom spaces if available in each elementary school. Five elementary schools do not have non-standard rooms available, thus they are housed in a standard classroom. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 5 rooms @ 20.33 each =	(102)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	(102)

**MUSIC ROOMS**

The Auburn School District elementary music programs require one acoustically-modified classroom at each school for music instruction. The housing requirements are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 15 rooms @ 20.33 each =	(305)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	<u>(305)</u>

**MULTI-LINGUAL LEARNER PROGRAM**

The Auburn School District operates pullout programs at the elementary school level for multi-lingual learner students. This program requires 33 standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 33 rooms @ 20.33 each =	(671)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	<u>(671)</u>

**SECOND GRADE TOSA PROGRAM**

The Auburn School District provides a TOSA reading specialist program for eight highly-impacted elementary schools. This pullout model provides direct instruction to students who are not at grade level and do not receive other services. This program requires eight standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 8 rooms @ 20.33 each =	(163)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	<u>(163)</u>

**ELEMENTARY LEARNING SPECIALIST PROGRAM**

The Auburn School District provides a learning specialist program to increase literacy skills for first and second graders. This program model was originally created from the I-728 funds and currently has the specialist going into existing teacher classrooms, as well as pulling out students into designated classrooms. The district is utilizing classrooms at all fifteen elementary schools.

Loss of Permanent Capacity 15 rooms @ 20.33 each =	(305)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	<u>(305)</u>

**EARLY CHILDHOOD EDUCATION ASSISTANCE PROGRAM (ECEAP)**

The Auburn School District operates an ECEAP program for 246 pre-school aged children in twelve sections of half-day length and one full-day program. The program is housed at seven elementary schools and utilizes ten standard elementary classrooms and one additional classroom space and seven auxiliary office spaces. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 10 rooms @ 20.33 each =	(203)
Loss of Temporary Capacity 0 rooms @ 20.33 each =	0
Total Capacity Loss =	<u>(203)</u>

**MIDDLE SCHOOLS*****SPECIAL EDUCATION RESOURCE ROOMS***

The Auburn School District operates a resource room program for each grade at the middle school level. This is to accommodate special education students needing remedial instruction to address their specific disabilities. Eleven classrooms are required at the middle school level to provide for approximately 330 students. The housing requirements for this program are not entirely provided for in the OSPI space guidelines.

***PATHWAYS SPECIAL EDUCATION***

The Auburn School District offers a self-contained program for students with moderate to severe behavior disabilities. The program is housed at one of the middle schools and uses two classrooms. One of the two classrooms for this program are provided for in the OSPI space allocations.

Loss of Permanent Capacity 1 rooms @ 28.02 each =	(28)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(28)

***STRUCTURED LEARNING CENTER AND DEVELOPMENTALLY DISABLED SPECIAL EDUCATION***

The Auburn School District operates seven structured learning classrooms at the middle school level for students with moderate to severe disabilities. Two of the seven classrooms for this program are provided for in the OSPI space allocations.

Loss of Permanent Capacity 5 rooms @ 28.02 each =	(140)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(140)

***MULTI-LINGUAL LEARNER PROGRAM***

The Auburn School District operates a pullout program at the middle school level for multi-lingual learner students. This program requires 12 standard classrooms that are not provide for in the OSPI space guidelines.

Loss of Permanent Capacity 12 rooms @ 28.02 each =	(336)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(336)

***ROOM UTILIZATION***

The Auburn School District provides a comprehensive middle school program that includes elective options in special interest areas. Facilities to accommodate special interest activities are not amenable to standard classroom usage. The district averages 95% utilization of all available teaching stations.

Loss of Permanent Capacity 8 rooms @ 28.02 each =	(224)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(224)

**HIGH SCHOOLS*****NATIVE AMERICAN RESOURCE ROOM***

The Auburn School District operates one resource room to support the education of Native American students at the high school level. One standard classroom is fully dedicated to serve these students.

Loss of Permanent Capacity 1 room @ 28.74 each =	(29)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(29)

***MULTI-LINGUAL LEARNER PROGRAM***

The Auburn School District operates a pullout program at three comprehensive high schools for multi-lingual learner students. This program requires 15 standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 15 rooms @ 28.74 each =	(431)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(431)

***PATHWAYS SPECIAL EDUCATION***

The Auburn School District offers a self-contained program for students with moderate to severe behavior disabilities. The program is housed at one of the high schools and uses two classrooms. The housing requirements for this program are not provided for in the OSPI space allocations.

Loss of Permanent Capacity 2 rooms @ 28.74 each =	(57)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(57)

***STRUCTURED LEARNING CENTER PROGRAM***

The Auburn School District operates twelve structured learning center classrooms for students with moderate to severe disabilities. This program is housed at three high schools requiring standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 12 rooms @ 28.74 each =	(345)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(345)

***SPECIAL EDUCATION RESOURCE ROOMS***

The Auburn School District operates a resource room program at the senior high level for special education students requiring instruction to address their specific learning disabilities. The current high school program requires 15 classrooms to provide program to meet educational needs of the students. The OSPI space guidelines provide for one of the 15 teaching stations.

Loss of Permanent Capacity 14 rooms @ 28.74 each =	(402)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(402)

***PERFORMING ARTS CENTERS***

Auburn High School includes 25,000 square feet used exclusively for a Performing Arts Center. The OSPI Inventory includes this space when computing unhoused student capacity. This space was not intended for, nor is it usable for, classroom instruction. It was constructed to provide a community center for the performing arts. Using OSPI capacity guidelines, 25,000 square feet computes to 208 unhoused students or 7.25 classrooms.

Loss of Permanent Capacity 7.25 rooms @ 28.74 each =	(208)
--	-------

***ROOM UTILIZATION***

The Auburn School District provides a comprehensive high school program that includes numerous elective options in special interest areas. Facilities to accommodate special interest activities are not amenable to standard classroom usage. The district averages 95% utilization of all available teaching stations. There are 185 teaching stations available in the senior high facilities. The utilization pattern results in a loss of approximately 10 teaching stations.

Loss of Permanent Capacity 10 rooms @ 28.74 each =	(287)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(287)

**STANDARD OF SERVICE COMPUTED TOTALS****ELEMENTARY**

Loss of Permanent Capacity	(2,505)
Loss of Temporary Capacity	<u>0</u>
Total Capacity Loss	(2,505)

**MIDDLE SCHOOL**

Loss of Permanent Capacity	(729)
Loss of Temporary Capacity	<u>0</u>
Total Capacity Loss	(729)

**SENIOR HIGH**

Loss of Permanent Capacity	(1,760)
Loss of Temporary Capacity	<u>0</u>
Total Capacity Loss	(1,760)

**TOTAL**

Loss of Permanent Capacity	(4,994)
Loss of Temporary Capacity	<u>0</u>
Total Capacity Loss	(4,994)



## SECTION IV - INVENTORY OF FACILITIES

Table IV.1 shows the current inventory of permanent district facilities and their OSPI-rated capacities.

Table IV.2 shows the number and location of each portable by school. The district uses portable facilities to:

1. provide interim housing in school attendance areas uniquely impacted by increasing school populations that would otherwise require continual redistricting,
2. make space available for changing program requirements and offerings determined by unique students needs, and
3. provide housing to cover district needs until permanent facilities can be financed and constructed.

Portable facilities are deemed to be interim, stop gap measures that often place undesirable stress on existing physical plants. Core facilities (i.e. gymnasiums, restrooms, kitchens, labs, lockers, libraries, etc.) are not of sufficient size or quantity to handle the increased school population served by adding portable classrooms.

[TABLE IV.1 PERMANENT FACILITIES INVENTORY](#)

[TABLE IV.2 PORTABLE FACILITIES INVENTORY](#)

[DISTRICT SCHOOL FACILITIES MAP](#)

**TABLE IV.1 PERMANENT FACILITY INVENTORY**

<b>BUILDING</b>	<b>CAPACITY</b>	<b>ACRES</b>	<b>ADDRESS</b>
<b>Elementary Schools</b>			
Alpac Elementary	503	10.68	310 Milwaukee bopulevard North, Pacific, WA 98047
Arthur Jacobsen Elementary	618	10.02	29205 132nd Street SE, Auburn, WA 98092
Bowman Creek Elementary	812	22.03	5701 Kersey Way SE, Auburn, WA 98092
Chinook Elementary	806	12.37	3502 Auburn Way South, Auburn, WA 98092
Dick Scobee Elementary	804	8.90	1031 104th Street NE, Auburn, WA 98002
Evergreen Heights Elementary	451	10.10	5602 South 316th, Auburn, WA 98001
Gildo Rey Elementary	516	10.05	1005 37th Street SE, Auburn, WA 98002
Hazelwood Elementary	580	13.08	11815 Southeast 304th Street, Auburn, WA 98092
Ilalko Elementary	578	14.23	301 Oravetz Place Sourtheast, Auburn, WA 98092
Lake View Elementary	566	16.48	16401 Southeast 318th Street, Auburn, WA 98092
Lakeland Hills Elementary	580	12.00	1020 Evergreen Way SE, Auburn, WA, 98092
Lea Hill Elementary	798	20.24	30908 124th Avenue SE, Auburn, WA 98092
Pioneer Elementary	816	11.50	2301 M Street SE, Auburn, WA 98002
*Terminal Park Elementary on K Street	393	17.40	1825 K Street SE, Auburn, WA 98002
Washington Elementary	501	5.33	20 E Street Northeast, Auburn, WA 98002
Willow Crest Elementary	812	10.60	13002 SE 304th Street, Auburn, WA 98092
<b>ELEMENTARY CAPACITY</b>	<b>10,134</b>		
<i>*Terminal Park Elementary is being rebuilt students being housed at interim site for the 2022-23 school year. Reopens in September 2023.</i>			
<b>Middle Schools</b>			
Cascade Middle School	823	16.94	1015 24th Street NE, Auburn, WA 98002
Mt. Baker Middle School	829	30	620 37th Street SE, Auburn, WA 98002
Olympic Middle School	989	17.45	839 21st Street SE, Auburn, WA 98002
Rainier Middle School	830	25.54	30620 116th Ave SE, Auburn, WA 98092
<b>MIDDLE SCHOOL CAPACITY</b>	<b>3,471</b>		
<b>High Schools</b>			
Auburn High School	2,137	23.74	711 E Main Street, Auburn, WA 98002
Auburn Riverside High School	1,384	35.32	501 Oravetz Road, Auburn, WA 98092
Auburn Mountainview High Schor	1,437	39.42	28900 124th Ave SE, Auburn, WA 98092
West Auburn High School	233	5.26	401 E Main Street, Auburn, WA 98001
<b>HIGH SCHOOL CAPACITY</b>	<b>5,191</b>		
<b>TOTAL CAPACITY</b>	<b>18,796</b>		

## INVENTORY OF FACILITIES

TABLE IV. 2 PORTABLE FACILITIES INVENTORY

Elementary Schools	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Alpac	8	8	8	8	8	8	8
Arthur Jacobsen	4	0	0	0	0	0	0
Bowman Creek	0	0	0	0	0	0	0
Chinook	0	0	0	0	0	0	0
Dick Scobee	0	0	0	0	0	0	0
Evergreen Heights	4	4	4	4	4	4	4
Gildo Rey	3	2	2	2	2	2	2
Hazelwood	2	2	2	2	2	2	2
Ilalko	7	2	2	2	2	2	2
Lake View	2	0	0	0	0	0	0
Lakeland Hills	5	5	5	5	5	5	5
Lea Hill	0	0	0	0	0	0	0
Pioneer	0	0	0	0	0	0	0
Terminal Park	0	0	0	0	0	0	0
Washington	8	8	8	8	8	8	8
Willow Crest	0	0	0	0	0	0	0
<b>TOTAL UNITS</b>	<b>43</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>
<b>TOTAL CAPACITY</b>	<b>874</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>	<b>630</b>

Middle Schools	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Cascade	4	8	8	8	8	8	8
Mt. Baker	12	12	12	12	12	12	12
Olympic	8	8	8	8	8	8	8
Rainier	11	11	11	11	11	11	11
<b>TOTAL UNITS</b>	<b>35</b>	<b>39</b>	<b>39</b>	<b>39</b>	<b>39</b>	<b>39</b>	<b>39</b>
<b>TOTAL CAPACITY</b>	<b>981</b>	<b>1,093</b>	<b>1,093</b>	<b>1,093</b>	<b>1,093</b>	<b>1,093</b>	<b>1,093</b>

High Schools	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Auburn High School	4	8	8	8	8	8	8
Auburn High School - *TAP	1	1	1	1	1	1	1
Auburn Mountainview	8	12	12	12	12	12	12
Auburn Riverside	17	18	18	18	18	18	18
West Auburn	0	0	0	0	0	0	0
<b>TOTAL UNITS</b>	<b>30</b>	<b>39</b>	<b>39</b>	<b>39</b>	<b>39</b>	<b>39</b>	<b>39</b>
<b>TOTAL CAPACITY</b>	<b>862</b>	<b>1,121</b>	<b>1,121</b>	<b>1,121</b>	<b>1,121</b>	<b>1,121</b>	<b>1,121</b>

\*TAP - Transition Assistance Program for 18-21 year old students with special needs.

