

# CAPITAL FACILITIES PLAN 2021 - 2027

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 June 28, 2021

## TABLE OF CONTENTS

	PAGE
Section 1—Introduction .....	3
Section 2—Student Enrollment Trends and Projections.....	6
Section 3—District Standard of Service.....	10
Section 4—Capital Facilities Inventory .....	14
Section 5—Projected Facility Needs.....	19
Section 6—Capital Instructional Facilities Plan.....	24
Section 7—Impact Fees .....	27
District Map & Appendices A-C.....	31

## **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 facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student population in their districts.

The Northshore School District (District) has prepared this six-year Capital Facilities Plan (CFP) in accordance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, and Woodinville. This CFP is intended to provide these jurisdictions with a description of projected student enrollment and school capacities at established levels of service over the six-year period 2021-2027. It also provides longer-term enrollment projections. The role of impact fees in funding school construction is addressed in **Section 7** of this report.

The District updates its Capital Facilities Plan on an annual basis. The most recent update previous to this update was adopted by the Board of Directors in July 2020.

### **Summary**

District enrollment has grown by 1,740 students between 2015 and 2020. As a comparison, for the years 2014 to 2019, District enrollment grew by 2,360 students -- averaging nearly 400 new students each year (or, just short of the equivalent of one average-size new elementary school each year). Prior to 2020, the District's growth rate averaged 3.02 percent over the previous six year period. In 2020, the District's enrollment fell by 1.1 percent primarily as a result of the global pandemic and its effects on in-school instruction and school district enrollment. The District expects, with the return in the Spring of 2021 to in-school instruction, that enrollment will start to return to pre-pandemic levels and increase to reflect continued residential development within the District. Enrollment growth from new development in the northern and central service areas of the District continues at a steady pace.

Similar to the 2020 CFP, there are questions about future growth and whether or not it will continue at a rate at or above projections, or if growth will begin to stabilize. The sale of new homes in the District dropped in the last two years, with a notable decrease in 2020. Many of the single family housing projects in the north end of the District are reaching completion and the pipeline of new single family housing is currently shrinking. However, the sale of existing homes continues to be strong, with over 2,000 existing homes sold in each of the last six years. There continue to be townhome and multi-family projects that could produce enrollment gains. New townhome and multi-family projects tend to have at least 3-bedrooms. At the present time, student generation rates from townhome units continues to more closely

resemble student generation rates from apartments and condominiums. The District is closely monitoring the actual student generation from these units.

The 2018 capital bond as approved by the voters included three new projects to add capacity:

- The new Ruby Bridges Elementary School on Maltby Road, which opened for instruction in the fall of 2020 (with remote instruction during the pandemic).
- Classroom additions to Canyon Creek Elementary and Skyview Middle School with a 30 classroom building for the adjacent campuses (14 classrooms for Canyon Creek, including four rooms with music instruction, and 12 classrooms for Skyview). Along with this new classroom building, each campus had some renovations and additions to other buildings. At Canyon Creek, there is a gymnasium addition. At Skyview, there were two new health classrooms attached to the gym. These improvements were completed in the fall of 2020.
- Finally, the 2018 bond proposal included a new concert hall with added instructional space at Inglemoor High School, planned to open in January 2022.

The District recently constructed a new choice high school, Innovation Lab High School, in the Canyon Park Business Center. The school opened in the fall of 2020 with initial enrollment of 150 students and will add an additional 150 students with the 2021 freshman cohort, and then grow to a total enrollment capacity of 550 students by the 2022-23 school year. Innovation Lab High School is an adaptive re-use of an existing building.

Growth in the District has largely been accommodated in recent years through the construction of new capacity, limiting waivers at most schools, converting special-use portables and non-classroom spaces into classroom space, and placement of additional portable classrooms.

The District is currently planning for a proposed 2022 capital bond. While additional K-8 capacity is expected as a part of that bond, specific details will be provided in the next update to this Capital Facilities Plan.

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

The Northshore School District spans 60 square-miles and primarily serves five jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, and the City of Woodinville. There are some addresses located in the cities of Brier, Kirkland and Redmond, but they are either in areas not expected to experience any new residential development or in very small areas with previously developed residential areas. For the purposes of the District's CFP and long-term projections, those areas are considered de minimis impacts on the District's grade bands. The King-Snohomish county line divides the District such that roughly two-

thirds of the District is in King County and one-third in Snohomish County. The District has a total population of approximately 140,000 and a 2020 student enrollment of 22,686. There are presently twenty elementary schools, six middle schools, four comprehensive high schools, two choice/alternative high school programs, a Home Schooling Program and the Northshore Family Partnership program, and one early childhood (pre-K) center. The current grade configuration is K-5, 6-8 and 9-12.

