

# CAPITAL FACILITIES PLAN 2017

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

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

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## Executive Summary

### SECTION 1 -- INTRODUCTION

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

The 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 facility 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 in their districts.

The Northshore School District (NSD) has prepared this six-year Capital Facilities Plan (CFP) in accordance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, Kirkland and Woodinville. This CFP is intended to provide these jurisdictions with a description of projected student enrollment and school capacities at established levels of service over the six-year period 2017-2022. It also provides longer-term enrollment projections. The role of impact fees in funding school construction is addressed in Section 9 of this report.

#### **Summary**

Over the past five years, District enrollment has grown by nearly 10% or 1,945 new students. The elementary grade span has grown by 888 new students in that time; an equivalent of nearly 2 new elementary schools. Continued growth in elementary enrollment has now resulted in capacity deficits at most schools in the northern and central service areas of NSD. Approval by the community of a 2014 bond measure allowed the district to construct a new high school and prepare to implement district-wide grade reconfiguration (K-5, 6-8 and 9-12) that will provide some elementary capacity relief. That transition is scheduled for the upcoming 2017 school year. Grade reconfiguration, construction and opening of the new North Creek High School, and other associated actions were part of a set of recommendations made by the community based Enrollment Demographics Task Force (EDTF) and unanimously adopted by the School Board at its October 23, 2012 board meeting to address capacity issues and take advantage of instructional program benefits. See *section 5 for more information on EDTF*.

The 2017 CFP includes the construction and opening of North Creek High School, implementation of district-wide school attendance area adjustments, and implementation of grade reconfiguration in the 2017-2018 school year. Also included are proposed new projects to add elementary capacity at the "Maltby" site and an addition at the existing Skyview Middle/Canyon Creek Elementary site to serve both grade levels. State projections of continued increases in birthrates and the continued

increase in new home development in our district may necessitate further increases in elementary or middle school capacity.

As school attendance area adjustments and transportation options become prohibitive in rehousing students to areas of available capacity, the enrollment growth challenge becomes greater. Continued new development and growth in the district has largely been accommodated through: limiting waivers at most schools; converting special-use portables and non-classroom spaces into classroom space; placement of additional portable classrooms; and bussing of kindergarten students to schools with available space. Despite these actions, projections indicate that elementary capacity will continue to be insufficient to meet service levels for the next several years. 2017 grade reconfiguration implementation will provide capacity relief at the majority of elementary sites but as new residential growth continues, elementary capacities will remain tight even after grade reconfiguration. If population growth continues or as legislative changes are mandated that affect space needs for class size reductions, additional elementary and/or secondary capacity may be required.

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

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

The Northshore School District (NSD) spans 60 square-miles and primarily serves seven jurisdictions: King County, Snohomish County, the City of Bothell, the City of Brier, the City of Kenmore, the City of Kirkland and the City of Woodinville. The King-Snohomish county line divides the District such that roughly two-thirds of the district are in King County and one-third in Snohomish County. NSD has a population of approximately 136,500 and a 2016 student enrollment of 21,285. Northshore School District presently operates twenty elementary schools, six junior high schools, three comprehensive high schools, one alternative school program, and one early childhood center. The current grade configuration is K-6, 7-9 and 10-12 with a planned transition in the fall of 2017 to a K-5, 6-8 and 9-12 model.

The Urban Growth Area boundary (UGA) divides the District, creating capacity utilization challenges. As new residential development continues to occur at a rapid pace, land for potential new school sites is increasingly scarce. In 2010, after site feasibility review, the district purchased a 33-acre site located just outside the UGA but with great proximity to the heaviest enrollment growth in the northern area of our district boundaries. This site is referred to as the “Maltby” site and is the location of the district’s proposed new school construction site in this CFP. The district is also proposing a new capacity addition at the existing school sites containing Skyview Jr.

High/Middle School and adjacent Canyon Creek Elementary. See Section 5 for more on these growth-related projects and a map of the property locations.

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

### **Introduction**

Elementary enrollment has been growing over the past several years, primarily due to larger birth cohorts and an increase in new single-family home development. This wave of elementary enrollment growth is beginning to move into the middle and high school grades and is anticipated to continue to over the next 5 to 10 years.

Projections, based on data provided by state and local jurisdictions, indicate that this trend of an improved real estate market and increased birth cohorts will continue to fuel higher enrollments over the next decade. The birth cohorts since 2006 have been substantially larger than the numbers seen between 1996 and 2005. As a result, continued growth is expected in K-12 enrollment between 2017 and 2025.

Similar to past years, this year's projections considered 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 used in this document. The following section describes in more detail the assumptions used to develop the forecast and compares the result of this projection to other available methodologies.

### **Methodology**

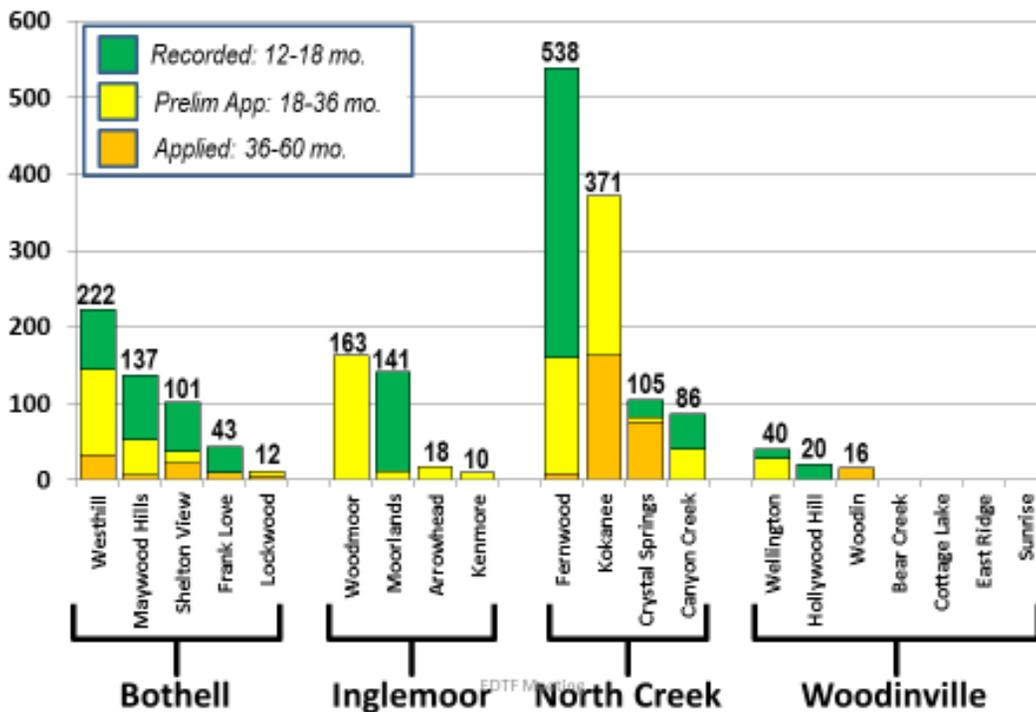
Numerous methodologies are available for projecting long-term enrollments. The most common method is known as cohort survival which tracks groups of students through the system and adjusts the populations to account for the average year-to-year growth. For example, this year's fourth grade is adjusted based on the average enrollment trend of the past in order to estimate next year's fifth grade enrollment. This calculation method considers the past five years' trends to determine the average adjustment factor for each grade, or cohort. The method works well for all grades except kindergarten, where there is no previous year 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 2016 is divided by the total births in King and Snohomish counties in 2011 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.