<b>COMBINED TOTAL UNITS</b>	<b>108</b>	<b>109</b>	<b>109</b>	<b>109</b>	<b>109</b>	<b>109</b>	<b>109</b>
<b>COMBINED TOTAL CAPACITY</b>	<b>2,717</b>	<b>2,844</b>	<b>2,844</b>	<b>2,844</b>	<b>2,844</b>	<b>2,844</b>	<b>2,844</b>







## SECTION V - STUDENT CAPACITY

While the Auburn School District uses the OSPI inventory of permanent facilities as the data from which to determine space needs, the District's educational program requires more space than that provided for under the formula. This additional square footage is converted to numbers of students in Section III, Standard of Service. The District's capacity is adjusted to reflect the need for additional space to house its programs. Changes in the capacity of the district recognize new funded facilities. The combined effect of these adjustments is shown on Line B in Tables V.1 and V.2. Table V.1 shows the District's capacity with portable units included and Table V.2 without these units.

[Table V.1 Capacity with Portables](#)

[Table V.2 Capacity without Portables](#)

**Table V.1 Student Capacity with Portables**

	<b>2022.23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>
A. OSPI Capacity	18,796	19,224	19,224	19,224	19,224	19,224	19,224
A.1 OSPI Capacity - New Elementary	0	0	0	0	0	0	0
A.2 OSPI Capacity - Replacements	0	0	0	0	0	0	0
A.3 OSPI Capacity - New Middle School	0	0	0	0	800	0	0
B. Capacity Adjustments							
B1. Portables	2,717	2,844	2,844	2,844	2,844	2,844	2,844
B2. Exclude Standard of Service	(4,994)	(4,994)	(4,994)	(4,994)	(4,994)	(4,994)	(4,994)
C. Net Capacity	16,519	17,074	17,074	17,074	17,874	17,074	17,074
D. ASD Enrollment	17,059	17,344	17,454	17,577	17,702	17,822	18,000
E. ASD Surplus/Deficit	-540	-270	-380	-503	172	-748	-926

## Capital Facilities Plan

**Table V.2 Student Capacity without Portables**

	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>
A. OSPI Capacity	18,796	19,224	19,224	19,224	19,224	19,224	19,224
A.1 OSPI Capacity - New Elementary	0	0	0	0	0	0	0
A.2 OSPI Capacity - Replacements	0	0	0	0	0	0	0
A.3 OSPI Capacity - New Middle School	0	0	0	0	800	0	0
B. Capacity Adjustments							
B1. Exclude Standard of Service	(4,994)	(4,994)	(4,994)	(4,994)	(4,994)	(4,994)	(4,994)
C. Net Capacity	13,802	14,230	14,230	14,230	15,030	14,230	14,230
D. ASD Enrollment	17,059	17,344	17,454	17,577	17,702	17,822	18,000
E. ASD Surplus/Deficit	-3,257	-3,114	-3,224	-3,347	-2,672	-3,592	-3,770

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## SECTION VI - CAPITAL CONSTRUCTION PLAN

The formal process used by the Auburn School Board to address current and future facility needs began almost 50 years ago in 1974. The process includes a formation of a community-wide citizen's committee and throughout the years, these Ad Hoc Committees have conducted work and made recommendations for improvements to the District's programs and facilities.

In October of 2008, after two years of review and study, a Steering Committee made recommendations to the Board regarding the capital improvements program to modernize or replace facilities as recommended by the 2004-05 Citizen's Ad Hoc Committee. These recommendations, based on specific criteria, led to the Board placing a school improvement bond and capital improvements levy on the ballot in March 2009. Voters did not approve either measure that would have updated 24 facilities and replaced three aging schools. The Board decided to place only a six-year Capital Levy on the ballot in November of 2009, which passed at 55.17%. The levy funded \$46.4 million of needed improvement projects at 24 sites over the following seven school years. Planning for the replacement of aging schools was started with educational specifications and schematic design process for the replacement of Auburn High School.

The District acquired a site for a future high school in 2008 and a second site for a future middle school in 2009. The District also continued efforts to acquire property around Auburn High School. The Special Education Transitional Assistance Program (TAP) opened in February of 2010. This facility is designed for students with disabilities that are 18 to 21 years old.

In the November 2012 election, the community supported the \$110 million bond issue for the Auburn High School Modernization and Reconstruction Project at 62%. Construction began in February 2013. The entire new building was occupied by Auburn High School students and staff in the fall of 2015, with site improvements being completed during the 2015-16 school year.

In January 2015, a citizen's ad hoc committee was convened by direction of the Board to address growth and facilities. The major recommendations were to construct two new elementary schools in the next four years and to acquire 3 new elementary school sites as soon as possible.



In the November 2016 election, the community supported the \$456 million bond issue for the replacement of six schools and the construction of two new elementary schools at 62.83%. Construction for the replacement of Olympic Middle School began in May 2018 and was completed in Fall 2019. Construction for Bowman Creek Elementary School began in May 2019 and was completed in Fall 2020. Construction for the replacement of Dick Scobee Elementary School began in June 2019 and was completed in Fall 2020. Construction for Willow Crest Elementary School and replacement of Pioneer Elementary School began in May 2020 and was completed in Fall 2021. Construction for replacement of Chinook and Lea Hill Elementary Schools began in June 2021 and was completed in Fall of 2022. Construction for replacement of Terminal Park Elementary School began in June 2022 and will be completed in Fall of 2023.

The District anticipates running a Capital Bond Measure in 2024. Funds will be used to construct a new middle school on property currently owned by the District, and may include funds to replace one or more existing schools.

The table below illustrates the current capital construction plan for the next six years. The exact timelines are wholly dependent on the rate of growth in the school age population.

<b>2023-29 Capital Construction Plan (May 2023)</b>									
<b>Project</b>	<b>Funded</b>	<b>Projected Cost</b>	<b>Fund Source</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>	<b>28-29</b>
Portable Relocation <sup>1</sup>	Yes	\$2,400,000	Impact Fees	✓					
Middle School #5 <sup>1</sup>	Yes	\$112,000,000	Bond	✓ plan	✓ plan	✓ const	✓ const	✓ open	

<sup>1</sup> Funds may be secured through a combination of a bond issue, impact fees, and/or state matching funds

## **SECTION VII - IMPACT FEES**

IMPACT FEE COMPUTATION (SPRING 2023)

[TABLES VII.1-VII.4](#)

[TABLES VII.5 & VII.6](#)

[IMPACT FEE ELEMENTS](#)

## Capital Facilities Plan

**IMPACT FEE COMPUTATION (Spring 2023)****Table VII.1 SITE COST PER RESIDENCE**

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

	Site Acreage	Cost per Acre	Facility Capacity	Student Generation Factor		Cost per Single Family	Cost per Multi Family
				Single Family	Multi Family		
Elementary (K - 5)	15	\$0	650	0.3030	0.4400	\$0	\$0
Middle (6 - 8)	25	\$0	800	0.1330	0.1500	\$0	\$0
High (9 - 12)	40	\$0	1500	0.1510	0.1720	\$0	\$0
						<b>\$0</b>	<b>\$0</b>

**Table VII.2 PERMANENT FACILITY CONSTRUCTION COST PER RESIDENCE**

Formula: ((Facility Cost/Student Capacity) x Student Factor) x (Permanent-to-Total Square Footage Percentage)

	Facility Cost	Student Capacity	% Perm Sq Ft/ Total Sq Ft	Student Generation Factor		Cost per Single Family	Cost per Multi Family
				Single Family	Multi Family		
Elementary (K - 5)	\$0	650	0.9529	0.3030	0.4400	\$0	\$0
Middle (6 - 8)	\$143,000,000	800	0.9529	0.1330	0.1500	\$22,654	\$25,550
High (9 - 12)	\$0	1500	0.9529	0.1510	0.1720	\$0	\$0
						<b>\$22,654</b>	<b>\$25,550</b>

**Table VII.3 PORTABLES CONSTRUCTION COST PER RESIDENCE**

Formula: ((Facility Cost/Student Capacity) x Student Factor) x (Portable-to-Total Square Footage Ratio)

	Facility Cost	Student Capacity	% Port Sq Ft/ Total Sq Ft	Student Generation Factor		Cost per Single Family	Cost per Multi Family
				Single Family	Multi Family		
Elementary (K - 5)	\$250,000	20.33	0.0471	0.3030	0.4400	\$175	\$255
Middle (6 - 8)	\$250,000	28.02	0.0471	0.1330	0.1500	\$56	\$63
High (9 - 12)	\$250,000	28.74	0.0471	0.1510	0.1720	\$62	\$70
						<b>\$293</b>	<b>\$388</b>

**Table VII.4 STATE MATCH CREDIT PER RESIDENCE**

Formula: (Boeckh Index x SPI Footage x District Match x Student Factor)

	Boeckh Index	OSPI Footage	State Match	Student Generation Factor		Cost per Single Family	Cost per Multi Family
				Single Family	Multi Family		
Elementary (K - 5)		90	64.58%	0.3030	0.4400	\$0	\$0
Middle (6 - 8)	\$246.83	108	64.58%	0.1330	0.1500	\$2,290	\$2,582
High (9 - 12)		130	64.58%	0.1510	0.1720	\$0	\$0
						<b>\$2,290</b>	<b>\$2,582</b>

**V. TAX CREDIT PER RESIDENCE**

Formula: Expressed as the present value of an annuity

Tax Credit = Present Value (interest rate, discount period, average assessed value x tax rate)

	Average Residential Assessed Value	Current Debt Service Tax Rate	Bond Buyer Index Annual Interest Rate	Number of Years	Tax Credit
Single Family	\$573,704	\$1.84	3.58%	10	<b>\$8,744</b>
Multi Family	\$270,892	\$1.84	3.58%	10	<b>\$4,129</b>

**VI. DEVELOPER PROVIDED FACILITY CREDIT**

Formula: (Value of Site or Facility/Number of dwelling units)

	Value	No. of Units	Facility Credit
Single Family	\$0.00	1	\$0.00
Multi Family	\$0.00	1	\$0.00

**Site Cost Projections**

Recent Property Acquisitions	Acreage	Purchase Year	Purchase Price	Purchase Cost per Acre	Adjusted Present Day	Projected Annual Inflation Factor				
Elementary #16 Parcel 1	1.26	2019	\$480,000	\$380,952	\$508,200	2019	2020	2021	2022	\$2,023
Elementary #16 Parcel 2	8.19	2019	\$2,959,561	\$361,363	\$482,066	10%	5%	10%	10%	5%
Elementary #16 Parcel 3	0.80	2018	\$460,000	\$575,000	\$843,771					
<b>Totals</b>	<b>10.25</b>			<b>Average Cost per Acre</b>	<b>\$513,509</b>					

**IMPACT FEE COMPUTATION (Spring 2023)**

FEE RECAP SUMMARY	Single Family	Multiple Family
Site Costs	\$0.00	\$0.00
Permanent Facility Construction Costs	\$22,654.41	\$25,550.09
Portable Facility Costs	\$293.14	\$388.21
State Match Credit	(\$2,289.66)	(\$2,582.34)
Tax Credit	(\$8,743.84)	(\$4,128.67)
FEE (No Discount)	\$11,914.04	\$19,227.29
FEE (50% Discount)	\$5,957.02	\$9,613.64
Less ASD Discount	\$0.00	\$0.00
Facility Credit	\$0.00	\$0.00
<b>Net Fee Obligation</b>	<b>\$5,957.02</b>	<b>\$9,913.64</b>