The Urban Growth Area boundary (UGA) divides the District, creating capacity utilization challenges. As new residential development continues to occur even at more moderate rates, land for potential new school sites continues to be scarce. King County does not allow for school siting outside the UGA, but Snohomish County does provide for school siting via a Conditional Use Permit (CUP) process.

The District participates in regular conversations regarding school facilities planning with jurisdictions in King County pursuant to regular meetings held to comply with Policy PF-19A of the King County Countywide Planning Policies. Snohomish County's Countywide Planning Policies direct jurisdictions in Snohomish County to "ensure the availability of sufficient land and services for future K-20 school needs." Policy ED-11. The District appreciates any opportunity for cooperative planning efforts with its jurisdictions.

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

### **Background**

Elementary enrollment has been growing steadily in recent years, with a slight dip in 2020 reflecting the global pandemic. Growth increases in recent years are a result of larger birth cohorts and a consistent increase in new residential development. This wave of elementary enrollment growth is beginning to move into the middle and high school grades and is anticipated to continue over the next 10 years. At the same time, elementary enrollment is projected to grow within and beyond the next 5 to 10 years.

Similar to past years, this year's projections consider regional and local trends in population growth, birth rates, and housing development, analyzing corresponding projections down to the school feeder pattern level. Growth rates were adjusted based on permit information specific to those respective areas. The resulting trends were used to further refine the projection methodology for enrollment forecasts. The following section describes in more detail the assumptions used to develop the forecast and compares the result of this projection to other available methodologies.

While new single family home construction and sales within the District are continuing to slow, there is a marked increase in the development of townhomes and continued strong development of apartments and condominiums. The new townhome developments include units with 3 bedrooms or more. From a student generation perspective, it could take a few years for enrollment numbers to be affected, as those townhomes complete construction, sell and become occupied.

As of December 2020, development data shows 1,052 single family homes and 4,108 multi-family units in the development pipeline within the District. This data excludes short plat development.

### **Methodology**

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

- A linear extrapolation from the previous five years of kindergarten enrollment, assuming that there is a trend;
- Or, alternatively, a comparison of the kindergarten enrollment to births from five years prior can be used to calculate a "birth-to-K" ratio. For example, kindergarten enrollment in 2020 is divided by the total births in King and

Snohomish counties in 2015 to produce a “birth-to-K” ratio. The average ratio for the last five years can then be applied to births in subsequent years to estimate kindergarten enrollment.

OSPI uses the cohort survival method to predict enrollment for all school districts in the state for the limited purpose of the School Construction Assistance Program. The cohort survival method generally works well for districts that have a consistent trend of gradual increases or declines in enrollment. It is less reliable in districts where spikes in demographic trends (especially a marked increase or decrease in new housing) can lead to dramatic swings in enrollment from one year to the next. In addition, the use of the linear extrapolation method at the kindergarten level can result in a distorted trend since it does not consider changes in birth rate trends.

The District works with a professional demographer to combine the cohort survival methodology with other information about births, housing, regional population trends, and even trends in service area and private school enrollment. This modified cohort survival methodology provides a more accurate forecast. **Table 2-1 below** includes the enrollment projections based on this model.

**TABLE 2-1**  
**Enrollment Projections (medium range), incl. housing permit & birth rate data**

Grade	Actual	Projections					
	20/21	21/22	22/23	23/24	24/25	25/26	26/27
K	1536	1751	1698	1647	1635	1631	1691
1	1740	1810	1861	1796	1742	1728	1733
2	1802	1674	1854	1893	1817	1763	1758
3	1778	1810	1705	1875	1905	1829	1783
4	1763	1858	1851	1732	1895	1925	1858
5	1854	1829	1885	1865	1735	1900	1939
6	1770	1779	1844	1887	1858	1729	1902
7	1849	1876	1799	1852	1886	1856	1736
8	1762	1797	1905	1813	1857	1891	1871
9	1868	1876	1889	1989	1884	1929	1975
10	1766	1849	1894	1894	1984	1879	1934
11	1595	1695	1730	1759	1751	1834	1746
12	1603	1536	1643	1666	1686	1677	1766
K-5	10,473	10,732	10,854	10,808	10,729	10,776	10,762
6-8	5,381	5,452	5,548	5,552	5,601	5,476	5,509
9-12	6,832	6,956	7,156	7,308	7,305	7,319	7,421
Total	22,686	23,140	23,558	23,668	23,635	23,571	23,692

