

CAPITAL FACILITIES PLAN 2018 - 2024

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

"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

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ADOPTED BY NSD SCHOOL BOARD 6/25/2018

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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 (District) has prepared this six-year Capital Facilities Plan (CFP) in accordance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, 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 2018-2024. It also provides longer-term enrollment projections. The role of impact fees in funding school construction is addressed in **Section 9** of this report.

The District updates its Capital Facilities Plan on an annual basis and the most recent update was adopted by the Board of Directors in July 2017. The annual update is submitted to King County for its annual review and adoption. Snohomish County updates school District CFPs on a biannual basis.

Summary

Over the past six years, District enrollment has grown by over 13% or 2,557 new students. The elementary grade span has grown by 1,781 new students in that time; an equivalent of nearly 4 new elementary schools. In the last year alone, District enrollment grew by 736 students – the largest enrollment jump ever in the District on a year to year over comparison. There was a large kindergarten population and better than projected enrollment at the new secondary entry grades (6th and 9th). Additionally, the sale of new homes in the District in both 2016 and 2017 were the highest totals experienced since 2007 and for the first time in the past six years, the District grew at a faster rate than the rest of King County, increasing its share of the K-12 population from 7.5% to 7.7%. Continued growth in elementary enrollment has now resulted in capacity deficits at most schools in the northern and central service areas of the District.

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 provided some elementary capacity relief. That transition was successfully implemented in time for the beginning of the 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 included 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 in the 2017 CFP were 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. The District's voters approved funding for these projects as a part of the 2018 bond measure. State projections of continued increases in birthrates and the continued increase in new home development in District may continue to necessitate further increases in elementary or middle school capacity.

As school attendance area adjustments and transportation options continue to be prohibitive in rehousing students to areas of available capacity, the enrollment growth challenge becomes even greater. Continued new development and growth in 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 (taking them away from their home school).

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 provided some capacity relief at the majority of elementary sites. However continued strong residential growth and the recent growth in one year, of 736 students, places continued demands on capacity at the elementary level. If population growth continues or as the Legislature mandates changes that affect space needs for class size reductions, additional elementary and/or secondary capacity may be required over and above the 2018 school bond added capacity projects.

The 2017 CFP also included District-wide full-day Kindergarten in its projections for 2017 and beyond, but neither the 2017 CFP, nor this 2018 CFP addresses a 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 (District) 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 District are in King County and one-third in Snohomish County. The District has a population of approximately 139,000 and a 2017 student enrollment of 22,021. There are presently twenty elementary schools, six middle schools, four comprehensive high schools, one alternative school program, and one early childhood center. The current grade configuration is K-5, 6-8 and 9-12, as the planned grade re-configuration was implemented in fall of 2017.

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 District boundaries. This site is referred to as the “Maltby” site and is the location of the District’s new elementary school, included in this CFP update. The District also will be constructing a new capacity addition at the existing Skyview Middle School and adjacent Canyon Creek Elementary. All of these projects were approved by the voters in the February 2018 school bond measure.

Additionally, the District’s Board of Directors identified a growth and equity project that was not mentioned in the 2017 CFP at Inglemoor High School. Inglemoor High School is at capacity and has not had any major investment into the facility since 1998. Demands on art and music instructional space, performing arts/concert space and theatre space are heavy. These performance spaces are used by feeder schools, the high schools, and community groups. With North Creek High School opening in fall of 2017, and remodel work at both Bothell and Woodinville High Schools, the school board felt it was appropriate to begin some investment at Inglemoor High School. Staff is just beginning to vision and plan the specifics of a project that was identified in the 2018 bond to add a concert hall and instructional space at Inglemoor High School. 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 over the next 5 to 10 years. For the 2017/2018 school year, growth outpaced projections and enrollment came in much higher than expected. The District grew at a faster rate than the rest of King County, increasing its share of the K-12 population from 7.5% to 7.7% - for the first time in the past six years.

Projections, based on data provided by state and local jurisdictions, indicate that this trend of a strong 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 2018 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