IMPACT FEE ELEMENTS	SINGLE FAMILY			MULTI FAMILY		
	Elementary K - 5	Middle 6 - 8	High 9 - 12	Elementary K - 5	Middle 6 - 8	High 9 - 12
Student Generation Factor	0.303	0.133	0.151	0.440	0.150	0.172
New Facility Capacity	650	800	1500	650	800	1500
New Facility Cost - Middle School Cost Estimate May 2023		\$143,000,000			\$143,000,000	
Classroom Capacity - Grades K - 5 @ 20.33, 6 - 8 @ 28.02, & 9 - 12 @ 28.74	20.33	28.02	28.74	20.33	28.02	28.74
Portable Costs - including site work, set up, and furnishing	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Site Acreage - ASD Standard or SPI Minimum	15	25	40	15	25	40
Site Cost per Acre - table above	\$2,023	\$2,023	\$2,023	\$2,023	\$2,023	\$2,023
Permanent Square Footage - 16 Elementary, 4 Middle, and 4 High Schools	958,340	378,631	677,976	958,340	378,631	677,976
Portable Facility Square Footage - 24 x 864 SF + 83 x 896 SF + TAP 2661	38,292	30,912	28,561	38,292	30,912	28,561
Total Square Footage - Permanent + Portable	996,632	409,543	706,537	996,632	409,543	706,537
Percent of Total - Permanent Facilities	96.16%	92.45%	95.96%	96.16%	92.45%	96.16%
Percent of Total - Portable Facilities	3.84%	7.55%	4.04%	3.84%	7.55%	4.04%
OSPI Square Footage Per Student - WAC 392-343-035	90	108	130	90	108	130
Boeckh Index - July 2022 (2023 Amount Pending Legislature Budget Adoption)	\$246.83	\$246.83	\$246.83	\$246.83	\$246.83	\$246.83
OSPI State Match Percent - 2022	64.58%	64.58%	64.58%	64.58%	64.58%	64.58%
District Match Percent - May 2023 (computed)	35.42%	35.42%	35.42%	35.42%	35.42%	35.42%
District Average Assessed Value - King County May 2023	\$573,704	\$573,704	\$573,704	\$222,095	\$222,095	\$222,095
Debt Service Tax Rate - Current Fiscal Year	1.84	1.84	1.84	1.84	1.84	1.84
General Obligation Bonds Interest Rate - Bond Buyer 20 Index Current Fiscal Year	3.58%	3.58%	3.58%	3.58%	3.58%	3.58%

# 2023 CAPITAL FACILITIES PLAN

## Renton School District No. 403

### Board of Directors

**Alisa Louie, President**  
**Shelby Scovel, Vice President**  
**Avanti Bergquist, MD**  
**Stefanie McIrvin, Ed. D**  
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**Damien Pattenau, Ed. D, Superintendent**



**July 2023**



Adopted by School Board July 12, 2023

Prepared by: T.Brewer-Rogstad

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# **2023 6-YEAR CAPITAL FACILITIES PLAN**

## **Annual Update**

### **Renton School District No. 403**

## **TABLE OF CONTENTS**

- I. INTRODUCTION**
- II. ENROLLMENT TRENDS**
- III. STANDARD OF SERVICE & CAPACITY**
- IV. ENROLLMENT PROJECTIONS**
- V. GROWTH RELATED PROJECTS**
- VI. SIX-YEAR FINANCE PLAN**
- VII. IMPACT FEES**
- VIII. APPENDICES**

# I. INTRODUCTION

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

This Six-Year Capital Facilities Plan (the “Plan”) annual update was prepared by Renton School District (the “District”) in compliance with the requirements of the Washington State Growth Management Act (GMA, the Act), King County Code Title 21A.43, and applicable ordinances of the cities of Bellevue, Newcastle, and Renton. It is the district’s intent that the Plan be adopted by King County and the cities of Bellevue, Newcastle, and Renton as a sub-element of their respective Capital Facilities Plans, and that those jurisdictions assess and collect school impact fees on behalf of the district, as empowered by the GMA. This Plan, however, is not intended to be the sole planning instrument developed by the district to determine its capital facility needs.

The GMA was adopted by the State legislature in 1990 in response to rapidly increasing development, most notably in King County and the surrounding central Puget Sound area. The Act requires state and local governments to manage Washington’s growth by developing and implementing comprehensive land-use and transportation plans, by designating Urban Growth Areas, and by protecting natural resources and environmentally critical areas.

The Capital Facilities Plan is one element of a County or City’s Comprehensive Plan that addresses existing public facility capacities, forecasts future public facility needs, presents a plan for expanding existing facilities or constructing new facilities to meet those needs, and indicates how those public facility improvements are to be financed. The GMA empowers jurisdictions to assess and collect impact fees as one means of financing new public facilities necessitated by private development.

This Capital Facilities Plan addresses the impact of growth on public school facilities by examining:

1. anticipated growth of the district’s student population over the next six years.
2. the ability of existing and proposed classroom facilities to house those students based on the district’s current Standard of Service.
3. the need for additional enrollment or growth driven capital facilities.
4. the method of financing those capital improvements; and
5. calculation of school impact fees based on, among other variables, the number of students generated by recent residential development (student generation factors).



This plan is updated annually and submitted to local governments for inclusion as a sub-element in their Capital Facilities Plans. Past Plans have been adopted by King County and the Cities of Bellevue, Newcastle, and Renton. The district continues to dialogue with the cities of Tukwila and SeaTac regarding implementation of impact fees within their jurisdictions. The new impact fees calculated and associated with this 2023 CFP, are effective Jan 2024. They are further defined in section VII and in the appendices.

IMPACT FEES	effective Jan 2023	effective Jan 2024	
□□□□□□AM□□	□2,□□	\$2,161	□□A□□
M□□T□□AM□□	□3,6□7	\$4,257	□□60

**Overview of the Renton School District:**

The district is located on the south end of Lake Washington, eleven miles south of Seattle to the west and south of Bellevue to the east. Home to nearly 100,000 people who value working, living, and playing in the Pacific Northwest, Renton has a strong economic base and a favorable business climate. The district spans approximately thirty-two square miles and serves a diverse population of approximately 15,000 students in pre-K through 12th grade at 4 high schools, four middle schools, fifteen elementary schools, and an early childhood learning center.

District programs also address the special needs of disabled, academically gifted, and artistically talented students. Four schools (Renton Park Elementary, Hazelwood Elementary, McKnight Middle, and Lindbergh High) are U.S. Department of Education-recognized Blue-Ribbon Schools of Excellence. Community support for Renton schools is strong. School levies, which make up 25% of the district's budget, have been consistently approved by the community for more than 20 years. Voter-approved bond measures or capital facilities levies from 1992 through 2022 have brought exciting improvements in school buildings and support facilities, including the rebuilding of all elementary schools, the remodeling of all middle and high schools, and the recent additional construction of a new elementary school (Sartori) and middle school (Risdon). Voter support has also provided state-of-the-art technology - a must to prepare students for living and working in this leading high-tech region. Every classroom has high-speed Internet connections and ample computer devices for all students.

Creating life-long learners is at the heart of Renton School District's instructional goals. Students are encouraged to reach for excellence through a variety of programs that focus on basic academic skills, problem solving, creative and critical thinking, and social and emotional growth. Each year, Renton School District students qualify as National Merit Finalists while the total value of college scholarships earned is in the hundreds of thousands of dollars. Elementary level students are well-grounded in science through participation in the Hands-on Science Kit Program, lauded by the National Science Teachers' Association. At the high school level, the district's challenging chemistry program, which provides options for advanced placement college

credit, has been recognized by the National Science Association, as well as the National Science Foundation. The focus in math is on intensive instruction in the basic skills, supplemented by opportunities to apply developing knowledge to real world problems. The K-12 math program increases student achievement through problem solving, integration of technology, and a rigorous assessment component. Students from elementary to high school levels regularly excel in regional and national mathematics contests. Across all levels and subjects, reading with accuracy and understanding is a primary goal. Elementary students receive a rich exposure to fine literature. Middle and high school students work extensively on reading in the content areas and exploring classic and modern literature works. Reading activities are integrated with a topnotch writing program beginning in kindergarten that provides students with intensive and focused practice for the proficiency in a wide range of language arts skills from creative to business and technical writing.

A variety of classes, clubs, and programs give students opportunities to expand their educational horizons and pursue special interests. Choices range from instrumental and music, performing and visual arts, intramurals and athletics, academic-focused and career clubs, and community service opportunities to leadership development programs, business internships, job shadowing, and participation in the annual robotics competition. Special needs students with physical, emotional, and academic disabilities receive individualized attention from skilled teachers. Special education and remedial support are also available and children who are just learning English receive intensive, small-group ESL instruction to supplement their regular classroom learning. Guidance and counseling services are available for primary, middle, and high school students. Intellectually gifted children have many opportunities for extended learning. Operating at two magnet elementary schools and the three middle schools, the Discovery Program offers a challenging curriculum with a special focus on higher level thinking skills. High school students can take advantage of a full range of honors and advanced placement classes.

Renton School District staff consistently show a commitment to their most important task - preparing their students for success in work and life. More than 80 percent of certificated staff have five or more years of higher education, and two of every three teachers have advanced degrees in their fields. Several of the district's certificated and classified staff have received the Washington Award for Educational Excellence. Individual teachers have received special honors such as the Christa McAuliffe Award for Excellence in Education, the Outstanding Secondary Science Award, the Washington State High School Social Studies Teacher of the Year Award, and Outstanding College Alumni recognition. Teachers are encouraged to take an active role in promoting their own professional growth through creating and refining curriculum, sharing successful strategies, and looking for new ways to assess student progress. This focus on continuous staff development enables teachers to consistently improve the quality of instruction and prepares them to help students meet rigorous state academic standards. Hundreds of training opportunities are offered to teachers and other staff members each year, ranging from CPR and first aid, technology education, diversity, and crisis intervention to math, science, and reading instruction strategies, assessment techniques, and arts education.

## II. ENROLLMENT TRENDS

Over the past year, District enrollment continued to decline. There were differences across the region, however. While King County had a net gain of 370 students, public school enrollment in the four-county region (King, Kitsap, Pierce, and Snohomish) is still more 23,000 students less than what it was in October 2019. Renton's decline in enrollment may still be due to the pandemic, but also the continued lower growth rate of immigrant population. Home based instruction also increased in Renton and the surrounding areas.

The district will continue to monitor trends, but there are significant conditions that may speak to the potential for enrollment growth in the future. The number of new housing units expected to be developed in the district boundary is larger than what has been experienced in the last decade. Additionally, the most recent economic factors increasing interest rates and inflation appear to be causing a reduction in housing prices, at least in the immediate term. This could drive an influx of new home buyers and new construction in the next few years.

Discussion on whether enrollment will return to pre-pandemic levels will continue over the next couple of years with future CFP's. The early learning model in most cases had been through remote delivery methods and returned to partial in-person learning in 2020-2021. The district returned to in-person learning in the 2021-2022 school year, with families still having an option for a virtual program – but it was not highly utilized. Still, the District will not fully understand the ongoing impact of instructional delivery, the current housing market, fuel increases, among others until further into the next couple of school years.

Approval by the community of a 2019 bond measure allowed the district to construct a new elementary school (#16) to accommodate over-enrollment in the K-5 grade span and to provide some elementary capacity relief. Sartori, another new elementary was opened in 2019 as a choice school in the downtown area. Considering the decline in enrollment and the effect of the pandemic, the district chose to supplement the 2020 CFP by further evaluating the enrollment and capacity of the elementary schools located within or near the service areas the new elementary school #16. The conclusion of that analysis reaffirmed the district need for the new elementary school. #16. The new elementary school is scheduled to open this fall (2023) and is discussed later in this Plan.

## III. STANDARD OF SERVICE & CAPACITY

The Renton School District Standard of Service is the standard adopted by the district that identifies the program year, school organizational structure, student/teacher ratios by grade level (considering the requirements of students with special needs), daily class schedule, types of facilities and other factors identified by the district to be beneficial in supporting its educational programs and objectives. The Standard of Service is the major determining factor, together with the number of classrooms (teaching stations), in calculating facility capacity.

The district has adopted a traditional elementary/middle/high school organizational structure that houses kindergarten through Grade 5 in elementary schools, Grades 6 through 8 in middle schools, and Grades 9 through 12 in high schools. The school-year calendar adopted by the

District is also traditional; typically beginning in late August and ending in mid-June. Similarly, the District maintains a common daily schedule, with classes beginning between 7:20 and 9:30 a.m. and ending between 2:03 and 3:10 p.m., depending on grade level.

The district, and the Renton Education Association, recognize that reasonable class size is necessary for optimum learning, and have established the following targets in student/teacher ratios:

Grade Levels K-1	21:1
Grade Level 2	22:1
Grade Level 3	24:1
Grade Levels 4-12	29:1

The 29:1 ratio at the secondary level applies to all Language Arts, Social Studies, Science, Math, World Languages, World Language Exploratory and Health classes. Other ratios apply as follows:

Band/Orchestra	40:1
Choir	50:1
Middle School PE	35:1
High School PE	40:1
All other classes	31:1

For the purposes of this report, student /teacher ratio for special education classes held in self-contained classrooms within comprehensive elementary and secondary facilities is assumed to be 12:1. Educational facilities dedicated solely to special education or other specialized programs are excluded from capacity calculations, as are associated student headcounts.

In response to new State and District high school graduation requirements, beginning with the 2018-2019 school year, all District high schools changed from a semester system to a trimester system, resulting in the following:

- Three 12-week terms instead of two 18-week terms,
- Five 72-minute periods per day instead of six 57-minute periods, and
- Reduction of classroom efficiency from 83% to 80%, reducing facility capacity.