Over the past five years, 2,685 new single family homes have been permitted in the District. 890 of those new homes were concentrated in the north-end of the district (the Fernwood Elementary service area). On average, the District has seen 600 new home sales per year (district-wide) in that same period. Building permit information that the District has received from the jurisdictions shows continuing strong new home construction and resulting enrollment gains over the six-year period in this forecast. K-12 enrollment in the District is likely to continue growing beyond the six years of this forecast because of continued increases in the K-12 population in the county (from births). Northshore School District will see some share of this future K-12 growth, though it may be lower than recent years, if new housing development lags the current trends. A chart of new residential building permits currently in some phase of the development process is shown below. It illustrates the number of permits by elementary school service area and corresponding high school feeder pattern against the approximate period of time before the homes are completed (1-5 years):

**Active New Home Permits: A snapshot of the Pipeline**



This new home permit chart clearly illustrates the high concentration of new home permits in the northern portion of the district (North Creek High School feeder pattern). In the past 5 years, Fernwood Elementary and Kokanee Elementary have received the largest number of new students generated from new home development (489 elementary students representing over half of the total district-wide new elementary students generated from new housing; the equivalent of 1 new elementary school). The current new home permits in the development pipeline show continued concentration in that region of the district. Using the current elementary student generation rate, this results in an estimated increase of 240 K-5 students from the new homes expected to complete construction within the next 12-18 months in that same geographic area.

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

For this forecast, the average rollup at existing grades was combined with estimates of growth that might be expected from new housing, and assumptions about market share gains or losses that the District is likely to see at certain grade levels. Estimates of housing growth for this model were obtained from building permit information provided by the respective jurisdictions. Overall enrollment is predicted to

increase between 2017 and 2022. Junior High/Middle School and High School enrollment are projected to grow more strongly in the forecasted period as the larger elementary classes from recent years roll up through the grades.

Middle School (6-8) enrollment is projected to increase from 4,960 in October 2016 to 5,631 by October 2022. High School enrollment (9-12) is projected to increase from 6,142 in October 2016 to 6,976 by October 2022. In total, the projected increase in K-12 enrollment is 1,868 over the six-year period.

**TABLE 2-1**

**FTE Enrollment Projections (including housing permit data and birth rate data)**

Grade	Actual	Projections					
	16/17	17/18*	18/19	19/20	20/21	21/22	22/23
K	1472	1588	1571	1591	1608	1598	1604
1	1742	1693	1716	1698	1720	1738	1727
2	1729	1801	1730	1755	1736	1758	1777
3	1805	1781	1834	1762	1787	1768	1791
4	1707	1837	1813	1866	1794	1819	1799
5	1728	1731	1867	1842	1896	1823	1848
6	1663	1731	1737	1873	1848	1902	1829
7	1630	1686	1750	1756	1893	1868	1923
8	1667	1636	1696	1761	1767	1904	1879
9	1531	1684	1653	1713	1778	1785	1924
10	1607	1547	1675	1624	1680	1743	1744
11	1465	1565	1506	1632	1582	1637	1697
12	1539	1463	1563	1504	1630	1590	1611
<b>Total K-6</b>	<b>11,846</b>	<i>K-5</i> <b>10,431</b>	<b>10,531</b>	<b>10,514</b>	<b>10,541</b>	<b>10,504</b>	<b>10,546</b>
<b>Total 7-9</b>	<b>4,828</b>	<i>6-8</i> <b>5,053</b>	<b>5,183</b>	<b>5,390</b>	<b>5,508</b>	<b>5,674</b>	<b>5,631</b>
<b>Total 10-12</b>	<b>4,611</b>	<i>9-12</i> <b>6,259</b>	<b>6,397</b>	<b>6,473</b>	<b>6,670</b>	<b>6,755</b>	<b>6,976</b>
<b>District Total</b>	<b>21,285</b>	<b>21,743</b>	<b>22,111</b>	<b>22,377</b>	<b>22,719</b>	<b>22,933</b>	<b>23,153</b>

**Long Range Projections**

The methodology described above was extrapolated to 2026 to produce a longer-range forecast. In general, this model assumes that enrollment in the period between 2020 and 2026 will grow at a rate that is similar to the overall county. Similar to the methodology used above, the average cohort survival rollup-rate for each grade was calculated and applied at each grade level to predict the growth in each subsequent year. Kindergarten was projected using the birth-to-k ratio method described above.

Longer-range birth forecasts were arrived at by applying the most recent average of the birth rates in each county (two-year average) to the projected number of women expected to reach their child-bearing years over the next decade (using forecasts from the Office of Financial Management at the State of Washington). The average birth-to-k ratio for the last 5 years was then applied to the projected births to predict kindergarten enrollment. A growth factor was then applied to each of the grade level projections (K-12) to account for expected K-12 population growth between 2026 and 2035. This factor was based on a forecast of county K-12 enrollment that used cohort survival trends, birth forecasts, and projected population growth for the county (again using the medium range county forecast obtained from OFM).

Using this methodology, the District's enrollment shows continued growth from 2022 to 2026. Enrollment in 2022 is projected to be 23,153 and 23,621 in 2026. This longer range model assumes that the State forecasts of more births, more K-12 growth, and continued population growth for the Puget Sound are reasonably accurate.

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

**TABLE 2-2  
Projected FTE Enrollment**

<b>Level</b>	<b>2016*</b>	<b>2022</b>	<b>2026</b>
Elementary:	10,183	10,546	10,659
Middle School:	4,960	5,631	5,596
High School:	6,142	6,976	7,366
<b>Total:</b>	<b>21,285</b>	<b>23,153</b>	<b>23,621</b>

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

**SNOHOMISH COUNTY/OFM PROJECTIONS**

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

such, the projections are highly speculative and are used only for general planning purposes.

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

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

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

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

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

### **Primary Objective**

Optimizing student learning is the heart of what Northshore School District strives for in establishing its service standard for classroom capacity utilization. This requires a constant review and assessment of curriculum and instructional changes, student learning behaviors, learning environments, technological innovations and program development. Additional variables include changes in mandatory requirements dictated by the state, such as the implementation of full day kindergarten, Core 24 graduation requirements and potential reduction in class size ratios. These elements as well as demographic projections are weighed when determining service levels.

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

In the fall of 2017, NSD is implementing a reconfiguration of its instructional model to a four-year (9-12) high school, a 6-8 middle school and a K-5 elementary school model. While NSD has been successful in generating high graduation rates and test scores with its current grade configuration, the shift and adoption of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) with grade bands of K-5, 6-8, and 9-12 standards, Smarter Balanced Assessments, the developmental needs and maturity level of our students will be more effectively met with this grade reconfiguration as well as providing fewer transitions between critical grades and a more effective match of resources with the needs of students. Additionally, grade reconfiguration will provide some capacity relief at the elementary grade span. Specific room standards are not expected to change based on the new grade reconfiguration itself. Changes mandated by the State affecting the highly capable program will likely further complicate site capacity issues. Assessment of that impact is still in progress.