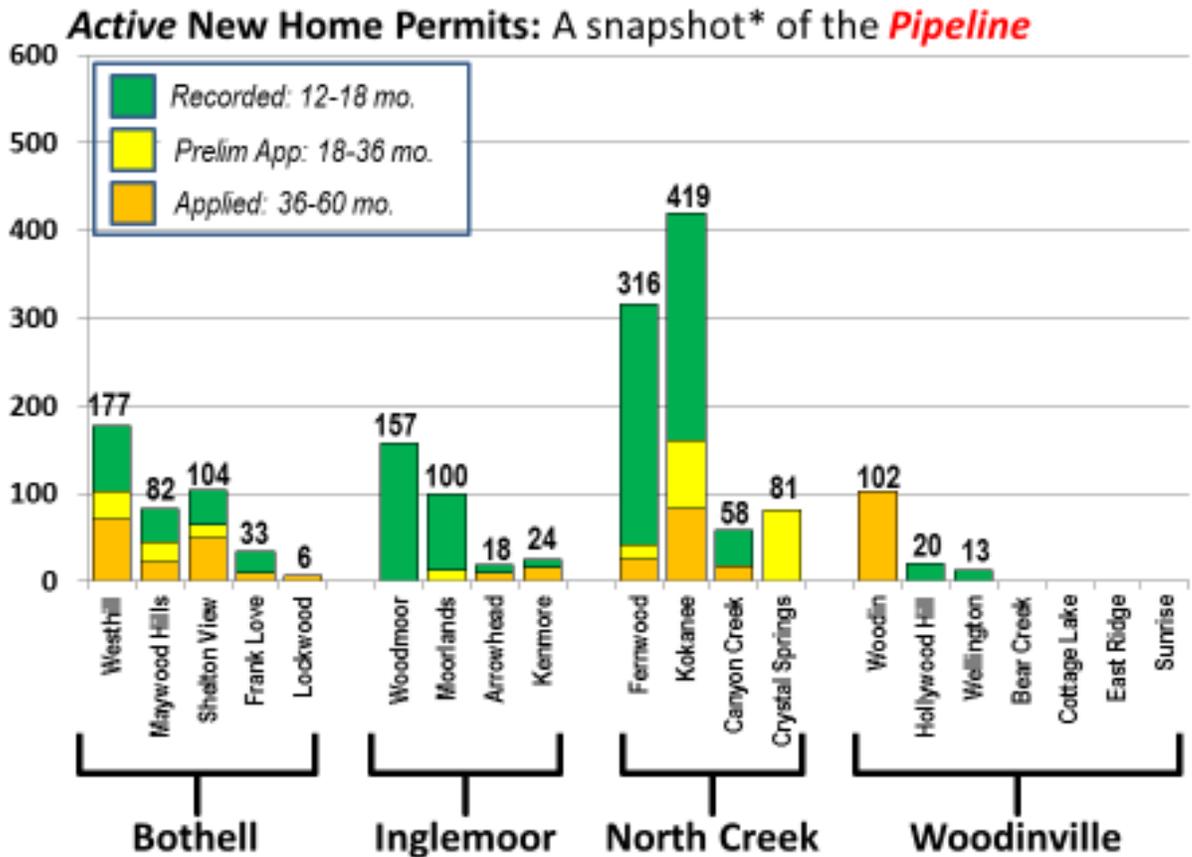
Numerous methodologies are available for projecting long-term enrollments. The most common method is known as cohort survival which tracks groups of students through the system and adjusts the populations to account for the average year-to-year growth. For example, this year's fourth grade is adjusted 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 2017 is divided by the total births in King and Snohomish counties in 2012 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, 1,710 new single family homes have been permitted in the District. 1,100 of those new homes were concentrated in the north-end of the District (the Fernwood, Kokanee, Crystal Springs and Canyon Creek Elementary service area). On average, the District continues to see over 500 new home sales per year (District-wide) in that same period. Building permit information that the District has received from the jurisdictions show continuing strong new home construction and resulting enrollment gains over the six-year period in this forecast. While many of the larger housing developments in the north end are reaching completion and available land is shrinking for new single family homes, the sale of new homes in 2016 and 2017 were the highest in the District since 2007. The market is strong. There is a reduction in the pipeline for new homes of about 15%, but there is an increase in townhome and multi-family development.

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 both King and Snohomish County (from births). The latest county forecasts show higher growth between 2020 and 2025 due to even larger birth cohorts that is expected in both counties. The 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).



This new home permit chart clearly illustrates the high concentration of new home permits in Snohomish County, 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 (539 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 location-specific and current elementary student generation rate, this results in an estimated increase of 302 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 on page 10, 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 2018 and 2023. 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 5,117 in October 2017 to 5,712 by October 2023. High School enrollment (9-12) is projected to increase from 6,364 in October 2018 to 7,495 by October 2023. In total, the projected K-12 increase in enrollment is 1,737 over the six-year period. Elementary enrollment is expected to level off some during the next six years but continues to show overall enrollment growth over the six-year planning period and beyond.

TABLE 2-1
FTE Enrollment Projections (including housing permit data and birth rate data)

Grade	Actual		Projections				
	17/18	18/19*	19/20	20/21	21/22	22/23	23/24
K	1653	1623	1621	1625	1663	1686	1604
1	1675	1714	1672	1690	1680	1734	1773
2	1838	1756	1778	1721	1739	1729	1785
3	1742	1875	1784	1793	1735	1754	1744
4	1866	1789	1917	1811	1820	1761	1780
5	1766	1918	1819	1936	1828	1837	1777
6	1779	1809	1951	1849	1969	1859	1868
7	1678	1777	1812	1952	1850	1970	1859
8	1660	1701	1793	1826	1967	1863	1985
9	1768	1697	1736	1827	1860	2005	1899
10	1556	1781	1706	1742	1834	1867	2013
11	1575	1490	1725	1649	1684	1773	1806
12	1465	1553	1496	1729	1652	1688	1777
<hr/>							
Total K-5	10,540	10,676	10,591	10,576	10,465	10,500	10,552
Total 6-8	5,117	5,287	5,557	5,627	5,785	5,692	5,712
Total 9-12	6,364	6,522	6,663	6,947	7,031	7,333	7,495
<hr/>							
District Total	22,021	22,485	22,810	23,150	23,281	23,525	23,758

Long Range Projections

The methodology described above was extrapolated to 2027 to produce a longer-range forecast. (**Table 2-2**) In general, this model assumes that enrollment in the period between 2023 and 2027 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 on **page 9**. 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 2023 to 2027. Enrollment in 2023 is projected to be 23,758 and 24,217 in 2027. 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

Level	2017	2023	2027
Elementary:	10,540	10,552	11,042
Middle School:	5,117	5,712	5,556
High School:	6,364	7,495	7,619
Total:	22,021	23,758	24,217

SNOHOMISH COUNTY/OFM PROJECTIONS

Using OFM/County data as a base, the District projects a 2035 student FTE population of 25,012. **(Table 2-2.1)** This is based on the OFM/County data for the years 2000 through 2017 and the District's average fulltime equivalent enrollment for the corresponding years. For the year 2017, the District's actual enrollment averaged 39.9% 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 and comparative purposes.