Beginning with the graduating class of 2020-2021, high school graduation requirements require one additional credit of science (three instead of two), and a total of twenty-four credits; three more than the previously required 21. This has impacted high school capacity, especially

regarding science classrooms, where additional classroom space suitable for the various sciences, or the renovation/upgrade of existing classrooms to accommodate the same, will be necessary. The construction of new science classroom addition at Lindbergh High is one such project included in last year's update. It is not included in the calculation of this year's impact fees or previous year's impact fees.

Student/teacher ratios, referenced earlier, are applicable to both permanent and relocatable classrooms. However, since relocatable facilities do not allow for the full range of educational activities promoted by the district, they are generally viewed as temporary or interim housing, necessary to accommodate enrollment fluctuations and development driven enrollment increases, but only until such time as permanent facilities can be financed and constructed. For those reasons, relocatable classrooms capacities are calculated, but not used in the analysis of future facility needs.

### **Practical Capacity Model:**

The Practical Capacity Model calculates building capacity based on limitations that existing facilities place on enrollment as a result of current educational program needs, operating policy, and contractual restrictions. This is sometimes also referred to School Program Capacity. The calculation is made by reviewing the use of each classroom/teaching station in each facility. For every room housing student, a calculation is made, assigning a maximum number of students per room. Sometimes the capacity of core facilities, such as the cafeteria or gym, or the quantity of restroom fixtures, may limit facility capacity to a level below that calculated by collective classroom capacity levels. This has generally been reviewed at each school level, giving each school leadership team the ability to utilize classrooms in the most efficient manner possible, considering their current enrollment. In future CFP's, we may begin to evaluate and report program capacity more specifically and show the impact on overall capacity. For example, if the school enrollment has a higher number of special ed students in a given year, then there is potential for another full classroom/teaching station to be taken out of capacity inventory, thereby reducing the overall school capacity for that given year. Given that we will be entering into a year with boundary adjustments to accommodate the opening of the new elementary school (Hilltop Heritage ES), the 2024 CFP will be a more appropriate year to provide further analysis of enrollment at each school, overall capacity, and program (practical) capacity.

Capacity at the secondary school level is further limited by class scheduling restrictions and student distribution among elective classes. Based on a typical middle school six-period day, where one period is designated for teacher planning, capacity is reduced by one-sixth, or 17 percent, of theoretical capacity. Similarly, at high schools, with the newly established five-period day, capacity is reduced by one-fifth, or 20 percent. Elective classes, many of which require specialized classrooms, also figure into the equation for determining a school's capacity, which together with required classes, require a well thought out Master Schedule if the facility's capacity is to be maximized.

## **Current Capacity:**

Overall building (student) capacity of existing, permanent K-12 facilities, excluding special education facilities and facilities housing alternative learning environments, is 14,788. As mentioned above, the district will begin to look at each school over the next year to better analyze program capacity at each school. When faced with a boundary adjustment this year with the opening of the new elementary school, we learned that the school-student capacity numbers were not completely telling of actual school capacity, when considering each school's population needs.

Based on prior enrollment the district has shown a capacity deficit in the 6-8 grade span in the out years; as well as continued, yet smaller deficit in the K-5 grade span. That deficit has transitioned to a surplus with enrollment decline but will also show more of a surplus when the new elementary school opens this. The opening of the new school this fall is allowing for relief at some of the over-crowded schools, but also allowing the district to intentionally have a lower enrollment at a couple of schools where some building improvements are needed before large new developments finish construction and begin to generate students in the area. We continue to note also that that current and future capacity at the elementary level, as documented in this report, is based on the district's current Standard of Service, and does not necessarily reflect aspirational K-3 student/teacher ratios of seventeen students to one teacher. The district continues to make progress towards these requirements, by utilizing available classroom space, added staffing and plans to utilize the new elementary school classrooms to work towards this ratio. Most recent ratios have been anywhere from 17.3 to 19:1 but staffing during covid has slowed the districts progress. Continued efforts will be made with opening of the new elementary school providing more classroom space to progress towards the K-3 standard of 17:1. Elementary school capacity has been the district's greatest challenge. Relying heavily on the use of relocatable classrooms (portables) to accommodate the fluctuating student population, portables at elementary schools account for over 15% of the district's total K – 5 facility capacity. Portables are not considered permanent structures and are therefore not included in the inventory of permanent facilities. They are viewed as a short-term solution for managing enrollment fluctuation, housing students on a temporary or interim basis until permanent facilities can be constructed.

Renton School District's capital facilities include both permanent structures and relocatable (interim or portable) classrooms. Permanent facilities are further categorized as either K-12 (traditional elementary, middle, and high school configurations), Special Instructional Use, or Non-instructional Support Facilities.

The district's permanent K-12 facilities include 15 (soon to be 16) elementary schools, four middle schools, and four high schools. Two Special Instructional Use facilities house the district's early childhood, special education, and alternative learning programs. Support facilities include the Kohlwees Education Center (admin.), Transportation Center, Facilities Operations and Maintenance Center, Nutrition Services/Warehouse, Renton Memorial Stadium, and the Lindbergh Swimming Pool. Total permanent facilities encompass 2,595,263 square feet, with 2,417,847 square feet (93%) devoted to K-12 and instructional special use. See Appendix A for District Maps.

The district's relocatable K-12 facilities are used primarily to address enrollment fluctuations and to house students on an interim or temporary basis until permanent facilities can be constructed. For those reasons they are not considered a long-term solution for housing students and are not acknowledged in the calculation of the capacity of K-12 facilities. Of the fifty-five relocatable facilities in the district's inventory, forty-four are "double portables" containing two classrooms, and eleven are singles. Combined, they provide the district with a total of ninety-nine relocatable classrooms, encompassing 88,704 square feet of additional space available for instruction.

The tables below summarize existing K-12 facility capacity. A complete inventory of District facilities, including undeveloped property follows. Facility capacity worksheets may be found in the appendices.

#### EXISTING FACILITY CAPACITY

Facility Type	Elementary Schools		Middle Schools		High Schools		Total	
Permanent	6,895	84.6%	3,435	88.3%	4,458	98.0%	14,788	89.1%
Relocatable	1,252	15.4%	457	11.7%	92	2.0%	1,801	10.9%
Total	8,147	100%	3,892	100%	4,550	100%	16,589	100%

#### CAPACITY BY SERVICE AREA

	Facility Type	Lindbergh	Hazen	Renton High	Total
Elementary	Permanent	1843	2423	2075	6341
	Relocatable	183	618	451	1252
	Total Elem	2026	3041	2526	7593
Middle	Permanent	896	1745	794	3435
	Relocatable	183	183	91	457
	Total Elem	1079	1928	885	3892
High	Permanent	1211	1462	1389	4062
	Relocatable	92	0	0	92
	Total Elem	1303	1462	1389	4154
Grand Total		4408	6431	4800	15639

1. Does not include Sartori Elementary and Talley High, as they are not associated with a particular service area.

## INVENTORY AND CAPACITY OF RELOCATEABLE CLASSROOMS

Building ID	Location	Number of Classrooms	School ID Numbers	Area (sq. ft.)	Student Capacity
53	McKnight Middle	2	7/8	1,792	46
54	Nelsen Middle	2	7/8	1,792	46
55	Nelsen Middle	2	5/6	1,792	46
56	Nelsen Middle	2	3/4	1,792	46
57	Nelsen Middle	2	1/2	1,792	46
59	Lindbergh High	1	2	896	21
60	Lindbergh High	1	3	896	21
61	Lindbergh High	1	4	896	21
62	Talbot Hill Elementary	1	2	896	29
64	Talbot Hill Elementary	1	1	896	29
65	Dimmitt Middle	1	3	896	23
66	Dimmitt Middle	1	4	896	23
69	Honey Dew Elementary	2	3A/3B	1,792	58
70	Talbot Hill Elementary	1	3	896	29
72	McKnight Middle	2	3/4	1,792	46
73	Lakeridge Elementary	2	5/6	1,792	58
74	Sierra Heights Elementary	2	5/6	1,792	58
77	McKnight Middle	2	5/6	1,792	46
78	McKnight Middle	2	1/2	1,792	46
79	Dimmitt Middle	2	1/2	1,792	46
80	Honey Dew Elementary	2	2A/2B	1,792	58
81	Cascade Elementary	2	1/2	1,792	58
82	Sierra Heights Elementary	2	1/2	1,792	58
83	Lindbergh High	2	5/6	1,792	42
84	Maplewood Heights Elementary	2	5/6	1,792	58
85	Dimmitt Middle	1	5	896	23
86	Dimmitt Middle	1	6	896	23
87	Dimmitt Middle	1	7	896	23
88	Bryn Mawr Elementary	2	1/2	1,792	58
89	Bryn Mawr Elementary	2	3/4	1,792	58
90	Honey Dew Elementary	2	4A/4B	1,792	58
91	Honey Dew Elementary	2	1A/1B	1,792	58
92	Tiffany Park Elementary	2	1/2	1,792	58
93	Spring Glen	2	1/3	1,792	46
94	Spring Glen	2	2/4	1,792	46
95	Campbell Hill Elementary	2	2A/2B	1,792	58
96	Campbell Hill Elementary	2	1A/1B	1,792	58
97	Cascade Elementary	2	3/4	1,792	58
98	Cascade Elementary	2	5/6	1,792	58
99	Lakeridge Elementary	2	7/8	1,792	58
100	Lakeridge Elementary	2	3/4	1,792	58
101	Campbell Hill Elementary	2	3A/3B	1,792	58
102	Campbell Hill Elementary	2	4A/4B	1,792	58
103	Maplewood Heights Elementary	2	1/2	1,792	58

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104	Maplewood Heights Elementary	2	3/4	1,792	58
105	Maplewood Heights Elementary	2	7/8	1,792	58
106	Sierra Heights Elementary	2	3/4	1,792	58
107	Sierra Heights Elementary	2	7/8	1,792	58
108	Tiffany Park Elementary	2	3/4	1,792	58
109	Bryn Mawr Elementary	2	5/6	1,792	58
110	Hazelwood Elementary	2	1A/1B	1,792	58
111	Maplewood Heights Elementary	2	9/10	1,792	58
112	Maplewood Heights Elementary	2	11/12	1,792	58
113	Talbot Hill Elementary	2	1A/1B	1,792	58
114	Talbot Hill Elementary	2	2A/2B	1,792	58
Total		99		88,704	2,669

\*Capacity based on Standard of Service and not actual use

**INVENTORY AND CAPACITY OF PERMANENT FACILITIES**

	<b>NAME</b>	<b>LOCATION</b>	<b>AREA (ft<sup>2</sup>)</b>	<b>CAPACITY</b>
<b>ELEMENTARY SCHOOLS</b>	Benson Hill	18665 - 116th Ave. SE, Renton, 98058	67,533	520
	Bryn Mawr	8212 S 118th St., Seattle, 98178	49,157	338
	Campbell Hill	6418 S 124th St., Seattle, 98178	57,072	332
	Cascade	16022 - 116th Ave. SE, Renton, 98058	59,164	467
	Hazelwood	7100 - 116th Ave. SE, Newcastle, 98056	66,161	591
	Highlands	2727 NE 7th St., Renton, 98056	60,000	547
	Honey Dew	800 Union Ave. NE, Renton, 98059	54,620	336
	Kennydale	1700 NE 28th St., Renton, 98056	65,169	622
	Lakeridge	7400 S 115th St., Seattle, 98178	52,958	398
	Maplewood Hgts.	130 Jericho Ave., Renton, 98059	56,220	402
	Renton Park	16828 - 128th Ave. SE, Renton, 98058	65,955	476
	Sartori	332 Park Ave. N, Srenton, 98057	76,797	554
	Sierra Heights	2501 Union Ave. NE, Renton, 98058	53,992	472
	Talbot Hill	2300 Talbot Rd., Renton, 98055	57,844	460
	Tiffany Park	1601 Lake Youngs Way, Renton, 98058	58,758	380
	<b>Total Grades K-5 Capacity</b>		<b>901,400</b>	<b>6,895</b>
<b>MIDDLE SCHOOLS</b>	Dimmitt	12320 - 80th Ave. S, Seattle, 98178	109,070	794
	McKnight	2600 NE 12th St., Renton, 98056	126,706	847
	Nelsen	2304 Jones Ave. S, Renton, 98055	124,234	896
	Risdon	6928 - 116th Ave. SE, Newcastle 98056	136,582	898
	<b>Total Grades 6-8 Capacity</b>		<b>496,592</b>	<b>3,435</b>
<b>HIGH SCHOOLS</b>	Hazen	1101 Hoquiam Ave. NE, Renton, 98059	327,395	1,462
	Lindbergh	16426 - 128th Ave. SE, Renton, 98058	242,662	1,211
	Renton	400 S 2nd St., Renton, 98057	278,373	1,389
	Talley	7800 S 132nd St., Renton, 98178	70,831	397
	<b>Total Grades 9-11 Capacity</b>		<b>919,261</b>	<b>4,458</b>
<b>TOTAL GRADE LEVELS K-12</b>			<b>2,317,253</b>	<b>14,788</b>
<b>ALT LEARNING</b>	Meadow Crest EEC	1800 Index Ave. NE, Renton, 98056	68,752	464
	HOME Program - Spring Glen	2607 Jones Ave. S, Renton, 98055	7,005	84
	Renton Academy - Spring Glen	2607 Jones Ave. S, Renton, 98055	24,837	48
	<b>Total Instructional Special Use</b>		<b>100,594</b>	<b>596</b>
<b>Total Instructional Facilities</b>			<b>2,417,847</b>	<b>15,384</b>
<b>SUPPORT SERVICES</b>	Facilities Operations Center	7812 S 124th St., Seattle, 98178	21,894	
	Kohlwes Educational Center	300 SW 7th St., Renton, 98057	57,000	
	Lindbergh Pool	16740 - 128th Ave. SE, Renton, 98058	13,600	
	Nutrition Services / Warehouse	409 S Tobin St., Renton 98057	27,466	
	Renton Memorial Stadium	405 Logan Ave. N, Renton, 98057	37,213	
	Transportation Center	420 Park Ave. N, Renton, 98057	20,243	
	<b>Total Support Services</b>		<b>177,416</b>	
<b>Total All Permanent Facilities</b>			<b>2,595,263</b>	