The modified cohort survival methodology in **Table 2-1 above** shows continued

enrollment increases within the District through the six year planning period. The methodology uses a “mid-range” projection. In total, the projected K-12 increase in enrollment is 1,006 students over the six-year period. The District’s enrollment projections were updated in February 2021 to consider the impacts of the global pandemic. The District intends to watch enrollment closely and will update the projections and related planning as necessary based on actual experience. However, given recent trends and knowledge of development within the pipeline, the District expects to see continued growth throughout the six year planning period and beyond.

### Long Range Projections

The modified cohort methodology described above was extrapolated to 2030 to produce a longer-range forecast (**Table 2-2**). Using this methodology, the District’s enrollment shows continued growth to 2030. This longer range model assumes that the State forecasts of births, K-12 growth, and continued population growth for the Puget Sound are reasonably accurate.

**TABLE 2-2**  
**Projected FTE Enrollment**

grade band	2021	2025	2030
Elementary:	10,473	10,776	11,194
Middle School:	5,381	5,476	5,687
High School:	6,832	7,319	7,809
Total:	22,686	23,571	24,690

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

### SNOHOMISH COUNTY/OFM PROJECTIONS

Using OFM/County data provided by Snohomish County, the District projects a 2035 student FTE population of 24,887 (**Table 2-2.1**). For the six year period between 2014 and 2019, the District’s actual enrollment averaged 39.7% 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. These projections have not been updated from the 2020 CFP since Snohomish County requires updates to Capital Facilities Plans only every other



year. The 2022 CFP update will consider updated OFM projections.

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

grade band	2019	2025	2035
Elementary:	10,832	11,277	11,749
Middle School:	5,518	5,744	5,985
High School:	6,593	6,864	7,153
Total:	22,943	23,885	24,887

\* 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 the Northshore School District strives for in establishing its service standard for classroom capacity utilization. This requires a constant review and assessment of programs, curriculum and instructional changes, student learning behaviors, learning environments, technological innovations and program development. Equitable access to programs for all students is also a school board driven goal and 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 full-day kindergarten, Core 24 graduation requirements, and reduced K-3 class size ratios. These elements, as well as demographic projections, are weighed when determining service levels.

### Existing Programs and Standards of Service

The District currently provides traditional educational programs and nontraditional programs (**See Table 3-1**). These programs are reviewed regularly to determine the optimum instructional methods and learning environments required at each school, with added attention to equitable access across the District. The required space for these programs as well as any supporting space is determined by noise, level of physical activity, teacher to student ratios, privacy and/or the need for physical proximity to other services/facilities. Adequate space must exist for program flexibility, differing learning styles, program changes, project/problem based learning and pre- and post-school activities. For example, service level capacities in rooms utilized 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.

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 (eliminating the only 2 left at elementary – moving to “one to one” next year)		X
Group Activities Rooms	X	
Early Childhood Headstart (Federal) ECEAP (State)	X	
Elementary Advanced Placement (EAP)	X	
Advanced Academic Placement (AAP)		X
Parents Active in Cooperative Education (PACE)	X	
Dual Language (DL)	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	
Northshore Network Northshore Family 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

Capacity is affected at 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**

<b>Classroom Type</b>	<b>Elementary – Average Students Per Classroom</b>	<b>Middle School – Average Students Per Classroom</b>	<b>High School – Average Students Per Classroom</b>
Kindergarten	22	NA	NA
Regular, Alternative, EAP, AAP, AP, IB	24	24	27
Regular (portables)	24	24	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	24	27

Snohomish County requires that the District's plan include a report regarding the District's compliance with the District's minimum levels of service for the school years 2017-19.

**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 is not updated as a part of this CFP but will be updated in 2022.