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

The District currently provides traditional educational programs and nontraditional programs (See Table 3-1) such as special education, expanded dual language education, intervention programs (social/emotional and academic), alcohol and drug education, preschool and daycare programs, home school, computer labs, music programs, movement programs, etc. These programs are regularly reviewed to determine the optimum instructional methods and learning environments required at each school. The required space for these programs as well as any supporting space is determined by noise, level of physical activity, teacher to student ratios, privacy and/or the need for physical proximity to other services/facilities. Adequate space must exist for program flexibility, differing learning styles, program changes, project/problem based learning and pre- and post-school activities. For example, service level capacities in rooms utilized for programs such as special education would reflect lower capacities of the defined service levels (See Table 3-2), eight

students per classroom instead of 24 students per classroom. A second example is the Dual Language program with one to two dedicated classrooms at each grade level, in addition to the regular education classrooms. These classes have a scheduled use of 24 students per room.

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

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

	<b>Elementary</b>	<b>Secondary</b>
Computer Labs	X	X
Group Activities Rooms	X	
Elementary Advanced Placement (EAP)	X	
Advanced Academic Placement (AAP)		X
All Day Kindergarten	X	
Parents Active in Cooperative Education (PACE)	X	
<b>Special Education:</b> <ul style="list-style-type: none"> <li>• Learning Centers (LC)</li> <li>• Mid-Level (Sensory; Social Emotional at elementary. Positive Behavior Support at secondary)</li> <li>• Blended</li> <li>• Functional Skills &amp; Academics</li> <li>• Adult Transitions Program (ATP) for 18-21 year olds</li> </ul>	X	X
Learning Assistance Program (LAP)/Title I (Elementary & Middle School)	X	X
English Language Learners (ELL)	X	X
Title I	X	
Dual Language (DL)	X	
Home School	X	X
Alternative School Program		X
Career Technical Education (CTE) – including specialized programs such as Automotive, Composites, Culinary Arts, Robotics, Sustainable Engineering and Design, Project Lead the Way)		X
International Baccalaureate (IB) & Advanced Placement (AP)		X
Running Start		X
College in the High School		X

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

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

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

<b>Classroom Type</b>	<b>Elementary – Average Students Per Classroom</b>	<b>Junior High – Average Students Per Classroom</b>	<b>High School – Average Students Per Classroom</b>
Kindergarten	22	NA	NA
Regular, Alternative, EAP, AAP, AP, IB	24	27	27
Regular (portables)	24	27	27
Special Education – Mid Level	12	12	12
Special Education – Functional Skills and Academics	8	8	8
Blended (15 regular & 6 special education students)	21	NA	NA
Special Education Preschool	8	NA	NA
CTE	NA	27	27

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

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

<b>Grade Level</b>	<b># of Scheduled Teaching Stations</b>	<b>Minimum Level of Service</b>	<b>2013-14 Average LOS</b>	<b>2014-15 Average LOS</b>
K - 6	497	24	20.1	20.8
7 - 9	230	27	19.4	19.1
10 - 12	220	27	19.9	20.2
Total	947			

## SECTION 4 -- CAPITAL FACILITIES INVENTORY

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

Variations in student capacity between schools are often a result of the number of specialized programs offered at specific schools. These programs require classroom space, which can reduce the permanent capacity of the school. Further, capacities will change from year-to-year based on changes to existing instructional programs, projected future programs and the resulting required space needed to deliver the instructional model at each specific site. To monitor this, and for use in preliminary capacity planning, the District establishes classroom 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 actually take place in each of the rooms. For example, capacities in rooms utilized for programs such as special education would reflect the defined service levels (see *Table 3-2*), ranging from 8 to 24 students per room. Because of the need to provide planning time and space for teacher preparation or other required services, some facilities will only support a capacity utilization of 85%. In secondary schools, the utilization percentage may be higher. Capacities are updated annually in the CFP to reflect current program needs and classroom utilization.

### **Schools**

The District currently operates twenty elementary schools, six junior high schools, and three comprehensive high schools. The District also has one alternative secondary school program, a home school program and an early childhood center. In September of 2017, the District will open its fourth comprehensive high school, North Creek High School.

**TABLE 4-1  
2016-17 School Capacity Inventory**

School	Year Built	Last Modernization or addition	Permanent Classroom Capacity	Portables			Total Capacity
				Total #	Interim Capacity	% of Total	
Arrowhead	1957	1994/2011	312	4	96	23.5%	408
Bear Creek	1988	2011	408	0	0	0.0%	408
Canyon Creek	1977	1999/2008	456	10	240	34.5%	696
Cottage Lake	1958	2005	336	0	0	0.0%	336
Crystal Springs	1957	2002/2010	336	10	240	41.7%	576
East Ridge	1991		432	0	0	0.0%	432
Fernwood	1988	2002/2010	480	13	312	39.4%	792
Frank Love	1990		336	14	336	50.0%	672
Hollywood Hill	1980	2001	384	1	24	5.9%	408
Kenmore	1955	2002/2011	408	6	144	26.1%	552
Kokanee	1994		408	12	288	41.4%	696
Lockwood	1962	2004/2011	480	5	120	20.0%	600
Maywood Hills	1961	2002	384	10	240	38.5%	624
Moorlands	1963	2002/2011	432	9	216	33.3%	648
Shelton View	1969	1999/2011	384	2	48	11.1%	432
Sorenson ECC *	2002			2	0		0
Sunrise	1985		456	1	24	5.0%	480
Wellington	1978	2000/2011	504	2	48	8.7%	552
Westhill	1960	1995/2011	336	5	120	26.3%	456
Woodin	1970	2003	432	6	144	25.0%	576
Woodmoor	1994		792	0	0	0.0%	792
<b>Subtotal</b>			<b>8,496</b>	<b>110</b>	<b>2,640</b>	<b>23.7%</b>	<b>11,136</b>
Canyon Park	1964	2000/2005	941	2	46	4.7%	987
Kenmore	1961	2002/2008/2012	849	1	23	2.6%	872
Leota	1972	1998	803	6	138	14.6%	941
Northshore	1977	2004	872	2	46	5.0%	918
Skyview	1992		895	6	138	13.3%	1,033
Timbercrest	1997		872	1	23	2.6%	895
<b>Subtotal</b>			<b>5,233</b>	<b>18</b>	<b>413</b>	<b>7.3%</b>	<b>5,646</b>
Bothell	1953	2005	1,895	0	0	0%	1,895
Inglemoor	1964	2000	1,677	6	146	8.0%	1,823
Woodinville	1983	1994/2008 2011/2016	1,701	0	0	0.0%	1,701
SAS	2010		173	0	0	0	173
<b>Subtotal</b>			<b>5,446</b>	<b>6</b>	<b>146</b>	<b>2.6%</b>	<b>5,592</b>
<b>Total K-12 All</b>			<b>19,175</b>	<b>134</b>	<b>3,199</b>	<b>11.2%</b>	<b>22,373</b>