**RELOCATABLE FACILITY CAPACITY BY SCHOOL\*****ELEMENTARY SCHOOLS**

Location	Address	Building ID	Area (sq. ft.)	Capacity
Bryn Mawr	8212 S 118th St., Seattle, 98178	88, 89, 109	5,376	174
Campbell Hill	6418 S 124th St., Seattle, 98178	95, 96, 101, 102	7,168	232
Cascade	16022 - 116th Ave. SE, Renton, 98058	81, 97, 98	5,376	174
Hazelwood	7100 - 116th Ave. SE, Newcastle, 98056	110	1,792	58
Honey Dew	800 Union Ave. NE, Renton, 98059	69, 80, 90, 91	7,168	232
Lakeridge	7400 S 115th St., Seattle, 98178	73, 99, 100	5,376	174
Maplewood Heights	130 Jericho Ave., Renton, 98059	84, 103, 104, 105, 111, 112	10,752	348
Sierra Heights	2501 Union Ave. NE, Renton, 98058	74, 82, 106, 107	7,168	232
Talbot Hill	2300 Talbot Rd., Renton, 98055	62, 64, 70, 113, 114	6,272	203
Tiffany Park	1601 Lake Youngs Way, Renton, 98058	92, 108	3,584	116
Elementary School Total Capacity			60,032	1943

**MIDDLE SCHOOLS**

Location	Address	Building ID	Area (sq. ft.)	Capacity
Dimmitt	12320 - 80th Ave. S, Seattle, 98178	65, 66, 79, 85, 86, 87	6,272	161
McKnight	2600 NE 12th St., Renton, 98056	53, 72, 77, 78	7,168	184
Nelsen	2304 Jones Ave. S, Renton, 98055	54, 55, 56, 57	7,168	184
Middle School Total			20,608	529

**HIGH SCHOOLS**

Location	Address	Building ID	Area (sq. ft.)	Capacity
Lindbergh	16426 - 128th Ave. SE, Renton, 98058	59, 60, 61, 83	4,480	105
High School Total			4,480	105

**INSTRUCTIONAL SPECIAL USE**

Location	Address	Building ID	Area (sq. ft.)	Capacity
Spring Glen	2607 Jones Ave. S, Renton, 98055	93, 94	3,584	92
Special Education Total			3,584	92
TOTAL ALL RELOCATABLE CLASSROOMS			88,704	2669

\*Capacity based on Standard of Service and not actual use

**UNDEVELOPED PROPERTY**

Skyway Site	S Langston Rd. & 76th Ave. S, Seattle	4.18 Acres
Chelan Ave. Site	Chelan Ave. NE & NE 12th St., Renton	10.80 Acres*
Park Ave. N Site	Park Ave. N & N 3rd St., Renton	0.31 Acres
Park Ave. N Site	Park Ave. N & N 5th Ave., Renton	0.45 Acres

*\*Currently under construction – new Hilltop Heritage Elementary School to open fall 2023*

**IV. ENROLLMENT PROJECTIONS**

**Projection Methodology:**

Numerous methodologies are available for projecting long-term enrollments. The most common method is known as cohort survival which tracks groups of students through the system and adjusts the populations to account for the average year-to- year growth. For example, this year’s fourth grade is adjusted based on the average enrollment trend of the past in order to estimate next year’s fifth grade enrollment. This calculation method considers the past five years’ trends to determine the average adjustment factor for each grade, or cohort. The method works well for all grades except kindergarten, where there is no previous year data. For kindergarten, two methodologies are generally used: A linear extrapolation from the previous five years of kindergarten enrollment, assuming that there is a trend; or, alternatively, a comparison of the kindergarten enrollment to births from five years prior can be used to calculate a “birth-to-k” ratio. For example, kindergarten enrollment in 2019 is divided by the total births in King County in 2014 to produce a birth-to-k ratio. The average ratio for the last five years can then be applied to births in subsequent years to estimate kindergarten enrollment.

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

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

at existing grades was combined with estimates of growth that might be expected from new housing, and assumptions about market share gains or losses that the district is likely to see at certain grade levels. Estimates of housing growth for this model were obtained from building permit information provided by the respective jurisdictions. However, there are many unknowns due to the overall market pause in real estate, rising gas prices, inflation, and some still consider the pandemic to be of concern. The districts response to this was to consider three projections: a low, medium, and high. Due to inflation and rising interest rates, real estate prices are leveling off and decreasing in some neighborhoods. Considering the relative prices seen in Renton as compared to outlying and more expensive suburban area, this could drive a higher-than-expected growth rate. Because the District needs to be as prepared as possible for a higher growth rate, we are monitoring all three scenarios. There is more potential for growth in the K-5 and high school grade span in the outyears and some decline is anticipated in the 6-8 grade span.

### **Projections and Future Capacity:**

Enrollment projections provided by Educational Data Solutions, LLC indicate continued decline in the elementary grade span over the next couple of years, with a minor *decrease* in middle school and high school enrollment at varied years, but overall, a relatively flat rate in the big picture. Using the high-level growth chart, overall enrollment in the out-years is projected to grow by about six hundred students spread over all three grades spans, but still does not project we are back to pre-pandemic enrollment levels until after October 2028. The district will continue to monitor development, move-in/move-outs, and trends within the four-county area to better predict enrollment more than two years out.

As the District moves past the pandemic and related impacts, there is potential for development growth in the real estate market and for a resurgence of immigrant population with recent political administration changes at the national level. The local jurisdiction is still planning on over 5,000 new residential units in various areas over the next 2-10 years. It is the district's responsibility to monitor these projects, the timing and how the district will be able to respond with appropriate capacity to accommodate instructional delivery.

The number of new homes planned for future construction in the District is much higher than the number of permitted units that were built between 2017 and 2021. This may suggest that enrollment losses could be lower in the near terms but could see net gains in the out-years due to growth from new housing. (see past and future housing development in the appendices)

Projections show a slight increase in middle school enrollment over the next six years if considering the high growth projections. There are currently no plans to increase middle school capacity, as even with a slight growth, enrollment would still not be back to pre-pandemic levels. Using the same high projection at the high school level, projected enrollment over the next six years will add an additional 185 students. If these projections hold in the near term, this growth could coincide with district plans to replace Renton High School. As part of the voter approved November 2022 bond, funds are provided for both land acquisition and construction of a new Renton High School. The 2024 CFP will address this more completely as the district determines location and construction period. Medium range and high range projections are provided in the appendices.

**PROJECTED ENROLLMENT GROWTH**

	ACTUAL OCT. 2021/2022 HEADCOUNT	ACTUAL OCT. 2022/23 HEADCOUNT	OCT. 2028/29 PROJECTED HEADCOUNT (high)	ACTUAL CHANGE 2021/22 - 2022/23	ACTUAL CHANGE (%) 2021/22 to 2022/23	PROJECTED CHANGE 2022/23 to 2028/29	PROJECTED PERCENTAGE CHANGE 2022/23 TO 2028/29
<b>ELEMENTARY</b>	6,745	6,648	7,061	(97.00)	(0.01)	413	6.21%
<b>MIDDLE</b>	3,451	3,227	3,328	(224.00)	(0.06)	101	0.03
<b>HIGH</b>	4,226	4,318	4,503	92	2.18%	185	0.04
<b>other/alt</b>	170	178	194	8	-	16	-
<b>TOTAL</b>	14,592	14,371	15,086	(221.00)	(0.02)	715.00	0.05

**V. ENROLLMENT DRIVEN FACILITY NEEDS**

With the opening of the new Sartori Elementary School in August 2018, the 2017 elementary deficit capacity of 1,244 was dramatically reduced by nearly 40% to 755. With the passage of the 2019 Bond Measure, approved by the voters in November 2019, the District is will be opening its sixteenth elementary school, located in the Hazen High School service area, where the district has experienced the most recent growth in the past decade plus. The new school is scheduled to be completed and opened for the 2023/2024 school year. This new school has been named Hilltop Heritage Elementary School. Enrollment declines since fall 2020 show a loss of students from 7,057 students to 6,732 students in fall 2022. While this helps to balance out enrollment vs. capacity in this current school year, we will see an increase in capacity this fall with the new school opening. However, projections do show growth in this grade span by another 413 students in the out years.

At the middle school level, decreased enrollment combined with lower projections show that the district will continue to have a small surplus in the next year. We will continue to monitor, but there are currently no enrollment or growth driven capital facilities projects in the planning stages for middle schools. However, there is discussion for future bond planning, the need to replace both Nelson Middle School and Dimmitt Middle School. Those projects would be reviewed in future bond planning discussions and enrollment growth and projections would be considered at that time.

As previously mentioned, the 2022 voter-approved bond allows the district to acquire property and plan for the replacement of Renton High School. This will be both an opportunity to add program capacity to address anticipated and projected growth in the out years, but to also ensure program equity across the high school grade space. The district desires to ensure educational space and opportunity is provided and comparable to what is offered at both Hazen and Lindberg High Schools.

In addition to any discussion around projected permanent facility deficits at the elementary and high school levels, it should be noted that the District is also reaching its maximum limit in providing portable classrooms at its existing sites due to current land use and building code requirements. Although not included in the calculation of potential Impact Fees, the implementation of new relocatable classrooms and/or the relocation of existing ones, remains a viable method of addressing both growth and the shifting of student population, for the short term.

Similarly, science classroom additions proposed for Lindbergh High School, as well as other potential high school renovations, additions, or relocations responding to enrollment growth and/or changes in capacity methodology, are not included in the calculation of these fees. Those current projects are more related to program needs and existing enrollment. We have not considered these projects to be added capacity at the high school grade span.

The next table compares the current permanent capacity of Renton School District facilities to current and projected enrollment for the next six years. As noted earlier, the district will take a closer look at overall permanent capacity compared to practical or program capacity this next year and will report those findings in the 2024 CFP.