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

Level	2017	2023	2035
Elementary (K-5):	10,540	10,552	11,756
Middle School (6-8):	5,117	5,712	5,753
High School (9-12):	6,364	7,495	7,503
Total:	22,021	23,758	25,012

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

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. Equitable access to programs for all students is also a school board driven goal and the District is continually striving for process and methods in which all students have the ability to access the best learning environment. Additional variables include changes in mandatory requirements dictated by the state, such as 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, the District implemented 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 the District 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 provided 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 also increase demands on capacity. 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, with added attention to equitable access across the District. The required space for these programs as well as any supporting space is determined by noise, level of physical activity, teacher to student ratios, privacy and/or the need for physical proximity to other services/facilities. Adequate space must exist for program flexibility, differing learning styles, program changes, project/problem based learning and pre- and post-school activities. For example, service level capacities in rooms utilized 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

	Elementary	Secondary
Computer Labs	X	X
Group Activities Rooms	X	
Early Childhood Headstart (Federal) ECEAP (State) Elementary Advanced Placement (EAP)	X	
Advanced Academic Placement (AAP)		X
All Day Kindergarten	X	
Parents Active in Cooperative Education (PACE)	X	
Special Education: <ul style="list-style-type: none"> • Learning Centers (LC) • Mid-Level (Sensory; Social Emotional at elementary. Positive Behavior Support at secondary) • Blended • Functional Skills & Academics • Adult Transitions Program (ATP) for 18-21 year olds 	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	
Highly Capable	X	
Home School Northshore Networks Parent Partnership	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)

Classroom Type	Elementary – Average Students Per Classroom	Middle School – Average Students Per Classroom	High School – Average Students Per Classroom
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 2015-16 and 2016-17. **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

Grade Level	# of Scheduled Teaching Stations	Minimum Level of Service	2015-16 Average LOS	2016-17 Average LOS
K - 6	513	24	21.2	22.7
7 - 9	237	27	19.5	20.2
10 - 12	231	27	19.7	19.1
Total	981			

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 middle schools, and four 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 opened its fourth comprehensive high school, North Creek High School, but it did not house a 12th grade level for this last school year as a transition plan. Beginning in fall of 2018, all four comprehensive high schools will be fully operable and will house all four grade levels, 9-12.

TABLE 4-1
2017-18 School Capacity Inventory (Includes Grade Re-Configuration)

School	Year Built	Last Modernization or addition	Permanent Classroom Capacity	Portables			Total Capacity
				Total #	Interim Capacity	% of Total	
Arrowhead	1957	1994/2011	358	5	77	17.7	435
Bear Creek	1988	2011	375	0	0	0.0	375
Canyon Creek	1977	1999/2008	505	12	227	31.01	732
Cottage Lake	1958	2005	329	0	0	0.0	329
Crystal Springs	1957	2002/2010	404	10	241	37.36	645
East Ridge	1991		368	0	0	0.0	368
Fernwood	1988	2002/2010	467	17	342	42.27	809
Frank Love	1990		430	14	242	36.01	672
Hollywood Hill	1980	2001	391	1	0	0.0	391
Kenmore	1955	2002/2011	364	7	142	28.06	506
Kokanee	1994		468	12	291	38.34	759
Lockwood	1962	2004/2011	530	6	92	14.79	622
Maywood Hills	1961	2002	422	10	200	32.15	622
Moorlands	1963	2002/2011	538	9	177	24.76	715
Shelton View	1969	1999/2011	416	4	46	9.96	462
Sorenson ECC *	2002			2	0		0
Sunrise	1985		374	2	0	0.0	374
Wellington	1978	2000/2011	463	4	48	9.39	511
Westhill	1960	1995/2011	393	5	92	18.97	485
Woodin	1970	2003	423	6	146	25.66	569
Woodmoor	1994		813	0	0	0.0	813
Subtotal			8831	126	2363	21.06	11,218
Canyon Park	1964	2000/2005	959	2	49	4.86	1008
Kenmore	1961	2002/2008/2012	835	1	24	2.79	859
Leota	1972	1998	851	7	157	15.58	1008
Northshore	1977	2004	897	4	97	9.76	994
Skyview	1992		873	6	146	14.33	1019
Timbercrest	1997		824	1	24	2.83	848
Subtotal			5,239	21	497	8.66	5736
Bothell	1953	2005	1637	0	0	0.0	1637
Inglemoor	1964	2000	1647	6	146	8.14	1793
Woodinville	1983	1994/2008 2011/2016	1699	0	0	0.0	1699
North Creek	2016	2016	1529	0	0	0.0	1529
SAS	2010		225	0	0	0.0	225
Subtotal			6737	6	146	2.12	6883
Total K-12 All			20,807	153	3006	12.62	23,813

*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 temporary/interim classroom space to house students until permanent facilities can be constructed and to prevent over-building of permanent capacity. Traditionally, the District has aimed to keep its total capacity utilized by portables at or below 10% to a maximum of 15% percent of its total capacity. However, growth and resulting enrollment increases have resulted in a current utilization of 21.06% 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. The 2017 opening of the new high school and the grade re-configuration created some additional permanent capacity at the elementary level, but recent growth for 2017 used that space up quickly and caused only a small reduction in portable/interim space use. 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 or re-assigned to non-classroom space, as new schools come online, the District anticipates a continued need at this time, to utilize portables as a critical component of student capacity. In addition, as needed as a part of the District's capacity solution, portables may be moved from one grade level to another grade level to address interim capacity needs.