\*Sorenson Early Childhood Center serves students age 3-5yrs and does not provide any capacity for K-5 grades

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

Portable classrooms provide interim classroom space to house students until permanent facilities can be constructed and to prevent over-building. Traditionally, the District has aimed to keep its total capacity utilized by portables at or below 10% to 15% percent of its total capacity. However, growth and resulting enrollment increases have resulted in a current utilization of 23.7% at the elementary grade level being housed in portable or interim classroom space. This percentage fluctuates, impacted by growth and changes in instructional program needs. Portables are utilized to help achieve efficient facility utilization and balance economic costs while encouraging innovation and new approaches, particularly for non-core or pilot programs. As funding for permanent capacity is secured through bond financing, or other changes occur, such as the revision of instructional programs or lower enrollment projections; the need for portables is reassessed. While some portables may be removed from sites as new schools come online, the District anticipates continued need at this time to utilize portables as a critical component of student capacity.

A typical portable classroom provides capacity for 24 students at the elementary level or 27 at the secondary level. Portables are used to meet a variety of instructional needs. Of the 149 portable classrooms that the District owns, 134 are used as classrooms housing students for scheduled classes. Within the financial capabilities of the District, the intent is to minimize the use of portables for scheduled classes. However, as Table 4-1 indicates, recent growth in NSD has pushed reliance on portables for scheduled classrooms to a higher than desired percentage. Not included in the interim classroom capacity are portables that are used for daycare, PTA, conference rooms/resource rooms, or other non-instructional uses. A summary of portables is presented in Table 4-2.

**Table 4-2: 2016-17 Portable Classroom Summary**

School	Total Portables	Classroom Portables	Interim Student Capacity
Arrowhead	5	4	96
Bear Creek	0	0	0
Canyon Creek	12	10	240
Cottage Lake	0	0	0
Crystal Springs	10	10	240
East Ridge	0	0	0
Fernwood	17	13	312
Frank Love	14	14	336
Hollywood Hill	1	1	24
Kenmore	7	6	144
Kokanee	12	12	288
Lockwood	6	5	120
Maywood Hills	10	10	240
Moorlands	9	9	216
Shelton View	4	2	48
Sorenson ECC**	2	0	0
Sunrise	2	1	24
Wellington	4	2	48
Westhill	5	5	120
Woodin	6	6	144
Woodmoor	0	0	0
<b>Subtotal</b>	<b>124</b>	<b>110</b>	<b>2,640</b>
Canyon Park	2	2	46
Kenmore	1	1	23
Leota	7	6	138
Northshore	2	2	46
Skyview	6	6	138
Timbercrest	1	1	23
<b>Subtotal</b>	<b>19</b>	<b>18</b>	<b>413</b>
Bothell	0	0	0
Inglemoor	6	6	146
Woodinville	0	0	0
SAS	0	0	0
<b>Subtotal</b>	<b>6</b>	<b>6</b>	<b>146</b>
<b>Total K-12 All</b>	<b>149</b>	<b>134</b>	<b>3,199</b>

*\*\*Sorenson Early Childhood Center serves students age 3-5yrs and does not provide any capacity for K-5 grades*

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

## Other Facilities

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

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

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

<b>Facility Name</b>	<b>Building Area (Sq. Feet)</b>	<b>Site Size (Acres)</b>
Administrative Center (Monte Villa)	49,000	5
Support Services Building	41,000	5
Paradise Lake Site*		26
Warehouse	44,000	2
Transportation	39,000	9
Maltby site – site for additional capacity in the district's northern growth corridor – 4709 Maltby Rd.		33
North Creek High School (New High School #4 opening September 2017) 3613 191 <sup>st</sup> Pl. SE.		61

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

## SECTION 5 – GROWTH & PROJECTED FACILITY NEEDS

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

Over the past five years, district enrollment has grown by nearly 10% or 1,945 new students. The elementary grade span has grown by 888 new students in that time; an equivalent of nearly 2 new elementary schools. To accommodate that growth, EDTF has identified the following strategies (in order of priority) for NSD to employ when addressing existing and future capacity needs. However, by 2017, most of these strategies will have been utilized or maximized, resulting in the need for new school construction recommendations.

### **Capacity Mitigation Tools Used**

<b>Shorter lead time</b>	Utilize existing spaces more creatively	✓	
	Adjust waiver policies	✓	
	Adjust program placements	✓	
	Move classes to another schools	✓	
	Move existing portables	✓	
	Install new portables	✓	
	Lease space	✓	
<b>Longer lead time</b>	Adjust service areas	✓	<b>2017</b>
	Adjust feeder patterns	✓	<b>2017</b>
	New construction (North Creek High School)	✓	<b>2017</b>
	Acquire new property		
	New construction (Maltby site & Skyview/CC)		<b>2020</b>

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

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

In May 2016, the school board approved the following EDTF recommendations specific to accommodating growth:

*“Provide flexible capacity to accommodate continued growth and program access by constructing facilities at the Maltby site (capable of supporting 500 elementary and 700 middle school students) as well as a 24+ classroom wing at the Skyview/Canyon Creek campus. Fund these projects using the 2018 bond for potential opening in fall of 2020; and*

*Continue to look for and acquire property to address future anticipated growth in the north/central portions of the district..”*

In the fall of 2016 the Capital Bond Planning Task Force (CBPTF) was selected and convened. The CBPTF meets over the course of several months to analyze the Board approved EDTF recommendations, including construction of the projects above, as well as capital infrastructure and modernization needs across all schools and district facilities using data collected through a state required facility assessment. The CBPTF will make recommendations to the school board for potential projects to include in a capital bond measure to voters in February, 2018.

A long-term projection of un-housed students and facilities needs is shown in Table 5-1 below. The capacity shown includes North Creek High School; new elementary capacity in 2020 on the District’s Maltby site; and a classroom addition at Skyview/Canyon Creek (pending Board approval and future bond approval by voters). As with any long-term projections, many assumptions and estimates on housing must be made, increasing the risk associated with the accuracy of the projections.