SURPLUS / DEFICIT CAPACITY PROJECTIONS <sup>1</sup> 2023/24 - 2028/29								
		*22/23	23/24	24/25	25/26	26/27	27/28	28/29
ELEM. K-5	**PERMANENT CAPACITY	6,000	7,545	7,545	7,545	7,545	7,545	7,545
	STUDENT ENROLLMENT	6,732	6,600	6,602	6,000	6,007	7,000	7,002
	SURPLUS / (DEFICIT CAPACITY)	063	060	003	607	000	000	003
MIDDLE 6-8	**PERMANENT CAPACITY	3,030	3,435	3,435	3,435	3,435	3,435	3,435
	STUDENT ENROLLMENT	3,300	3,007	3,202	3,370	3,000	3,007	3,007
	SURPLUS / (DEFICIT CAPACITY)	030	230	233	60	07	00	20
HIGH 9-12	**PERMANENT CAPACITY	0,000	4,458	4,458	4,542	4,542	4,542	4,542
	STUDENT ENROLLMENT	0,300	0,032	0,070	0,000	0,030	0,002	0,037
	SURPLUS / (DEFICIT CAPACITY)	000	26	002	23	003	60	0

0. Does not include relocate portable

0. Current enrollment

medium range projection - 23/24 and 24/25

high range projection - 25/26 and beyond

\*\*permanent capacity will be adjusted to program capacity in CFP 2024

## **Capital Construction Plan:**

For the last six-year period, the district's highest priorities have been to address existing and projected facility capacity deficits, aging infrastructure at secondary schools, and responding to/planning for both growth and program related added capacity. These projects funded by the 2019 bond and impact fees, are projects responding to growth. This has included:

- Completion of Hilltop Heritage Elementary school - most of the growth has occurred and relief is needed at some schools in the Hazen High School service area – in the elementary grade-span.
- High school additions and/or renovations to create additional science classroom/laboratory space to address changes in State graduation requirements
- Planning for replacement of Renton High School, Dimmitt Middle School and/or Nelson Middle School – all aging facilities and potentially impacted by growth
- Acquisition of land for future development
- Addition and or relocation of relocatable classrooms (interim classroom space known as portables)

During the next six years, the district's voter approved bond on the Nov. 8, 2022, election ballot will allow the district to stay on track to make major renovations, replacements, and upgrades to keep our schools in top operating condition, while protecting taxpayer investments in our buildings and helping maintain high property values. Currently, these are not growth generated projects. These include:

### **Safety & Security**

- Interior door hardware/lock updates
- New key system
- Main entry video intercoms
- Entryway improvements to provide front door line-of-sight for office staff

### **School Improvements**

- Update seismic and structural systems in older buildings (retrofitting and modification of existing structures to make them more resistant to seismic activity, ground motion, or soil failure)
- Improvements and equipment replacement of school Heating, Ventilation, and Air Conditioning (HVAC) systems
- Upgrades to electrical, plumbing, and mechanical systems
- Upgrades to boilers and domestic hot water heaters



### **Purchase Property**

- Provide for up to forty acres for a Renton High School replacement

### **Build New Renton High School – at a location to be determined**

- Build a new high school facility for the Renton High School service area, providing a modern learning environment and equitable athletic opportunities for all students

The District's intent in structuring its capital improvement program is to maintain a constant level of construction throughout the program period to optimize the utilization of its management capabilities. The District utilizes a combination of in-house project management (Capital Projects Office) and outside management consultants to accomplish this.

## **VI. SIX-YEAR FINANCE PLAN**

### **Finance Plan:**

The primary funding sources for all capital construction projects scheduled over the next six years include 2019 Bond funds, remaining funds from the 2016 capital levy; and school impact fees currently collected by King County and the cities of Bellevue, Newcastle, and Renton throughout 2023, as growth projects that addressed past capacity deficits are completed. Growth driven projects funded by past collected impact fees and 2019 bond funds are nearing completion. The district also has funds from a voter approved bond in November 2023 for \$676 million. The majority of those funds will be directed towards land acquisition and the replacement of Renton High School, as previously described.

While there could be placement of temporary facilities or portables due to growth over the next six years at various locations, depending upon enrollment growth - the district does not yet know if the replacement of the high school will need to increase capacity due to growth. This project will not begin for 2-3 years, due to the need for land acquisition. If enrollment and projections show additional capacity is needed to accommodate growth, we will evaluate the collection of impact fees at that time.

Enrollment driven projects represent only a portion of the district's total capital improvement plan. Estimated expenditures for enrollment driven projects over the duration of this six-year plan are indicated below.

**SIX-YEAR FINANCE PLAN - GROWTH DRIVEN PROJECTS**

Project	Estimated Expenditures <sup>1</sup> \$,000,000								Funding \$,000,000	
	*2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	Total	Secured <sup>2</sup>	Unsecured <sup>3</sup>
New Elem. School	60	6	2					68	60	8
Science Classroom	15	5	5					25	25	
Land Acquisition	2	6						8	7	1
portables	1	1	1		10				10	3
<b>Total</b>	<b>78</b>	<b>18</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>0</b>		<b>101</b>	<b>102</b>	<b>12</b>

1. Estimated expenditure based on total project cost, including hard and soft costs.

2. Secured funding includes 2023 bond issues, and previously collected bond proceeds.

3. Unsecured funding includes future bond proceeds and potential bond antitake.

\*2022/23 and prior

**II. IMPACT FEES****Impact Fees:**

Impact fees were calculated in conformance with King County Council Ordinance 11621, resulting in a decrease in impact fees for single-family of \$750.00 per unit – now set at \$2161.00, and an increase in impact fees for multi-family of \$560.00 per unit – now set at \$4,257.00. Student generation factors were generally the same this year, with a slight increase in multi-family – primarily due to the presence of more low-income units and units with multiple bedrooms. Calculations in 2022 included increased construction costs, and while costs have continued to increase, the district has not added additional construction costs into the calculation for 2023. Assessed and taxable values have increased for both single family and multi-family units, as have bond interest rates. The construction of the new elementary school was front funded by the district and was constructed to address growth in the district. The district will continue collection of impact fees to help offset related costs and will be evaluated on an annual basis moving forward. The 2024-25 CFP will review enrollment, projections, and projected growth to determine if any growth-related projects are needed to address potential capacity deficits moving forward in any of the grade spans.

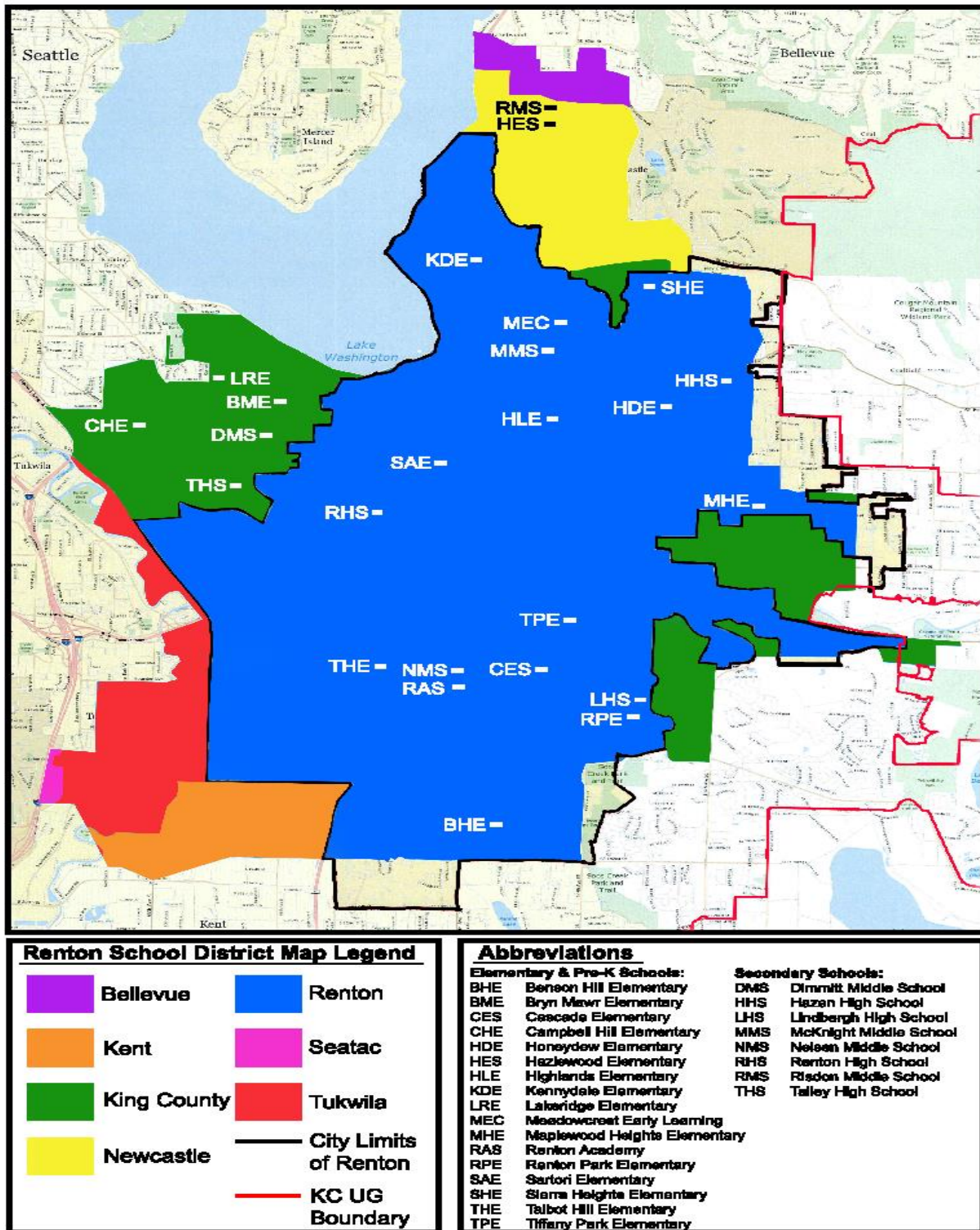
The GMA empowers jurisdictions to assess and collect impact fees as a means of supplementing the funding of additional public facilities necessitated by enrollment growth from new development. In the case of public schools, impact fees are assessed only on residential new development. To determine an equitable school impact fee throughout unincorporated King County, King County Code 21A was adopted, establishing an impact fee formula that has in turn been adopted by the cities of Bellevue, Newcastle, and Renton, in their respective enabling ordinances. The formula requires that school districts establish “Student Generation Factors” that estimate the number of students generated by each new single or multi-family residential unit constructed and establish district-specific construction costs that are unique to that district. Refer to appendices for substantiating documentation on Student Generation Factors.

**Other factors influencing impact fees include:**

- Site Acquisition Costs - the estimated cost per acre to purchase property.
- Building Acquisition Cost - the estimated cost to construct facilities unique to the district.
- Temporary Facility Cost - the estimated cost per classroom to purchase and install a relocatable classroom, including site work and utilities.
- State Funding Assistance Credit - the amount of funding provided by the State, subject to District eligibility, based on a construction cost allocation and funding assistance percentage established by the State.
- Tax Credit – Driven by assessed property values, taxation rate, and Bond interest rates.

IMPACT FEES	effective Jan 2023	effective Jan 2024	AA
AM	2,000	\$2,161	700
MOTAM	3,607	\$4,257	60

### XIII. APPENDICES



RSD BOUNDARY MAP - MUNICIPALITY OVERLAY

## ELEMENTARY SCHOOL CAPACITY

FACTORS:	Student/Teacher Ratios:
	Grades K-1 21:1
	Grade 2 22:1
	Grade 3 24:1
	Grades 4-5 29:1
	Scheduling Efficiency 1.00
	Program Efficiency 1.00

### Permanent Teaching Stations

SCHOOL	Total	K-1	2	3	4-5	Sped	Other	Cap
BENSON HILL	32	8	3	3	6	4	8	520
BRYN MAWR	25	7	3	5	0	1	9	338
CAMPBELL HILL	25	6	2	6	0	2	9	332
CASCADE	31	7	4	0	7	3	10	467
HAZELWOOD	32	9	4	4	7	2	6	591
HIGHLANDS	32	8	4	3	7	2	8	547
HONEY DEW	22	7	4	4	0	1	6	336
KENNYDALE	33	9	3	5	8	2	6	622
LAKERIDGE	26	6	3	3	4	2	8	398
MAPLEWOOD HGTS.	26	11	5	2	0	2	6	402
RENTON PARK	32	7	3	3	6	2	11	476
SARTORI	32	8	4	4	6	3	7	554
SIERRA HGTS.	29	8	4	3	4	3	7	472
TALBOT HILL	26	8	3	2	6	1	6	460
TIFFANY PARK	27	8	3	3	2	2	9	380
TOTAL	430	109	52	50	63	32	116	6,895

### Relocatable Classrooms

SCHOOL	Total	K-1	2	3	4-5	Sped	Other	Cap	Total Cap
BENSON HILL	0	0	0	0	0	0	0	0	520
BRYN MAWR	6	0	0	0	5	0	1	145	483
CAMPBELL HILL	8	0	0	3	5	0	0	217	549
CASCADE	6	0	0	4	0	0	2	96	563
HAZELWOOD	2	0	0	0	0	0	2	0	591
HIGHLANDS	0	0	0	0	0	0	0	0	547
HONEY DEW	8	0	0	0	6	0	2	174	510
KENNYDALE	0	0	0	0	0	0	0	0	622
LAKERIDGE	6	0	0	0	1	0	5	29	427
MAPLEWOOD HGTS.	12	0	0	3	9	0	0	333	735
RENTON PARK	0	0	0	0	0	0	0	0	476
SARTORI	0	0	0	0	0	0	0	0	554
SIERRA HGTS.	8	0	0	1	3	0	4	111	583
TALBOT HILL	5	0	0	2	0	1	2	60	520
TIFFANY PARK	4	0	0	0	3	0	1	87	467
TOTAL	65	0	0	13	32	1	19	1,252	8,147

Permanent Teaching Stations

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LINDBERGH SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap
BENSON HILL	32	8	3	3	6	4	8	520
CASCADE	31	7	4	0	7	3	10	467
RENTON PARK	32	7	3	3	6	2	11	476
TIFFANY PARK	27	8	3	3	2	2	9	380
TOTAL	122	30	13	9	21	11	38	1,843