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 153 portable classrooms that the District owns, 117 are currently being used as classrooms, housing students for scheduled classes. Within the financial capabilities of the District, the intent has been to minimize the use of portables for scheduled classes. However, as **Table 4-1** indicates, continued growth in the District 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: 2017-18 Portable Classroom Summary

School	Total Portables	Classroom Portables	Interim Student Capacity
Arrowhead	5	3	77
Bear Creek	0	0	0
Canyon Creek	12	9	227
Cottage Lake	0	0	0
Crystal Springs	10	10	241
East Ridge	0	0	0
Fernwood	17	13	312
Frank Love	14	10	242
Hollywood Hill	1	0	0
Kenmore	7	5	142
Kokanee	12	12	291
Lockwood	6	4	92
Maywood Hills	10	8	200
Moorlands	9	7	177
Shelton View	4	2	46
Sorenson ECC**	2	0	0
Sunrise	2	0	0
Wellington	4	0	48
Westhill	5	4	92
Woodin	6	6	146
Woodmoor	0	0	0
Subtotal	126	93	2363
Canyon Park	2	2	49
Kenmore	1	1	24
Leota	7	5	157
Northshore	4	4	97
Skyview	6	6	146
Timbercrest	1	0	24
Subtotal	21	18	497
Bothell	0	0	0
Inglemoor	6	6	146
Woodinville	0	0	0
SAS	0	0	0
Subtotal	6	6	146
Total K-12	153	117	3006

**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 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 was built on 61 acres adjacent to the north of Fernwood Elementary. The District's new elementary school is being constructed on the Maltby site. The remaining undeveloped site is located in the northern area of the District respectively.

TABLE 4-3 Inventory of Support Facilities & Undeveloped Land

Facility Name	Building Area (Sq. Feet)	Site Size (Acres)
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.		33.01
Wellington Site**		104.14

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

***Note: The Wellington property is located in Snohomish County, adjacent to the Maltby Urban Growth Area. In 2015, a purchase and sale agreement was signed and entered into between Snohomish County and Northshore School District, but legal challenges ensued and closing of the property sale was delayed until October 2017. The Parties are in discussion, in hopes of determining a path forward for eventual siting of a school. There is currently no active project at this site, nor are there definitive short or long-term plans for a school siting, at this location.*

SECTION 5 – GROWTH AND PROJECTED FACILITY NEEDS

In 2001, Northshore School District 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 six years, District enrollment has grown by over 13% or 2,557 new students. The elementary grade span has grown by 1,781 new students in that time; an equivalent of nearly 4 new elementary schools. To accommodate that growth, EDTF identified the following strategies (in order of priority) for the District to employ when addressing existing and future capacity needs. However, by 2017, these strategies had been utilized or maximized, resulting in the need for new school construction recommendations.

Capacity Mitigation Tools Used

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

Since 2006, the District 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 (then 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 included:**
 - Northshore Primary Center (*short-term leased space for Kindergarten*)
- **2017 Implementations included:**
 - 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
 - Property purchase of Wellington site

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 met 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 made recommendations to the school board for projects included in the 2018 bond measure.

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 (Board approved and 2018 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. While there is a current overall surplus in capacity when looking at all grade level spans, that surplus declines with new projected growth each year. New capacity projects are necessary to address this growth and is 100% attributable to growth.

TABLE 5-1
School Enrollment & Classroom Capacity*

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary Enrollment*	10,540	10,676	10,591	10,576	10,465	10,500	10,552
Permanent Capacity - Existing	8,831	8,831	8,831	8,831	9,531	9,531	9,531
New Permanent Capacity – Maltby Site				500*			
New Permanent Capacity – Canyon Crk				200*			
Capacity in Portables	2,363	2,363	2,363	2,363	2,363	2,363	2,363
Total Capacity including Portables	11,194	11,194	11,194	11,894	11,894	11,894	11,894
Permanent Capacity over/(short)	-1,709	-1,845	-1,760	-1,045	-934	-969	-1,021
Total Capacity (w/portables)	654	518	603	1,318	1,429	1,394	1,342
Middle School Enrollment	5,117	5,287	5,557	5,627	5,785	5,692	5,712
Permanent Capacity - Existing	5,239	5,239	5,239	5,239	5,439	5,439	5,439
New Permanent Capacity – Skyview MS				200*			
Capacity in Portables	497	497	497	497	497	497	497
Total Capacity with Portables	5,736	5,736	5,736	5,936	5,936	5,936	5,936
Permanent Capacity over/(short)	122	-48	-318	-188	-346	-253	-273
Total Capacity (w/portables)	619	449	179	309	151	244	224
High School Enrollment	6,364	6,522	6,663	6,947	7,031	7,333	7,495
Permanent Capacity - Existing	5,208	6,737	6,737	6,737	6,737	6,737	6,737
New Permanent Capacity – NCHS	1,529						
Capacity in Portables	146	146	146	146	146	146	146
Total Capacity with Portables	6,883	6,883	6,883	6,883	6,883	6,883	6,883
Permanent Capacity over/(short)	373	215	74	-210	-294	-596	-758
Total Capacity (w/portables)	519	361	220	-64	-148	-450	-612
Total Enrollment	22,021	22,485	22,810	23,150	23,281	23,525	23,758
Permanent Capacity - Existing	19,278	20,807	20,807	20,807	21,707	21,707	21,707
Capacity in New Permanent Facilities	1,529		-	900		-	
Capacity in Portables	3,006	3,006	3,006	3,006	3,006	3,006	3,006
Total Capacity with Portables	23,813	23,813	23,813	24,713	24,713	24,713	24,713
Permanent Capacity over/(short)	-1,214	-1,678	-2,003	-1,443	-1,574	-1,818	-2,051
Total Capacity (w/portables)	1,792	1,328	1,003	1,563	1,432	1,188	955

*Planned Elementary and Middle School capacity in 2020 is Board Approved and funded as a part of the successful passage of 2018 bond measures.