**TABLE 3-3**  
**Average Students per Scheduled Teaching Station**  
 (regular classrooms)

<b>Grade Level</b>	<b># of Scheduled Teaching Stations</b>	<b>Minimum Level of Service</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
K-5	505	24	21.5	21.8	21.4
6-8	241	24	21.2	22.0	22.9
9-12	288	27	22.0	22.6	22.9
<b>Total</b>	<b>1,034</b>		<b>21.6</b>	<b>22.0</b>	<b>22.2</b>

**total all teaching stations per grade band**

## SECTION 4 – CAPITAL FACILITIES INVENTORY

### 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 additional classroom space per student, 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 programs and the resulting required space needed to deliver the instructional model at each 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 choice high school, one alternative secondary school program, a home school program, the Northshore Family Partnership program, and an early childhood center. **Table 4-1** shows the District's permanent and portable student capacity for the 2020-21 school year.

**TABLE 4-1**  
**2020-21 School Capacity Inventory**

School	Year Built	Last Modernization or addition	Permanent Classroom Capacity	Portables	Interim Capacity	% of Total	Total Capacity
Arrowhead	1957	1994/2011	359	3	72	17%	431
Bear Creek*	1988	2011		0	0	0%	-
Canyon Creek	1977	1999/2008/2020	838	8	136	14%	974
Cottage Lake	1958	2005	365	0	0	0%	365
Crystal Springs	1957	2002/2010	402	7	147	27%	549
East Ridge	1991		367	0	0	0%	367
Fernwood	1988	2002/2010	512	12	267	34%	779
Frank Love	1990		420	8	178	30%	598
Hollywood Hill	1980	2001	347	0	0	0%	347
Kenmore	1955	2002/2011	381	5	106	22%	487
Kokanee	1994		446	11	243	35%	689
Lockwood	1962	2004/2011	534	5	99	16%	633
Maywood Hills	1961	2002	400	8	192	32%	592
Moorlands	1963	2002/2011	537	7	192	26%	729
Ruby Bridges	2020		500	0	0	0%	500
Shelton View	1969	1999/2011	407	3	65	14%	472
Sorenson ECC *	2002			0	0		-
Sunrise	1985		369	0	0	0%	369
Wellington	1978	2000/2011	505	1	24	5%	529
Westhill	1960	1995/2011	354	6	219	38%	573
Woodin	1970	2003	402	5	120	23%	522
Woodmoor	1994		817	0	0	0%	817
<b>Subtotal</b>			<b>9,262</b>	<b>89</b>	<b>2,060</b>	<b>18%</b>	<b>11,322</b>
Canyon Park	1964	2000/2005	918	2	54	6%	972
Kenmore	1961	2002/2008/2012	826	1	27	3%	853
Leota	1972	1998	803	6	162	17%	965
Northshore	1977	2004	895	4	108	11%	1,003
Skyview	1992	2020	1193	4	108	8%	1,301
Timbercrest	1997		826	0	0	0%	826
<b>Subtotal</b>			<b>5,462</b>	<b>17</b>	<b>459</b>	<b>8%</b>	<b>5,921</b>
Bothell	1953	2005	1584	0	0	0	1,584
Inglemoor	1964	1993/95/98	1492	5	135	8%	1,627
Innovation Lab	2020		150				150
Woodinville	1983	1994/08/11/16	1561	0	0	0	1,561
North Creek	2016	2016	1446	0	0	0	1,446
SAS	2010		217	0	0	0	217
<b>Subtotal</b>			<b>6,449</b>	<b>5</b>	<b>135</b>	<b>2%</b>	<b>6,584</b>
<b>Total K-12 All</b>			<b>21,172</b>	<b>111</b>	<b>2,654</b>	<b>11%</b>	<b>23,826</b>

\*Sorenson Early Childhood Center serves students age 3-5yrs and does not provide any capacity for K-5 grades;  
Bear Creek provides programs for the Northshore Family Partnership/Northshore Network and does not provide regular capacity.

## Relocatable Classroom Facilities (Portables)

Portable classrooms provide temporary/interim classroom space to house students until permanent facilities can be constructed and to prevent over-building of permanent capacity. Traditionally, the District has aimed to keep its total capacity provided by portables at or below 10% to a maximum of 15% percent of its total capacity. This percentage fluctuates, impacted by growth and changes in instructional program needs.