## Relocatable Classrooms

LINDBERGH SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap	Total Cap
BENSON HILL	0	0	0	0	0	0	0	0	520
CASCADE	6	0	0	4	0	0	2	96	563
RENTON PARK	0	0	0	0	0	0	0	0	476
TIFFANY PARK	4	0	0	0	3	0	1	87	467
TOTAL	10	0	0	4	3	0	3	183	2,026

## Permanent Teaching Stations

HAZEN SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap
HAZELWOOD	32	9	4	4	7	2	6	591
HONEY DEW	22	7	4	4	0	1	6	336
KENNYDALE	33	9	3	5	8	2	6	622
MAPLEWOOD HGTS.	26	11	5	2	0	2	6	402
SIERRA HGTS.	29	8	4	3	4	3	7	472
TOTAL	110	27	16	14	12	8	25	1,832

## Relocatable Classrooms

HAZEN SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap	Total Cap
HAZELWOOD	2	0	0	0	0	0	2	0	591
HONEY DEW	8	0	0	0	6	0	2	174	510
KENNYDALE	0	0	0	0	0	0	0	0	622
MAPLEWOOD HGTS.	12	0	0	3	9	0	0	333	735
SIERRA HGTS.	8	0	0	1	3	0	4	111	583
TOTAL	28	0	0	4	18	0	6	618	2,450

## Permanent Teaching Stations

RENTON HIGH SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap
BRYN MAWR	25	7	3	5	0	1	9	338
CAMPBELL HILL	25	6	2	6	0	2	9	332
HIGHLANDS	32	8	4	3	7	2	8	547
LAKERIDGE	26	6	3	3	4	2	8	398
TALBOT HILL	26	8	3	2	6	1	6	460
TOTAL	109	28	12	14	17	7	31	1,737

## Relocatable Classrooms

RENTON HIGH SERVICE AREA	Total	K-1	2	3	4-5	Sped	Other	Cap	Total Cap
BRYN MAWR	6	0	0	0	5	0	1	145	483
CAMPBELL HILL	8	0	0	3	5	0	0	217	549
HIGHLANDS	0	0	0	0	0	0	0	0	547
LAKERIDGE	6	0	0	0	1	0	5	29	427
TALBOT HILL	5	0	0	2	0	1	2	60	520
TOTAL	19	0	0	5	6	1	7	306	2,043

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## MIDDLE SCHOOL CAPACITY

FACTORS:	Student/Teacher Ratios:
	Core Classes 29:1
	PE 35:1
	Band/Orchestra 40:1
	Choir 50:1
	SPED 12:1
	Other 31:1
	Scheduling Efficiency 0.83
	Program Efficiency 0.95

### Permanent Teaching Stations

SCHOOL	Total	Core	PE	Band	Choir	SPED	Other	Support	Cap
DIMMIT	41	21	3	1	1	4	5	6	794
MCKNIGHT	41	25	3	1	1	4	5	2	847
NELSEN	52	22	3	1	1	2	9	14	896
RISDON	47	24	3	2	1	7	4	6	898
TOTAL	181	92	12	5	4	17	23	28	3,435

### Relocatable Classrooms

SCHOOL	Total	Core	SPED	Support	Cap	Total Cap
DIMMIT	4	4	0	0	91	885
MCKNIGHT	8	8	0	0	183	1,030
NELSEN	8	8	0	0	183	1,079
RISDON	0	0	0	0	0	898
TOTAL	20	20	0	0	457	3,892

## HIGH SCHOOL CAPACITY

FACTORS:	Student/Teacher Ratios:
	Core Classes 29:1 (24:1 Talley)
	PE 40:1
	Band/Orchestra 40:1
	Choir 50:1
	SPED 12:1
	Other 31:1 (24:1 Talley)
	Scheduling Efficiency 0.80
	Program Efficiency 0.90

### Permanent Teaching Stations

SCHOOL	Total	Core	PE	Band	Choir	SPED	Other	Support	Cap
HAZEN	78	44	3	2	1	7	18	3	1,462
LINDBERGH	55	32	3	1	1	6	11	1	1,211
RENTON	68	34	3	1	1	7	16	6	1,389
TALLEY	24	13	1	0	0	1	6	3	397
TOTAL	225	123	10	4	3	21	51	13	4,458

### Relocatable Classrooms

SCHOOL	Total	Core	SPED	Support	Cap	Total Cap
HAZEN	0	0	0	0	0	1,462
LINDBERGH	5	4	1	0	92	1,303
RENTON	0	0	0	0	0	1,389
TALLEY	0	0	0	0	0	397
TOTAL	5	4	1	0	92	4,550



## STUDENT GENERATION RATES (SGR)

The formula for determining school impact fees, as established by King County Council Ordinance 11621, requires that school districts provide “student factors based on district records of average actual student generation rates for new developments constructed over a period of not more than five years prior to the date of the fee calculation.” The Ordinance also provides that, in the event this information is not available in the District, “data from adjacent districts, districts with similar demographics, or county-wide averages must be used.” In years past, the district used average SGR’S from nearby districts. Starting with the 2021 CFP, the district began using its own SGR derived from residential projects with the district. The district used those SGR’s again for the 2022 CFP - due to paused construction and covid impacts on enrollment. Student generation rates have been updated this year and are included in impact fee calculations. There is not a significant difference in student generation rates from 2021 generated rates. The multi-family rate is higher at 28 per one hundred vs. 24 per one hundred. This slightly higher rate is likely due to presence of more low-income units and units with multiple bedrooms.

### STUDENT GENERATION RATES

	Elementary (K-5)	Middle School (6-8)	High School (9-12)	Total
SINGLE-FAMILY	0.146	0.046	0.089	0.281
MULTI-FAMILY	0.146	0.065	0.069	0.280

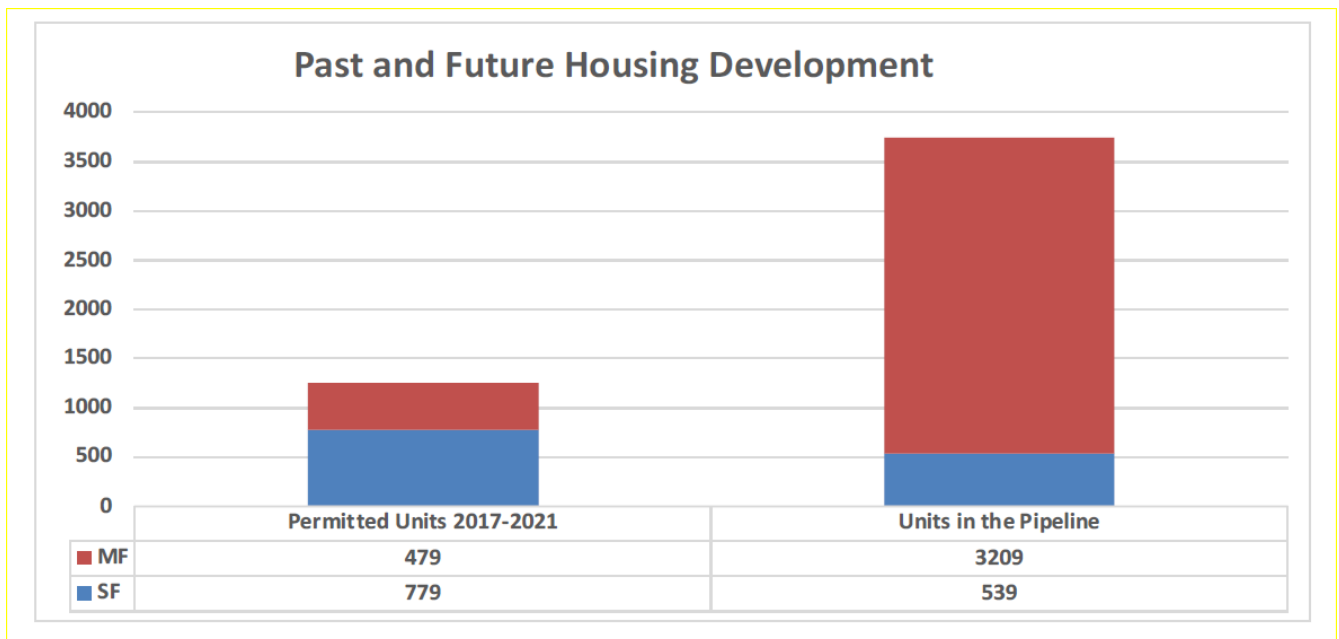
<b>Renton School District</b>									
<b>Apartment/Duplex Bedroom Counts and SGR Breakout</b>									
<b>Permit Years 2017-2021</b>									
<b>4/27/23</b>									
<b>Project Name</b>	<b>Studio</b>	<b>1 Bed</b>	<b>2 Bed</b>	<b>3 Bed</b>	<b>4 Bed</b>	<b>5 Bed</b>	<b>Units</b>	<b>Students</b>	<b>SGR</b>
Avaya Ridge Apartments	0	28	29	17	0	0	74	24	0.324
Highland Oasis Duplexes (2)	0	0	0	4	0	0	4	0	0.000
JDL Properties Duplex (1)	0	0	0	2	0	0	2	0	0.000
June Leonard Place Apartments*	0	23	20	5	0	0	48	13	0.271
Second & Main Apartments	0	50	36	15	0	0	101	11	0.109
Sunset Court Apartments*	0	9	23	18	0	0	50	43	0.860
Sunset Oaks Apartments*	5	43	12	0	0	0	60	7	0.117
<b>Apartment &amp; Duplex Totals→</b>	<b>5</b>	<b>153</b>	<b>120</b>	<b>61</b>	<b>0</b>	<b>0</b>	<b>339</b>	<b>98</b>	<b>0.289</b>

The student generation rate varies among apartment developments, based on whether the units are for low-income residents and based on the number of bedrooms in each unit. These differences can help the district when planning for future growth from housing.

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Student Generation Rates by Grade Level and Housing Type					
Permit Type	Permit Subtype	Number of Units	Grade Level	Students Generated	SGR
MFR Subtype	Apartment & Duplex <sup>1</sup>	339	K-5	45	0.133
			6-8	25	0.074
			9-12	28	0.083
		APT & DPLX Student Subtotal→		98	0.289
	Townhouse	140	K-5	25	0.179
			6-8	6	0.043
			9-12	5	0.036
		TWN Student Subtotal→		36	0.257
MFR Total	New MFR	479	K-5	70	0.146
			6-8	31	0.065
			9-12	33	0.069
		ALL MFR Student Subtotal→		134	0.280
SFR	New SFR	779	K-5	114	0.146
			6-8	36	0.046
			9-12	69	0.089
		SFR Student Subtotal→		219	0.281
			SFR Totals→		219



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**Renton Enrollment History**

Births	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
King County	24,244	24,899	25,190	25,057	24,514	24,630	25,032	24,910	25,343	25,487	26,011	25,273
K Enroll as %	5.29%	5.09%	5.23%	5.32%	5.14%	5.27%	5.01%	5.11%	4.98%	4.30%	4.29%	4.34%
	<u>Oct11</u>	<u>Oct12</u>	<u>Oct13</u>	<u>Oct14</u>	<u>Oct15</u>	<u>Oct16</u>	<u>Oct17</u>	<u>Oct18</u>	<u>Oct19</u>	<u>Oct20</u>	<u>Oct21</u>	<u>Oct22</u>
K	1,283	1,267	1,317	1,333	1,261	1,297	1,255	1,274	1,263	1,095	1,117	1,097
1	1,193	1,284	1,310	1,345	1,396	1,271	1,300	1,271	1,248	1,214	1,100	1,124
2	1,184	1,220	1,234	1,327	1,355	1,368	1,259	1,265	1,207	1,215	1,182	1,098
3	1,130	1,131	1,199	1,253	1,296	1,314	1,350	1,285	1,225	1,142	1,177	1,163
4	1,109	1,098	1,120	1,178	1,244	1,252	1,306	1,330	1,256	1,186	1,106	1,160
5	1,156	1,096	1,113	1,108	1,170	1,206	1,247	1,314	1,286	1,205	1,138	1,090
6	1,062	1,126	1,059	1,081	1,092	1,136	1,148	1,199	1,246	1,234	1,137	1,052
7	1,118	1,087	1,114	1,062	1,087	1,080	1,144	1,144	1,175	1,251	1,156	1,118
8	1,024	1,105	1,082	1,118	1,054	1,057	1,121	1,108	1,125	1,163	1,219	1,131
9	1,255	1,148	1,130	1,124	1,131	1,057	1,104	1,107	1,118	1,123	1,151	1,199
10	1,083	1,144	1,075	1,134	1,119	1,158	1,081	1,106	1,133	1,110	1,130	1,164
11	987	960	1,029	978	1,015	1,065	1,022	1,107	960	992	984	1,017
12	<u>843</u>	<u>898</u>	<u>1,049</u>	<u>1,046</u>	<u>1,038</u>	<u>1,045</u>	<u>1,116</u>	<u>1,034</u>	<u>931</u>	<u>981</u>	<u>998</u>	<u>968</u>
Total	<b>14,427</b>	<b>14,564</b>	<b>14,831</b>	<b>15,087</b>	<b>15,258</b>	<b>15,306</b>	<b>15,453</b>	<b>15,544</b>	<b>15,173</b>	<b>14,911</b>	<b>14,595</b>	<b>14,381</b>
Change	194	137	267	256	171	48	147	91	-371	-262	-316	-214
% Change	1.4%	0.9%	1.8%	1.7%	1.1%	0.3%	1.0%	0.6%	-2.4%	-1.7%	-2.1%	-1.5%
K-5	7,055	7,096	7,293	7,544	7,722	7,708	7,717	7,739	7,485	7,057	6,820	6,732
6-8	3,204	3,318	3,255	3,261	3,233	3,273	3,413	3,451	3,546	3,648	3,512	3,301
9-12	4,168	4,150	4,283	4,282	4,303	4,325	4,323	4,354	4,142	4,206	4,263	4,348