**TABLE 5-2 –
Year 2027 - Long-term Projection of Enrollment and Capacity**

Assumes new capacity projects included in this CFP in 2020 based 2018 bond approval

Grade Level	Enrollment	Permanent Capacity	Total Capacity	Permanent surplus/(short)	Total surplus/(short)
Elementary	11,042	9,531	11,894	(1,511)	852
Middle School	5,556	5,439	5,936	(117)	380
High School	7,619	6,737	6,883	(882)	(736)
Total	24,217	21,707	24,713	(2,510)	496

SECTION 6 -- GROWTH RELATED PROJECTS

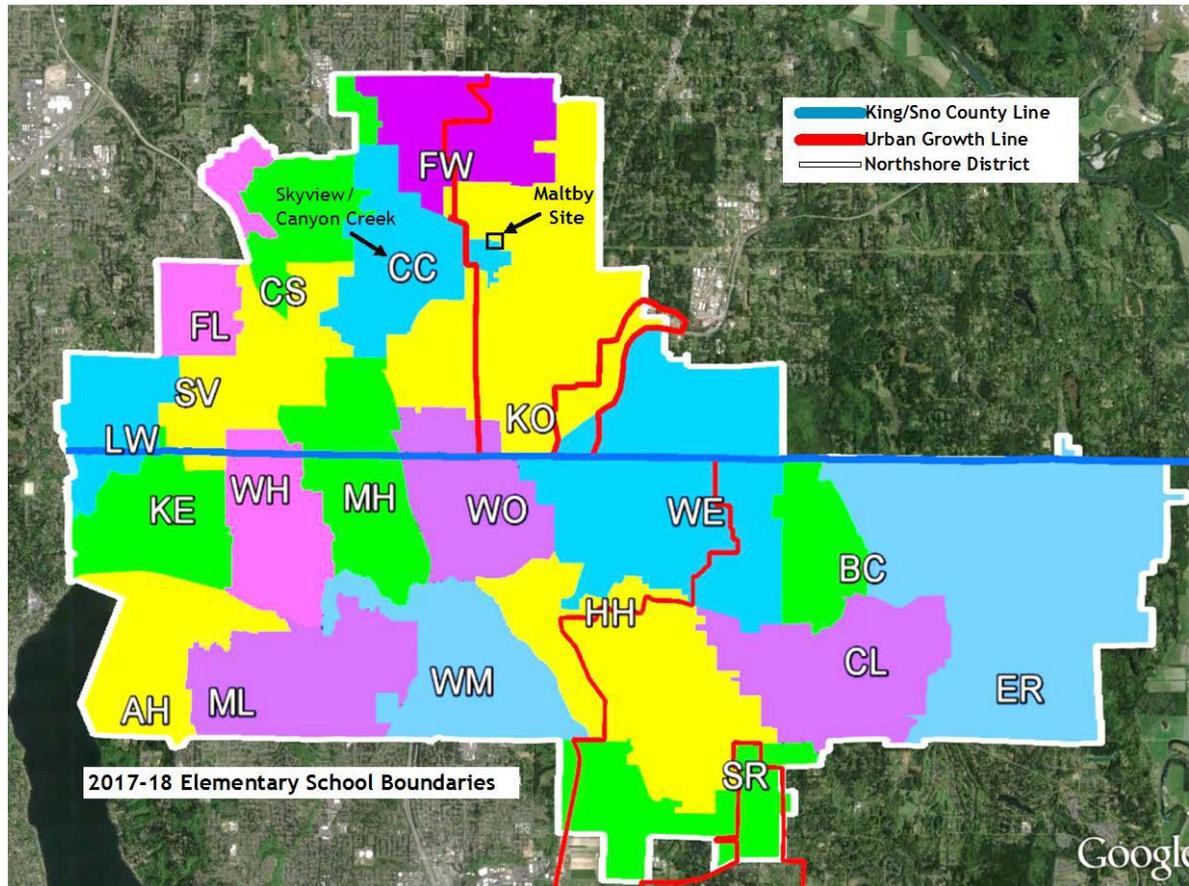
Planned Improvements - Construction to Accommodate New Growth

The continued increase in enrollment has fully exhausted capacity increases from relocating building programs, portable additions and boundary changes. While some elementary capacity relief occurred from grade reconfiguration in the fall of 2017. 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 (FW) and Kokanee Elementary (KO) have received the largest number of new students generated from new home development.

Fernwood Elementary, the District's northern-most 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. Kindergarten classes are currently being bussed to Frank Love, due to capacity constraints. 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 update 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 nearly 2,200 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, equitable access to programs, building permit activity, and birth rates, in order to help ensure needed instructional space is available when/where needed and will pursue additional land acquisition should construction of additional sites be necessary to accommodate those needs.

Planned Improvements – Existing Facilities (Building Improvement Program)

In a number of other sites 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 the most optimal learning environment for students. The 2018 Capital Bond Planning Task Force (CBPTF) made recommendations to the school board for potential building improvement projects to include in the capital bond measure. **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 (now Middle School) (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

Project	Estimated Completion Date	Projected Student Capacity Added
(4709 Maltby Rd) Maltby Site New Elementary Capacity - Phase I Phase II**	2020* TBD	500 TBD
(21404 35 th Ave SE, Bothell) Skyview Jr High/MS/Canyon Creek Elementary & MS expansion	2020**	200 K-5 200 6-8
Inglemoor Concert Hall & Instructional Space	2021*	TBD
Portable Facilities – various locations Small Works Projects to add capacity system wide	2018-2023	TBD

*Board approved and successful passage of 2018 bond measure.

** Phased plan approved by EDTF and Capital Bond Task Force, subject to further review in out years and potential 2022 or 2024 bond measure proposals.

SECTION 7 – CAPITAL INSTRUCTIONAL FACILITIES PLAN

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

School Year	Projects
2018/2019	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Safety/Security Classroom Capacity Improvements/Additions Elementary Modernization/Capacity Addition (Maltby & Canyon Creek) Middle School Modernization/Capacity Addition (Skyview MS) Inglemoor Concert Hall & Instructional Space
2019/2020	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Safety/Security Portable Additions Elementary Modernization/Capacity Addition (Maltby & Canyon Creek) Middle School Modernization/Capacity Addition (Skyview MS) Inglemoor Concert Hall & Instructional Space
2020/2021	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Safety/Security Portable Additions Elementary Modernization/Capacity Addition (Maltby & Canyon Creek) Middle School Modernization/Capacity Addition (Skyview MS) Inglemoor Concert Hall & Instructional Space
2021/2022	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Safety/Security Portable Additions Maltby Site Middle School Other renovations and growth related projects as needed and identified by capital bond task force
2022/2023	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Safety/Security Portable Additions Maltby Site Middle School Other renovations and growth related projects as needed and identified by capital bond task force
2023/2024	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Safety/Security Portable Additions Maltby Site Middle School Other renovations and growth related projects as needed and identified by capital bond task force

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, upon the recommendation of the Capital Bond Planning Task Force, sent a \$275 million bond measure to the voters, in February 2018 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, as identified in Table 8-1. The voters approved the bond measure by 60.78%.