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

	2016-17*	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Elementary Enrollment*</b>	11,846*	10,431	10,531	10,514	10,541	10,504	10,546
Permanent Capacity - Existing	8,496	8,496	8,496	8,496	8,496	9,196	9,196
New Permanent Capacity – Maltby Site					500**		
New Permanent Capacity – Canyon Crk					200**		
Capacity in Portables	2,640	2,640	2,640	2,640	2,640	2,640	2,640
Total Capacity including Portables	11,136	11,136	11,136	11,136	11,836	11,836	11,836
<b>Permanent Capacity over/(short)</b>	<b>(3,350)</b>	<b>(1,935)</b>	<b>(2,035)</b>	<b>(2,018)</b>	<b>(1,345)</b>	<b>(1,308)</b>	<b>(1,350)</b>
<b>Total Capacity (w/portables)</b>	<b>(710)</b>	<b>705</b>	<b>605</b>	<b>622</b>	<b>1,295</b>	<b>1,332</b>	<b>1,290</b>
<b>Junior High/Middle School Enrollment</b>	4,828*	5,053	5,183	5,390	5,508	5,674	5,631
Permanent Capacity - Existing	5,233	5,233	5,233	5,233	5,233	5,433	5,433
New Permanent Capacity – Skyview MS					200**		
Capacity in Portables	413	413	413	413	413	413	413
Total Capacity with Portables	5,646	5,646	5,646	5,646	5,846	5,846	5,846
<b>Permanent Capacity over/(short)</b>	<b>405</b>	<b>180</b>	<b>50</b>	<b>(157)</b>	<b>(75)</b>	<b>(241)</b>	<b>(198)</b>
<b>Total Capacity (w/portables)</b>	<b>818</b>	<b>593</b>	<b>463</b>	<b>256</b>	<b>338</b>	<b>172</b>	<b>215</b>
<b>High School Enrollment</b>	4,611*	6,259	6,397	6,473	6,670	6,755	6,976
Permanent Capacity - Existing	5,466	5,466	7,046	7,046	7,046	7,046	7,046
New Permanent Capacity – NCHS		1,600					
Capacity in Portables	146	146	146	146	146	146	146
Total Capacity with Portables	5,592	7,192	7,192	7,192	7,192	7,192	7,192
<b>Permanent Capacity over/(short)</b>	<b>835</b>	<b>787</b>	<b>649</b>	<b>573</b>	<b>376</b>	<b>291</b>	<b>70</b>
<b>Total Capacity (w/portables)</b>	<b>981</b>	<b>933</b>	<b>795</b>	<b>719</b>	<b>522</b>	<b>437</b>	<b>216</b>
<b>Total Enrollment</b>	21,285	21,743	22,111	22,377	22,719	22,933	23,153
Permanent Capacity - Existing	19,175	19,175	20,775	20,775	20,775	21,675	21,675
Capacity in New Permanent Facilities	-	1,600		-	900		-
Capacity in Portables	3,199	3,199	3,199	3,199	3,199	3,199	3,199
Total Capacity with Portables	22,373	23,973	23,973	23,973	24,873	24,873	24,873
<b>Permanent Capacity over/(short)</b>	<b>(2,111)</b>	<b>(969)</b>	<b>(1,337)</b>	<b>(1,603)</b>	<b>(1,045)</b>	<b>(1,259)</b>	<b>(1,479)</b>
<b>Total Capacity (w/portables)</b>	<b>1,088</b>	<b>2,230</b>	<b>1,862</b>	<b>1,596</b>	<b>2,154</b>	<b>1,940</b>	<b>1,720</b>

\*2016-17 Enrollment reflects K-6, 7-9, and 10-12 grade configuration. Enrollment for 2017 and beyond reflects K-5, 6-8, and 9-12 grade reconfiguration (to be implemented in 2017) as well as full-day Kindergarten, opening of North Creek High School, and school boundary/service area changes in 2017.

\*\*Planned Elementary and Middle School capacity in 2020 dependent upon Board Approval and successful passage of 2018 bond measure.

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

*Assumes new capacity projects included in this CFP in 2020 based on school board approval in late spring 2016 of EDTF recommendation for new school construction.*

<b>Grade Level</b>	<b>Enrollment</b>	<b>Permanent Capacity</b>	<b>Total Capacity</b>	<b>Permanent surplus/(short)</b>	<b>Total surplus/(short)</b>
Elementary	10,642	9,196	11,836	(1,446)	1,194
Jr. High	5,581	5,433	5,846	(148)	265
High School	7,390	7,046	7,192	(344)	(198)
Total	23,613	21,675	24,873	(1,939)	1,260