**Medium Range Projection (Recommended at this time)**

	<i>Projected Births</i>									
	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
	24,337	24,090	23,686	23,428	23,583	23,973	24,428	24,632	24,899	25,178
	4.44%	4.53%	4.74%	4.83%	4.83%	4.85%	4.85%	4.85%	4.85%	4.85%
	<u>Oct23</u>	<u>Oct24</u>	<u>Oct25</u>	<u>Oct26</u>	<u>Oct27</u>	<u>Oct28</u>	<u>Oct29</u>	<u>Oct30</u>	<u>Oct31</u>	<u>Oct32</u>
K	1080	1090	1123	1131	1139	1163	1185	1194	1207	1221
1	1105	1101	1110	1143	1151	1159	1181	1204	1214	1227
2	1108	1102	1098	1107	1139	1147	1153	1175	1197	1207
3	1089	1112	1105	1101	1110	1142	1148	1153	1175	1198
4	1149	1089	1111	1104	1100	1109	1138	1144	1149	1172
5	1147	1148	1089	1111	1104	1100	1107	1136	1141	1147
6	1049	1115	1116	1060	1080	1074	1070	1077	1105	1110
7	1036	1045	1110	1111	1055	1075	1069	1065	1072	1100
8	1111	1042	1050	1114	1115	1060	1080	1074	1070	1076
9	1138	1126	1056	1065	1129	1130	1079	1100	1093	1089
10	1205	1152	1140	1070	1079	1143	1132	1081	1102	1095
11	1065	1111	1063	1052	988	996	1058	1049	1001	1020
12	<u>1024</u>	<u>1081</u>	<u>1127</u>	<u>1079</u>	<u>1068</u>	<u>1004</u>	<u>1015</u>	<u>1078</u>	<u>1068</u>	<u>1020</u>
Total	<b>14,308</b>	<b>14,313</b>	<b>14,298</b>	<b>14,248</b>	<b>14,259</b>	<b>14,304</b>	<b>14,416</b>	<b>14,529</b>	<b>14,595</b>	<b>14,682</b>
Change	-73	5	-15	-51	11	45	112	113	66	87
% Change	-0.5%	0.0%	-0.1%	-0.4%	0.1%	0.3%	0.8%	0.8%	0.5%	0.6%
K-5	6,680	6,642	6,636	6,697	6,744	6,820	6,911	7,006	7,084	7,171
6-8	3,197	3,202	3,276	3,285	3,251	3,210	3,220	3,216	3,246	3,286
9-12	4,432	4,470	4,386	4,266	4,264	4,274	4,285	4,308	4,264	4,224

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**High Range Projection**

<i>Projected Births</i>										
	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
	24,337	24,090	23,686	23,428	23,583	23,973	24,428	24,632	24,899	25,178
	4.57%	4.62%	4.84%	4.92%	4.92%	4.95%	4.95%	4.95%	4.95%	4.95%
	<u>Oct23</u>	<u>Oct24</u>	<u>Oct25</u>	<u>Oct26</u>	<u>Oct27</u>	<u>Oct28</u>	<u>Oct29</u>	<u>Oct30</u>	<u>Oct31</u>	<u>Oct32</u>
<b>K</b>	1113	1112	1146	1154	1161	1186	1208	1218	1232	1245
<b>1</b>	1116	1145	1144	1178	1186	1194	1217	1240	1250	1264
<b>2</b>	1120	1124	1153	1152	1185	1194	1199	1222	1246	1256
<b>3</b>	1100	1134	1139	1168	1167	1200	1206	1212	1235	1259
<b>4</b>	1161	1111	1144	1149	1179	1178	1208	1214	1220	1244
<b>5</b>	1159	1172	1122	1156	1161	1191	1187	1217	1223	1229
<b>6</b>	1060	1138	1150	1103	1135	1140	1170	1166	1196	1202
<b>7</b>	1047	1066	1143	1156	1109	1142	1147	1176	1172	1203
<b>8</b>	1122	1062	1082	1159	1172	1125	1158	1163	1194	1189
<b>9</b>	1149	1149	1088	1108	1187	1200	1157	1191	1196	1227
<b>10</b>	1217	1175	1175	1114	1134	1213	1214	1171	1205	1210
<b>11</b>	1076	1133	1095	1095	1039	1057	1135	1135	1095	1127
<b>12</b>	<u>1035</u>	<u>1103</u>	<u>1161</u>	<u>1122</u>	<u>1123</u>	<u>1066</u>	<u>1088</u>	<u>1168</u>	<u>1169</u>	<u>1127</u>
<b>Total</b>	<b>14,473</b>	<b>14,623</b>	<b>14,742</b>	<b>14,814</b>	<b>14,938</b>	<b>15,086</b>	<b>15,294</b>	<b>15,494</b>	<b>15,632</b>	<b>15,781</b>
Change	92	150	119	71	124	148	208	200	137	149
% Change	0.6%	1.0%	0.8%	0.5%	0.8%	1.0%	1.4%	1.3%	0.9%	1.0%
K-5	6,768	6,797	6,848	6,957	7,040	7,142	7,225	7,324	7,406	7,497
6-8	3,229	3,266	3,375	3,418	3,417	3,407	3,475	3,505	3,562	3,593
9-12	4,476	4,560	4,519	4,439	4,482	4,537	4,594	4,665	4,664	4,690

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**SCHOOL IMPACT FEE CALCULATION****SITE ACQUISITION COST**

Facility	Site Area (Acres)	Cost per Acre	Facility Capacity	SINGLE FAMILY		MULTI-FAMILY	
				SGF	COST	SGF	COST
Elementary	10	650,000	650	0.146	\$1,460	0.146	\$1,460.00
Middle	0	650	850	0.046	\$0	0.065	\$0.00
High	0	650	1250	0.089	\$0	0.069	\$0.00
<b>TOTAL</b>					<b>\$1,460</b>	<b>TOTAL</b>	<b>\$1,460</b>

**SCHOOL CONSTRUCTION COST**

Facility	Perm. % of Tot. Facilities	Facility Cost (2022 \$)	Facility Capacity	in in		MULTI-FAMILY	
				SGF	COST	SGF	COST
Elementary	84.63%	58,000,000	650	0.146	\$11,026	0.146	\$11,026
Middle	88.25%	0	850	0.046	\$0	0.065	\$0
High	97.97%	0	1,250	0.089	\$0	0.069	\$0
<b>TOTAL</b>					<b>\$11,026</b>	<b>TOTAL</b>	<b>\$11,026</b>

**TEMPORARY FACILITY COST**

Facility	Perm. % of Tot. Facilities	Facility Cost (2022 \$)	Facility Capacity	SINGLE FAMILY		MULTI-FAMILY	
				SGF	COST	SGF	COST
Elementary	15.37%	0	29	0.146	\$0	0.146	\$0
Middle	11.75%	0	26	0.046	\$0	0.065	\$0
High	2.03%	0	26	0.089	\$0	0.069	\$0
<b>TOTAL</b>					<b>\$0</b>	<b>TOTAL</b>	<b>\$0</b>

**OSPI SCAP**

Facility	Cost Alloc. per Sq. Ft.	Sq. Ft. per Student	Assistance Percentage	SINGLE FAMILY		MULTI-FAMILY	
				SGF	COST	SGF	COST
Elementary	246.83	90	0.3615	0.146	(\$1,172)	0.146	(\$1,172)
Middle	246.83	117	0.3133	0.046	\$0	0.065	\$0
High	246.83	130	0.3133	0.089	\$0	0.069	\$0
<b>TOTAL</b>					<b>(\$1,172)</b>	<b>TOTAL</b>	<b>(\$1,172)</b>

**TAX CREDIT (TC) \***

	SINGLE-FAMILY	MULTI-FAMILY
Average Assessed Value (AAV)	\$769,979	\$308,241
Interest Rate for Bonds (i)	3.58%	3.58%
Term (t = maximum 10 yrs.)	10	10
Tax Rate (r)	0.001096	0.001096
<b>TC TOTAL</b>	<b>(\$6,990)</b>	<b>(\$2,798)</b>
<b>FACILITY CREDIT</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL FEE</b>	<b>\$4,323</b>	<b>\$8,515</b>
<b>50% DEVELOPER FEE OBLIGATION</b>	<b>2,161</b>	<b>4,257</b>
<b>IMPACT FEE</b>	<b>2,161</b>	<b>4,257</b>

TABLE 11

\* TAX CREDIT (TC) = NPV (net present value)  $\times$  AAV  $\times$  r      where:  $NPV = \frac{((1+i)^t - 1)}{i(1+i)^t}$

AAV = Average assessed Value  
r = Tax Rate  
i = Bond Interest Rate as of 03/2019  
t = Bond Term

CHANGES FROM PREVIOUS PLAN			
PERMANENT FACILITY CAPACITY (Students)			
	2022/23	2023/2024	CHANGE
Elementary	6,000	6,000	0
Middle	3,330	3,330	0
High	0,000	0,000	0
<b>Total</b>	<b>9,330</b>	<b>9,330</b>	<b>0</b>
STUDENT ENROLLMENT (October Headcount)			
	2021/22	2022/2023	CHANGE
Elementary	6,220	6,732	512
Middle	3,002	3,300	298
High	0,263	0,300	37
<b>Total</b>	<b>9,485</b>	<b>10,332</b>	<b>847</b>
IMPACT FEES			
	Jan 2023 eff.	Jan 2024 eff.	CHANGE
Nonresidential	2,000	2,600	600
Municipal	3,607	0,207	3,400
STUDENT GENERATION FACTORS			
	2022	2023	CHANGE
Nonresidential			
Elementary	0.000	0.006	0.006
Middle	0.060	0.006	0.054
High	0.062	0.000	0.062
<b>Total</b>	<b>0.122</b>	<b>0.012</b>	<b>0.110</b>
Municipal			
Elementary	0.037	0.006	0.031
Middle	0.002	0.060	0.058
High	0.060	0.060	0.000
<b>Total</b>	<b>0.100</b>	<b>0.126</b>	<b>0.026</b>
ADDITIONAL IMPACT FEE FACTORS			
	2022	2023	CHANGE
Land Acquisition per Acre	600,000	600,000	0
Temp. Funding Acquisition	0,000	0,000	0
State Match Percentage	0.333	0.360	0.027
Ave. Tied State Income	62,002	76,000	14,000
Ave. Tied State Multi	30,337	30,200	137
Cond Interest Rate	2.000	3.000	1.000
Tax Rate per \$1000	0.0602	0.0602	0.0000
Construction Cost Allocation	26.03	26.03	0
Total State Appraised			

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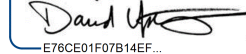
Dave Upthegrove

dave.upthegrove@kingcounty.gov

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melani.hay@kingcounty.gov

Clerk of the Council

King County Council

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Dow Constantine

Dow.Constantine@kingcounty.gov

King County Executive

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If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

### **All notices and disclosures will be sent to you electronically**

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

### **How to contact King County-Department of 02:**

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: [cipriano.dacanay@kingcounty.gov](mailto:cipriano.dacanay@kingcounty.gov)

### **To advise King County-Department of 02 of your new email address**

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at [cipriano.dacanay@kingcounty.gov](mailto:cipriano.dacanay@kingcounty.gov) and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

### **To request paper copies from King County-Department of 02**

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to [cipriano.dacanay@kingcounty.gov](mailto:cipriano.dacanay@kingcounty.gov) and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

### **To withdraw your consent with King County-Department of 02**

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an email to [cipriano.dacanay@kingcounty.gov](mailto:cipriano.dacanay@kingcounty.gov) and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

### **Required hardware and software**

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>.

### **Acknowledging your access and consent to receive and sign documents electronically**

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

By selecting the check-box next to 'I agree to use electronic records and signatures', you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify King County-Department of 02 as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by King County-Department of 02 during the course of your relationship with King County-Department of 02.