State School Construction Assistance

State financial assistance comes from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from state school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation funds or the Superintendent of Public Instruction can prioritize projects for funding.

State financial assistance is available for qualifying school construction projects, however these funds may not be received until two to three years after a matched project has been completed. This requires the District to finance the complete project with local funds. Site acquisition and site improvements are not eligible to receive matching funds. These funds, as with all state funded programs, have been reduced and given the current state budget, could be eliminated or eligibility criteria and funding formulas revised. 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. Eligibility for state match is continually reviewed. The school impact fee formula assumes that the District may receive some portion of state funding assistance and 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 (See Section 9 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.

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. The District is spread across two counties and also across the urban growth boundary. While development picked up on the north end of the District, there was still ample capacity in the south east area of the District. Because of the statutes and ordinances governing school District eligibility criteria to be able to collect school impact fees, the District was not able to re-establish eligibility for collection of school impact fees until 2016. King County, Snohomish County, the City of Kenmore, and the City of Bothell currently collect school impact fees on behalf of the District. In 2016 and 2017, the District also requested that the City of 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
6-Year Budget/Financing Plan

2018 CAPITAL FACILITIES PLAN BUDGET								
\$\$ in 000's	FY 17-18	FY 18-19	FY 19-20	FY 20- 21	FY 21-22	FY 22-23	FY 23-24	
PROJECTS ADDING CAPACITY								
SMS/CC Elem & MS Capacity Addition**	8,000	31,000	8,000	1,000				
New Elementary capacity – Maltby – 2020**	12,000	55,000	10,000	2,000				
Inglemoor HS concert hall & instructional space	1,000	1,000	5,000	18,000	1,000			
TBD - future growth projects					2,000	5,000	25,000	
TOTAL PROJECTS ADDING CAPACITY:	21,000	87,000	23,000	21,000	3,000	5,000	25,000	
PROJECTS NOT ADDING CAPACITY:								
Building Improvement Program	500	20,000	26,000	15,000	25,000	5,000	26,000	
Technology	1,000	2,000	1,000	1,700	1,000	1,000	1,000	
Fields	1,000	4,000	2,000			1,000	2,000	
Code Compliance/Small Works	1,000	1,000	1,000	2,000		1,000	1,000	
Site Purchase/Circulation			1,000	1,000	1,000	1,000	1,000	
Overhead/bond expenses	1,000	1,500	1,500	1,000	1,000	2,000	1,500	
Security	1,000	9,000	3,000	1,000		5,000	3,000	
TOTAL PROJECTS NOT ADDING CAPACITY:	5,500	37,500	35,500	21,700	28,000	16,000	35,500	
Bond Expenditures	26,500	124,500	58,500	42,700	31,000	21,000	60,500	

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. The basic assumption of growth pays for growth is underlying.

Enrollment declines beginning around 2002 kept the District 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. When development picked up on the north end of the District, there was still ample capacity in the south east area of our District. Because of the statutes and ordinances governing the

eligibility criteria for school impact fees, the District was not able to re-establish eligibility for collection of school impact fees until 2016. King County, Snohomish County, the City of Kenmore, and the City of Bothell currently collect school impact fees on behalf of the District. In 2016 and 2017, the District also requested that the City of Woodinville collect school impact fees.

Methodology and Variables Used to Calculate School Impact Fees

Impact fees may be 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 NEW dwelling unit by measuring the average number of students generated by each NEW housing type (single family dwelling, multi-family dwellings of one bedroom or less, and multi-family dwellings of two bedrooms or more). The student generation rate is an actual generation of students by grade level that come from new development over a period of five (5) years. 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.

The District's student-generation rate for multi-family dwelling units is much lower than the student generation rate for single-family homes, as most new development in the District has been in single family homes. Available land for single family development is beginning to be constrained, and multi-family development is increasing. We will likely see continued increases in student generation rates from those units over time. The multi-family student factor in **Appendix B** is based on all NEW multi-family units, consistent with the King County Code provisions, and generates a fee of \$1,818.00.

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 District define a school District's “service area” to be the total geographic boundaries of the school District.

The District 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 the District. The impact fees requested in this year's Capital Facilities Plan are based on the new elementary school capacity (500), at the Maltby site, as well as the added capacity project at Skyview Middle School (200) and Canyon Creek Elementary (200).