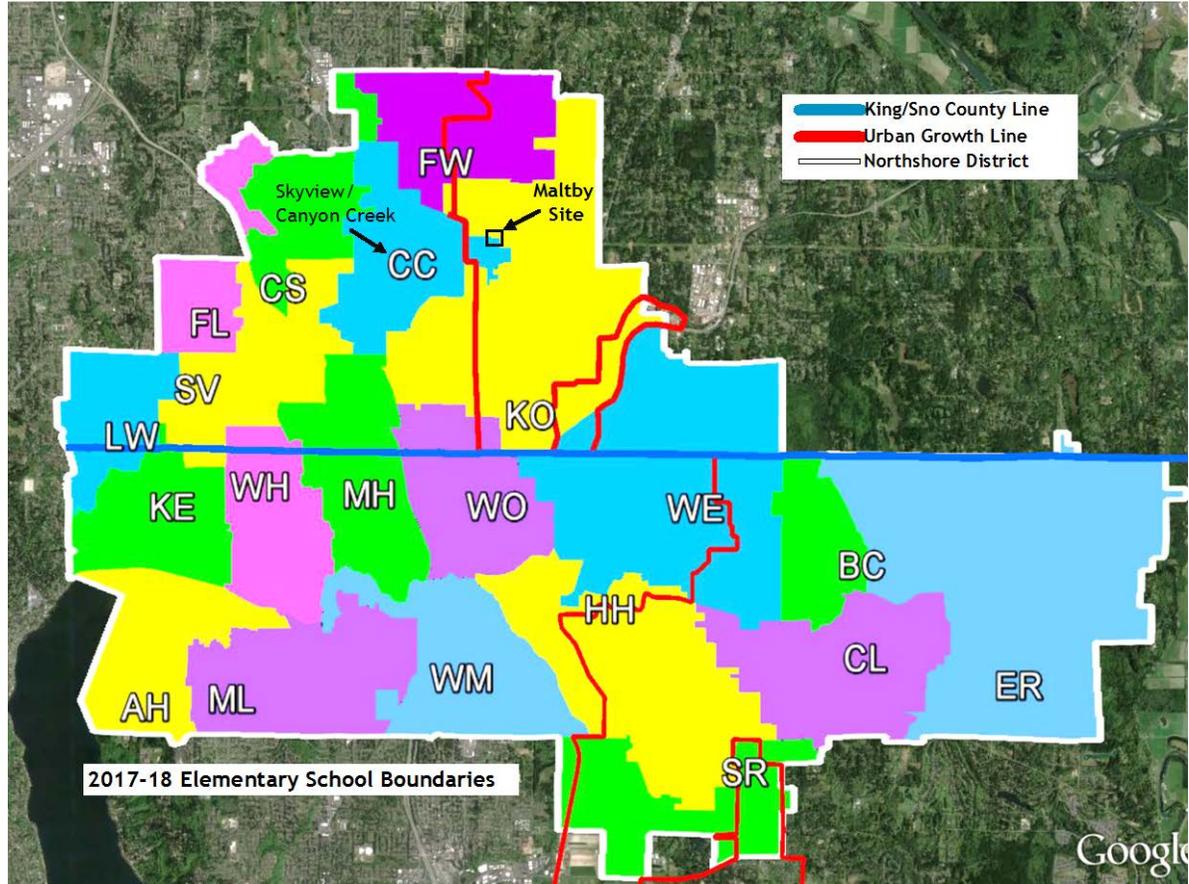
## **SECTION 6 -- GROWTH RELATED PROJECTS**

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

The continued increase in enrollment has fully exhausted capacity increases from relocating building programs, portable additions and boundary changes. While some elementary capacity relief will occur from grade reconfiguration in the fall of 2017, as 6<sup>th</sup> graders move into the middle school program and 9<sup>th</sup> graders into the four-year high school model, growth continues to outpace school capacity. Growth has been concentrated in northern and central portions of the district. In the past 5 years, Fernwood Elementary and Kokanee Elementary have received the largest number of new students generated from new home development. Fernwood Elementary, the District's northernmost elementary school, has experienced growth pushing its total enrollment to nearly 1,000 students; a figure double the size of the permanent capacity the school was built to serve. Currently, the FW campus contains 17 portable classrooms placed to mitigate the rapid growth in the area. Given the District's northern boundary is less than 1 mile away, constructing a new elementary with proximity to FW and KO, to accommodate the existing student population and continued and projected growth is essential. In 2010, the District purchased a 33 acre site along State Route 524, referred to as the "Maltby" site. This CFP reflects construction of new elementary school capacity at the Maltby site; a classroom addition project at the adjacent sites of Skyview Jr. High/MS and Canyon Creek

Elementary as well as the opening of North Creek High School. The map below illustrates the proximity of both of the new projects to the current new housing development growth within the northern portion of the District.

**NORTHSHORE SCHOOL DISTRICT – MAP – NEW HOUSING DEVELOPMENT TRACKING AND PROPOSED NEW CAPACITY LOCATIONS**



Long-term projections indicate growth of over 2,300 new students in the next ten years. The District will continue to monitor the multitude of factors that shape our capacity needs, i.e.; statewide legislative changes, instructional delivery requirements, the economy, changes in planned land use, changes in mandated program requirements, building permit activity, and birth rates, in order to help ensure needed instructional space is available when/where needed and will pursue additional land acquisition should construction of additional sites be necessary to accommodate those needs.

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

In a number of other sites where the existing facility layout meets instructional needs and building structural integrity is good, individual building systems are identified for replacement or modernization to extend the life of the overall site and ensure the most optimal learning environment for students. The 2016 Capital Bond Planning Task Force (CBPTF) will make recommendations to the school board for potential building improvement projects to include in a possible capital bond measure to voters in February, 2018. Potential projects could include renovating athletic fields, providing and upgrading technology and replacing/upgrading critical building systems. See Section 7.

### Modernizations

The relocations of the alternative program (SAS) and Transportation were completed in fall of 2010. In 2012, modernizations were completed at Woodinville High School (Phase II) and Kenmore Junior High (Phase III). Phase III of Woodinville High School was completed by fall of 2016.

### New Facilities and Additions

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

<b>Project</b>	<b>Estimated Completion Date</b>	<b>Projected Student Capacity Added</b>
(3613 191 <sup>st</sup> PI SE) North Creek High School	2017*	1600
(4709 Maltby Rd) Maltby Site New Elementary Capacity <i>New Middle School Capacity – future TBD</i>	2020** <i>TBD</i>	500 700
(21404 35 <sup>th</sup> Ave SE, Bothell) Skyview Jr High/MS/Canyon Creek Elementary & MS expansion	2020**	200 K-5 200 6-8

\* Funding included in the 2014 bond. Planned school opening of Sept. 2017.

\*\* Dependent upon Board approval and successful passage of 2018 bond measure.

## SECTION 7 – CAPITAL INSTRUCTIONAL FACILITIES PLAN

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

School Year	Projects
2016/2017	<b>North Creek High School</b> WHS Modernization Phase III BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects <b>Portable Additions</b>
2017/2018	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects <b>Elementary Modernization/Capacity Addition (Maltby &amp; Canyon Creek)</b> <b>Middle School Modernization/Capacity Addition (Skyview MS)</b>
2018/2019	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects <b>Portable Additions</b> <b>Elementary Modernization/Capacity Addition (Maltby &amp; Canyon Creek)</b> <b>Middle School Modernization/Capacity Addition (Skyview MS)</b>
2019/2020	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects <b>Portable Additions</b> <b>Elementary Modernization/Capacity Addition (Maltby &amp; Canyon Creek)</b> <b>Middle School Modernization/Capacity Addition (Skyview MS)</b>
2020/2021	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects <b>Portable Additions</b> <b>Elementary Modernization/Capacity Addition (Maltby &amp; Canyon Creek)</b> <b>Middle School Modernization/Capacity Addition (Skyview MS)</b>
2021/2022	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects <b>Portable Additions</b>

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

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

### **General Obligation Bonds**

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond issue. Bonds are sold as necessary to generate revenue. They are then retired through collection of property taxes. Voters approved a bond of \$177.5 million in February 2014 to construct North Creek High School, complete Phase III of Woodinville High School and implement the Building Improvement Projects and other capital infrastructure needs outlined by the Capital Bond Planning Task Force and approved by the school board. The District's Board of Directors will consider approval of a Capital Bond Planning Task Force recommendation and a proposed February 2018 bond measure that would provide funding for growth-related projects included in this Capital Facilities Plan as well as other district-wide Building Improvement or capital infrastructure needs. If approved by voters, the projects contained in the bond measure would be implemented.

### **State School Construction Assistance**

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

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

### **K-3 Class Size Reduction Grants**

In 2015 the Washington State Legislature provided \$234M in funding available for the construction of new elementary classrooms to aid districts in the need to provide

additional space for both full-day Kindergarten and K-3 class size reduction. OSPI administered the grant program and validated the District's need for 64 additional classrooms in order to meet the K-3 class size reduction effort. The District applied for grant funding, but because of prioritization criteria used by OSPI, did not receive any. It is not yet known whether the State will make future rounds of grant funding available.

## **Impact Fees**

The Washington State Growth Management Act (GMA) authorizes cities and counties that plan under RCW 36.70A.040 to collect impact fees to supplement funding of additional system improvements (e.g., public facilities such as schools) needed to accommodate growth from new development. The statute is clear that the financing of needed public facilities to serve growth cannot be funded solely by impact fees but rather must be balanced with other sources of public funds.

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

Enrollment declines beginning around 2002 kept the district from meeting the required eligibility criteria to collect school impact fees. Because of the statutes and ordinances governing the eligibility criteria for school impact fees, Northshore was not able to re-establish collection of school impact fees until 2016. King County, Snohomish County and the City of Bothell currently collect school impact fees on behalf of the district. In 2016 the District also requested that the cities of Kenmore and Woodinville collect school impact fees.