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	\$ 16,038.00
Multi-family (2+ Bedroom)	\$ 1,818.00

****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.***

***** The formula driven fees are shown as calculated and are:***

- ***Already reduced by 50% as required by local share adjustment***
- ***Include permanent construction costs only for the Maltby Site Elementary School and the addition at Skyview Middle School/Canyon Creek Elementary.***
- ***Not including any Land Acquisition costs, although legally allowable.***
- ***Include an assumed credit for potential State Funding Assistance***

Table 10-1: Impact Fee Variables**Student Generation Factors – Single Family**

Elementary	.359
Middle	.120
High School	.094
Total	.573

Student Generation Factors – Multi Family (1 Bdrm)

Elementary	.000
Middle	.000
High School	.000
Total	.000

Student Generation Factors – Multi Family

Elementary	.062
Middle	.031
High School	.042
Total	.135

Projected Student Capacity per Facility

New Elementary (new construction) – 500
Skyview/Canyon Creek Addition - 400

Facility Construction Cost

New Elementary School	\$ 52,502,315
Middle School/Elementary Addition	\$ 36,933,490

Permanent Facility Square Footage

Elementary	1,007,050
Middle	642,077
High	873,723
Total 94.55%	2,522,850

Temporary Facility Square Footage

Elementary	113,696
Middle	20,860
High	10,916
Total 5.45%	145,472

Total Facility Square Footage

Elementary	1,120,746
Middle	662,937
High	677,741
Total 100.00%	2,668,322

Average Site Cost/Acre**Temporary Facility Capacity**

Capacity
Cost

State Match Credit

Current State Match Percentage	42.29%
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Construction Cost Allocation

Current CCA	225.97
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District Average Assessed Value*

Single Family Residence	\$606,819
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District Average Assessed Value*

Multi Family (1 Bedroom)	\$127,578
Multi Family (2+ Bedroom)	\$291,277

*source King County

SPI Square Footage per Student

Elementary	90
Middle	108
High	130

District Debt Service Tax Rate for Bonds

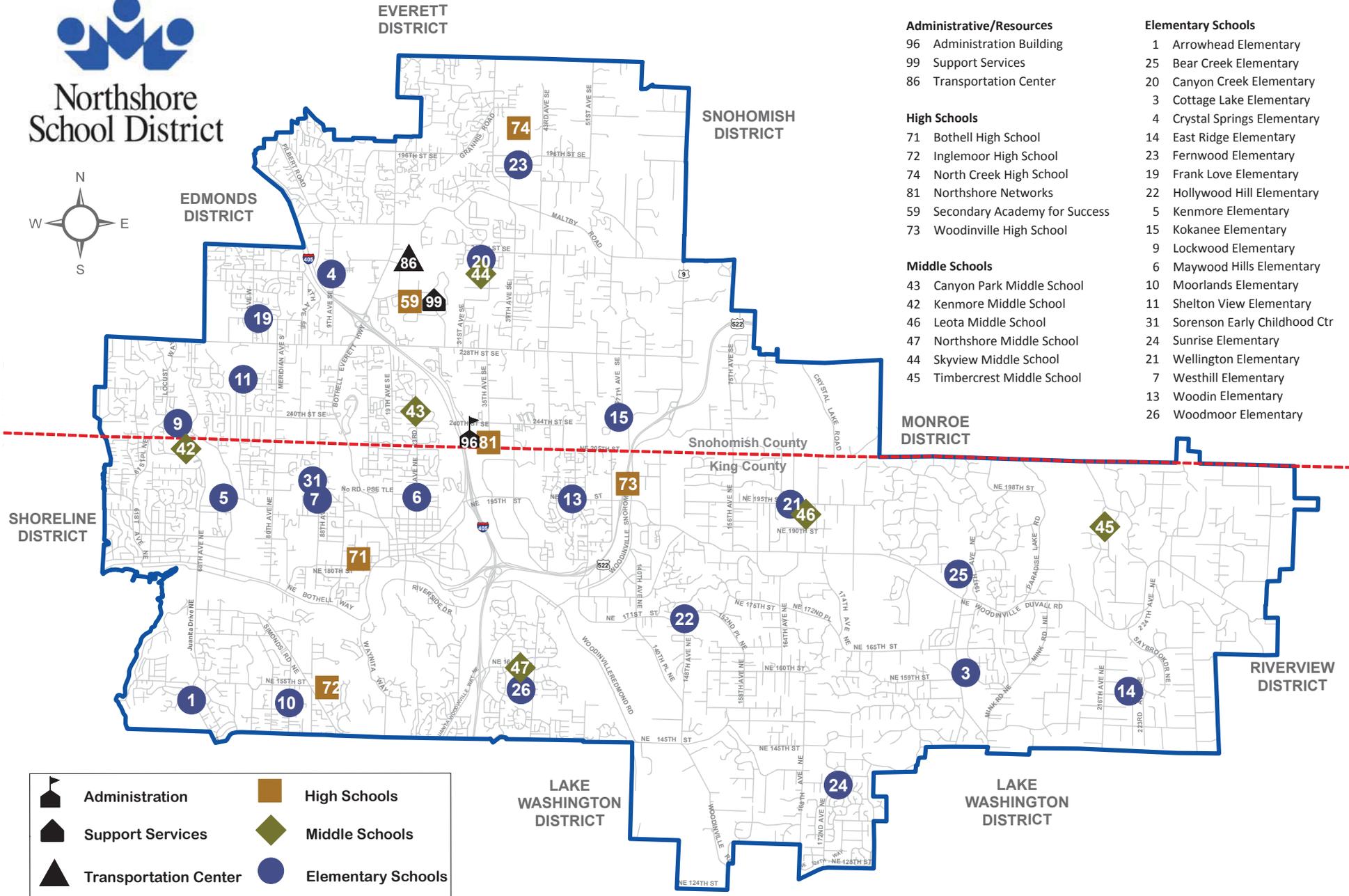
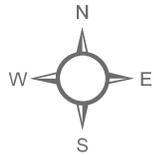
Current/\$1,000	\$1.65
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General Obligation Bond Interest Rate

Current Bond Buyer Index	3.85%
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Developer Provided Sites/Facilities

Value	0
Dwelling Units	0



Administrative/Resources

- 96 Administration Building
- 99 Support Services
- 86 Transportation Center

High Schools

- 71 Bothell High School
- 72 Inglemoor High School
- 74 North Creek High School
- 81 Northshore Networks
- 59 Secondary Academy for Success
- 73 Woodinville High School

Middle Schools

- 43 Canyon Park Middle School
- 42 Kenmore Middle School
- 46 Leota Middle School
- 47 Northshore Middle School
- 44 Skyview Middle School
- 45 Timbercrest Middle School

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

	Administration		High Schools
	Support Services		Middle Schools
	Transportation Center		Elementary Schools

APPENDIX B
NEW DEVELOPMENT STUDENT GENERATION

NSD Student Generation Summaries					
Permit Years:	2012-2017				
Permitted Units Districtwide					
	Total Units	Students Generated*	Generation Rate		
SF Units	2934	1682	0.573		
MF Units	2227	300	0.135		
Student Generation Rates by Grade					
GRADE		SF Units Students Generated	SF Generation Rate		
K		211	0.072		
1		189	0.064		
2		203	0.069		
3		164	0.056		
4		149	0.051		
5		136	0.046		
6		129	0.044		
7		112	0.038	Level	Rate
8		111	0.038	K-5	0.359
9		95	0.032	6-8	0.120
10		69	0.024	9-12	0.094
11		68	0.023	Total	0.573
12		44	0.015		
TD		2	0.001		
Total		1682	0.573		
GRADE		MF Units Students Generated	MF Generation Rate		
K		19	0.008		
1		28	0.012		
2		18	0.008		
3		16	0.007		
4		30	0.013		
5		26	0.011		
6		26	0.011		
7		24	0.011	Level	MF Rate
8		19	0.008	K-5	0.062
9		35	0.015	6-8	0.031
10		20	0.009	9-12	0.042
11		15	0.007	Total	0.135
12		23	0.010		
TD		1	0.000		
Total		300	0.131		

APPENDIX C
School Impact Fee Calculation
 Single Family Dwelling Unit
 Northshore School District
 2018 CFP

School Site Acquisition Cost:

	Site Size <u>Acreage</u>	Cost/ <u>Acre</u>	Facility <u>Size</u>	Site Cost/ <u>Student</u>	Student <u>Factor</u>	Cost/ <u>SFDU</u>
Elementary	10	\$0	700	\$0	0.359	\$0
Middle	20	\$0	200	\$0	0.120	\$0
Senior	40	\$0	1500	\$0	0.094	\$0

School Construction Cost:

	Sq. Ft. % <u>Permanent</u>	Facility <u>Cost</u>	Facility <u>Size</u>	Bldg Cost / <u>Student</u>	Student <u>Factor</u>	Cost/ <u>SFDU</u>
Elementary	94.55%	74,662,409	700	\$100,848	0.359	\$36,204
Middle	94.55%	14,773,396	200	69,841	0.120	\$8,381
Senior	94.55%	\$0	1500	\$0	0.094	\$0

Temporary Facility Cost:

	Sq. Ft. % <u>Temporary</u>	Facility <u>Cost</u>	Facility <u>Size</u>	Bldg. Cost / <u>Student</u>	Student <u>Factor</u>	Cost/ <u>SFDU</u>
Elementary	5.91%	\$0	25	\$0	0.359	\$0
Middle	5.91%	\$0	25	\$0	0.120	\$0
Senior	5.91%	\$0	25	\$0	0.094	\$0

State School Construction Funding Assistance Credit

	Const. Cost <u>Allocation</u>	OSPI Sq.Ft/ Student	Funding Assist	Credit/ <u>Student</u>	Student <u>Factor</u>	Cost/ <u>SFDU</u>
Elementary	225.97	90	42.29%	\$8,601	0.359	\$3,088
Middle	225.97	108	42.29%	\$10,321	0.120	\$1,238
Senior	225.97	130	0.00%	\$0	0.094	\$0

APPENDIX C
School Impact Fee Calculation
 Single Family Dwelling Unit
 Northshore School District
 2018 CFP

Tax Payment Credit Calculation

Average SFR Assessed Value	\$606,819
Current Capital Levy Rate/\$1000	\$1.65
Annual Tax Payment	\$1,001.25
Years Amortized	10
Current Bond Interest Rate	3.85%
Present Value of Revenue Stream	\$8,182

Impact Fee Summary - Single Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$44,585
Temporary Facility Cost	\$0
State SCFA Credit	(\$4,326)
Tax Payment Credit	(\$8,182)
Unfunded Need	\$32,077
50% Required Adjustment	\$16,039
Single Family Impact Fee	\$16,038

APPENDIX C
School Impact Fee Calculation
 Multi Family Dwelling Unit
 Northshore School District
 2018 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	700	\$0	0.0620	\$0
Middle	20	\$0	200	\$0	0.0310	\$0
Senior	40	\$0	1500	\$0	0.0420	\$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%	\$74,662,409	700	\$100,848	0.0620	\$6,253
Middle	94.55%	\$14,773,396	200	\$69,841	0.0310	\$2,165
Senior	94.55%	\$0	1500	\$0	0.0420	\$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	5.45%	\$0	25	\$0	0.0620	\$0
Middle	5.45%	\$0	25	\$0	0.0310	\$0
Senior	5.45%	\$0	25	\$0	0.0420	\$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	225.97	90	42.29%	\$8601	0.0620	\$533
Middle	225.97	108	42.29%	\$10,321	0.0310	\$320
Senior	225.97	130	0.00%	\$0	0.0420	\$0

APPENDIX C
School Impact Fee Calculation
 Multi Family Dwelling Unit
 Northshore School District
 2018 CFP

Tax Payment Credit Calculation

Average MFR Assessed Value	\$291,277
Current Capital Levy Rate/\$1000	\$1.65
Annual Tax Payment	\$480.61
Years Amortized	10
Current Bond Interest Rate	3.85%
Present Value of Revenue Stream	\$3,927

Impact Fee Summary - Multi Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$8,418
Temporary Facility Cost	\$0
State SCFA Credit	(\$853)
Tax Payment Credit	(\$3,927)
Unfunded Need	\$3,637
50% Required Adjustment	\$1,819

Multi-Family Impact Fee **\$ 1,818**