## **Budget and Financing Plan**

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

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

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

	Voter Approved 2014 Bond	Potential 2018 Bond					Future 2022 Bond
	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	
<b>2017 CAPITAL FACILITIES PLAN BUDGET*</b> \$\$ in 000's							
<b>PROJECTS ADDING CAPACITY</b>							
North Creek High School (2017 opening)	15,000	5,000					
SMS/CC Elem & MS Capacity Addition**	1,000	6,000	15,000	15,000	9,000		
New Elementary capacity – Maltby – 2020**		11,500	43,000	30,000			
New Middle School capacity - future					8,500	10,000	
<b>TOTAL PROJECTS ADDING CAPACITY:</b>	<b>16,000</b>	<b>22,500</b>	<b>58,000</b>	<b>45,000</b>	<b>17,500</b>	<b>10,000</b>	
<b>PROJECTS NOT ADDING CAPACITY:</b>							
Woodinville HS Modernization – Phase III	2,200						
Building Improvement Program	2,100	5,000	10,000	10,000	10,000	8,000	
Technology	2,000	2,000	2,000	2,000	1,500	2,000	
Fields	100	1,000	1,000	1,000		2,000	
Code Compliance/Small Works	250	1,500	1,000	2,000	1,000	1,500	
Site Purchase/Circulation	400	2,000	3,585			1,000	
Overhead	1,400	1,400	1,400	1,400	1,500	1,750	
Bond Expenses		550	115	550		550	
<b>TOTAL PROJECTS NOT ADDING CAPACITY:</b>	<b>8,400</b>	<b>13,450</b>	<b>19,100</b>	<b>16,950</b>	<b>14,000</b>	<b>16,800</b>	
<b>Bond Expenditures</b>	<b>24,450</b>	<b>35,950</b>	<b>77,100</b>	<b>61,950</b>	<b>31,500</b>	<b>26,800</b>	

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

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

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

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

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

Enrollment declines beginning around 2002 kept the district from meeting the required eligibility criteria to collect school impact fees. Because of the statutes and ordinances governing the eligibility criteria for school impact fees, Northshore was not able to re-establish collection of school impact fees until 2016. King County, Snohomish County and the City of Bothell currently collect school impact fees on behalf of the district. In 2016 the District also requested that the cities of Kenmore and Woodinville collect school impact fees.

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

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

A student factor (or student generation rate) is used to identify the average cost per dwelling unit by measuring the average number of students generated by each housing type (single family dwelling, multi-family dwellings of one bedroom or less, and multi-family dwellings of two bedrooms or more). The student factor analysis for the District is included in Appendix B. As required under GMA, credits are applied for State School Construction Assistance Funds to be reimbursed to the District, where expected, and projected future property taxes to be paid by the dwelling unit toward a capital bond/levy funding the capacity improvement. Northshore School District's student-generation rate for multi-family dwelling units is presently very low (.058 for all grades combined). The multi-family student factor in Appendix B is based on all multi-family units, consistent with the King County Code provisions, and generates a fee of \$0. As such, the District is not requesting a multi-family school impact fee as a part of this Capital Facilities Plan. Future updates to the CFP may include a request for a multi-family school impact fee.

Snohomish County Code (30.66C) and King County Code (21A.43) establish each jurisdiction's authority to collect school impact fees on behalf of the District. The

formula for calculating impact fees is substantively identical in each code. The codes of each of the cities are similar to those of the counties. These codes establish the conditions, restrictions, and criteria for eligibility to collect impact fees. Both counties in NSD define a school district’s “service area” to be the total geographic boundaries of the school district.

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

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

**Impact Fee Schedules**

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

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

Housing Type	Impact Fee per Unit
Single-family*	\$10,573
Townhome*	\$10,573
Multi-family	\$0
Multi-family (2+ Bedroom)	\$0

*\*Townhome Note: Per Snohomish County Code 30.91D.525, townhomes are defined as single-family dwelling units: “Townhouse means a single-family dwelling unit constructed in a group of three or more attached units in which each unit extends from the foundation to roof and has open space on at least two sides. The term includes a townhouse constructed as a zero lot line development and a townhouse on a single lot.”*

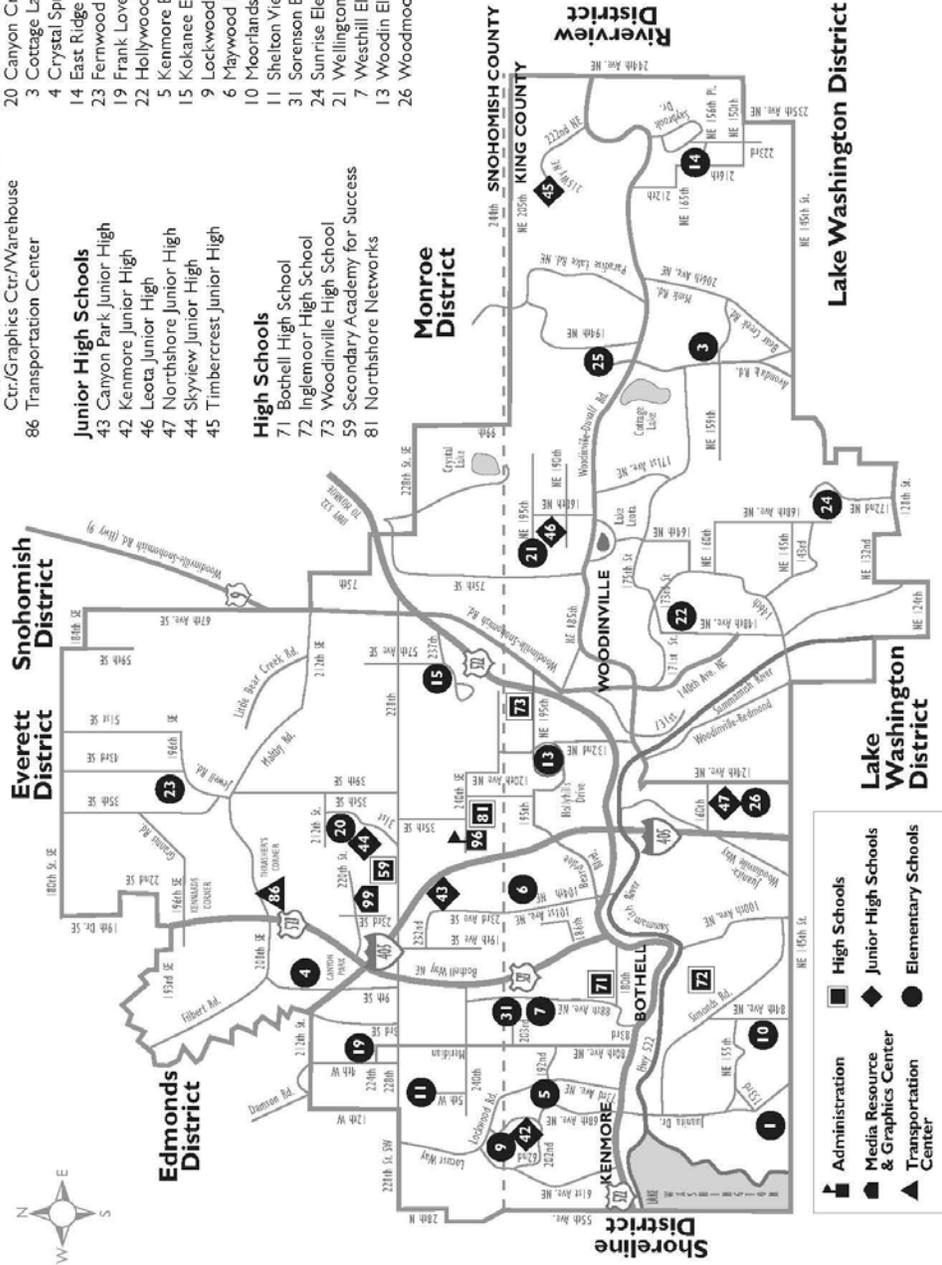
*\*\*Multi-Family Note: Northshore School District’s student generation rate from Multi-Family dwelling units is nearly zero (.058). This low generation rate results in a \$78 impact fee when applied in the required impact fee formula (see Appendix C.) However, given administrative costs and fees associated with collecting school impact fees, NSD is not requesting a multi-family fee at this time.*

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



# Northshore School District

- Administrative/Resources**
- 96 Administration Bldg.
- 99 Support Services/Media Resource Ctr./Graphics Ctr./Warehouse
- 86 Transportation Center
- Junior High Schools**
- 43 Canyon Park Junior High
- 42 Kenmore Junior High
- 46 Leota Junior High
- 47 Northshore Junior High
- 44 Skyview Junior High
- 45 Timbercrest Junior High
- High Schools**
- 71 Bothell High School
- 72 Inglemoor High School
- 73 Woodinville High School
- 59 Secondary Academy for Success
- 81 Northshore Networks
- Elementary Schools**
- 1 Arrowhead Elementary
- 25 Bear Creek Elementary
- 20 Canyon Creek Elementary
- 3 Cottage Lake Elementary
- 4 Crystal Springs-Elementary
- 14 East Ridge Elementary
- 23 Fernwood Elementary
- 19 Frank Love Elementary
- 22 Hollywood Hill Elementary
- 5 Kenmore Elementary
- 15 Kokanee Elementary
- 9 Lockwood Elementary
- 6 Maywood Hills Elementary
- 10 Moorlands Elementary
- 11 Shelton View Elementary
- 31 Sorenson Early Childhood Ctr.
- 24 Sunrise Elementary
- 21 Wellington Elementary
- 7 Westhill Elementary
- 13 Woodin Elementary
- 26 Woodmoor Elementary



APPENDIX B  
STUDENT GENERATION RATE ANALYSIS

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

Permit Years    **2011-2016**

**Permitted Units District-Wide**

	Total Units	Students Generated	Generation Rate
SF Units	2,685	1,394	0.519
MF Units	1,504	87	0.058
<i>Totals</i>	4,189	1,481	0.354

**Student Generation Rates by Grade**

GRADE	MF		MF	
	SF Students Generated	Students Generated	SF Generation Rate	Generation Rate
K	148	14	0.055	0.009
1	190	8	0.071	0.005
2	158	4	0.059	0.003
3	151	13	0.056	0.009
4	120	8	0.045	0.005
5	121	7	0.045	0.005
6	99	6	0.037	0.004
7	98	5	0.036	0.003
8	92	8	0.034	0.004
9	68	3	0.025	0.002
10	64	2	0.024	0.001
11	48	4	0.018	0.003
12	37	5	0.014	0.003
<i>Total</i>	<i>1394</i>	<i>87</i>	<u><i>0.519</i></u>	<u><i>0.058</i></u>

Summary		SF Kids	MF Kids	SF Units	MF Units	SF Gen Rate	MF Gen Rate
	K-5	888	54	2685	1504	0.331	0.036
	6-8	289	19	2685	1504	0.108	0.013
	9-12	217	14	2685	1504	0.081	0.009
	<i>Total</i>	<i>1394</i>	<i>87</i>			<i>0.519</i>	<i>0.058</i>

APPENDIX C  
SCHOOL IMPACT FEE CALCULATION

Single Family Dwelling Unit  
Northshore School District 2017 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	10	\$0	500	\$0	0.3307	\$0
Middle	20	\$0	700	\$0	0.1076	\$0
Senior	40	\$0	1500	\$0	0.0808	\$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	94.09%	\$51,042,026	500	\$102,084	0.3307	\$31,767
Middle	94.09%	\$0	700	\$0	0.1076	\$0
Senior	94.09%	\$0	1500	\$0	0.0808	\$0

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	5.91%	\$0	25	\$0	0.3307	\$0
Middle	5.91%	\$0	25	\$0	0.1076	\$0
Senior	5.91%	\$0	25	\$0	0.0808	\$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	213.23	90	42.29%	\$8,116	0.3307	\$2,684
Middle	213.23	108	0.00%	\$0	0.1076	\$0
Senior	213.23	130	0.00%	\$0	0.0808	\$0

APPENDIX C  
SCHOOL IMPACT FEE CALCULATION

**School Impact Fee Calculation**  
Single Family Dwelling Unit  
Northshore School District 2017 CFP

Tax Payment Credit Calculation

Average SFR Assessed Value	\$548,282
Current Capital Levy Rate/\$1000	\$1.78
Annual Tax Payment	\$975.94
Years Amortized	10
Current Bond Interest Rate	3.95%
Present Value of Revenue Stream	\$7,936

Impact Fee Summary - Single Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$31,767
Temporary Facility Cost	\$0
State SCFA Credit	(\$2,684)
Tax Payment Credit	(\$7,936)
Unfunded Need	\$21,146
50% Required Adjustment	\$10,573

<b>Single Family Impact Fee</b>	<b>\$10,573</b>
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**APPENDIX C  
SCHOOL IMPACT FEE CALCULATION**

School Impact Fee Calculation - Multi Family Dwelling Unit  
Northshore School District 2017 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	10	\$0	500	\$0	0.0359	\$0
Middle	20	\$0	700	\$0	0.0126	\$0
Senior	40	\$0	1500	\$0	0.0093	\$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	94.09%	\$51,042,026	500	\$102,084	0.0359	\$3,449
Middle	94.09%	\$0	700	\$0	0.0126	\$0
Senior	94.09%	\$0	1500	\$0	0.0093	\$0

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	5.91%	\$0	25	\$0	0.0359	\$0
Middle	5.91%	\$0	25	\$0	0.0126	\$0
Senior	5.91%	\$0	25	\$0	0.0093	\$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	213.23	90	42.29%	\$8,116	0.0359	\$291
Middle	213.23	108	0.00%	\$0	0.0126	\$0
Senior	213.23	130	0.00%	\$0	0.0093	\$0

APPENDIX C  
SCHOOL IMPACT FEE CALCULATION

**School Impact Fee Calculation**  
Multi Family Dwelling Unit  
Northshore School District  
2017 CFP

Tax Payment Credit Calculation

Average MFR Assessed Value	\$207,420
Current Capital Levy Rate/\$1000	\$1.78
Annual Tax Payment	\$369.21
Years Amortized	10
Current Bond Interest Rate	3.95%
Present Value of Revenue Stream	\$3,002

Impact Fee Summary - Multi Family Dwelling Unit:

Site Acquisition Cost	0
Permanent Facility Cost	\$3,449
Temporary Facility Cost	\$0
State SCFA Credit	(\$291)
Tax Payment Credit	(\$3,002)
Unfunded Need	\$155
50% Required Adjustment	\$78

<b>Multi-Family Impact Fee</b>	<b>\$0</b>
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