Portables are utilized to help achieve efficient facility utilization and balance economic costs while encouraging innovation and new approaches, particularly for non-core or pilot programs. The District regularly reassesses the need for portables as permanent capacity is built or other changes occur (such as revisions to instructional programs). At this time, the District anticipates a continued need for portables as a part of the capacity solution. In some cases, portables may be moved from one grade band to another to address capacity needs. Future updates to the CFP will note any adjustments.

A typical portable classroom provides capacity for 24 students at the elementary level or 27 at the secondary level. Portables are used to meet a variety of instructional needs. Of the 156 portable classrooms that the District owns, 111 are currently being used as classrooms for scheduled classes. The District's Enrollment Demographics Task Force (EDTF) has recommended that the District begin to phase out older portables as capacity allows, but with recent growth trends, the District continues to be reliant on this interim capacity. All portables are inspected regularly and upgraded as needed, or as systems require.

**Table 4-1** includes the portables used for scheduled classrooms. Not included in the interim classroom capacity are portables that are used for daycare, PTA, conference rooms/resource rooms, OT/PT, LAP, science or other labs, ASB, music or other non-instructional uses. **Table 4-2** shows all portables and identifies those used for regular classroom purposes at each school.



**TABLE 4-2**  
**2020-2021 Interim Classroom Capacity**

	Portables	Grades	Grades	2020 Interim Student Capacity
<i>Elementary School</i>		<i>Grades 4-5</i>	<i>Grades K-3</i>	
Arrowhead	5	2	1	65
Bear Creek	0	0	0	-
Canyon Creek	12	0	8	136
Cottage Lake	0	0	0	-
Crystal Springs	10	4	3	147
East Ridge	0	0	0	-
Fernwood	17	9	3	267
Frank Love	14	6	2	178
Hollywood Hill	2	0	0	-
Kenmore	9	3	2	106
Kokanee	12	8	3	243
Lockwood	6	3	2	106
Maywood Hills	10	8	0	192
Moorlands	9	7	0	192
Ruby Bridges	0	0	0	-
Shelton View	4	2	1	65
Sorenson ECC**		0	0	-
Sunrise	2	0	0	-
Wellington	4	1	0	24
Westhill	9	3	3	219
Woodin	6	5	0	120
Woodmoor	0	0	0	-
<b>Subtotal</b>	<b>131</b>	<b>61</b>	<b>28</b>	<b>2,060</b>
<i>Middle School</i>		<i>Grades 6-8</i>		
Canyon Park	2	2		54
Kenmore	1	1		27
Leota	7	6		162
Northshore	4	4		108
Skyview	4	4		108
Timbercrest	1	0		-
<b>Subtotal</b>	<b>19</b>	<b>17</b>		<b>459</b>
<i>High School</i>		<i>Grades 9-12</i>		
Bothell	0	0		-
Inglemoor	6	5		135
North Creek	0	0		-
Woodinville	0	0		-
Innovation Labs	0	0		-
SAS	0	0		-
<b>Subtotal</b>	<b>6</b>	<b>5</b>		<b>135</b>
<b>Total K-12</b>	<b>156</b>		<b>111</b>	<b>2,654</b>

\*\*Sorenson ECC serves ages 3-5yrs & does not provide capacity for K-5 grade

## Other Facilities

In addition to 34 school sites, the District owns and operates sites that provide transportation, administration, maintenance and operational support to schools. The District also holds undeveloped properties that were acquired for potential development of a facility for instructional use. An inventory of these facilities is provided in **Table 4-3** below.

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

Facility Name	Building Area (Sq. Feet)	Site Size (Acres)
Administrative Center (Monte Villa)	49,000	5
Support Services Building	41,000	5
Warehouse	44,000	2
Transportation	39,000	9
20521 48 <sup>th</sup> Drive SE (includes Ruby Bridges ES and remaining undeveloped portion planned for a future school site)		33
19827 88 <sup>th</sup> Ave NE		10
18416 88 <sup>th</sup> Ave NE		50,011 sf
15215,15123, 15127 84 <sup>th</sup> Ave NE (3 parcels adjacent to Moorlands ES)		30,500 sf
Paradise Lake Site*		26
Wellington Hills Site**		104

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

\*\*Note: The Wellington property is located in Snohomish County, adjacent to the Maltby Urban Growth Area. In 2015, a purchase and sale agreement was signed and entered into between Snohomish County and Northshore School District, but legal challenges ensued and closing of the property sale was delayed until October 2017. A settlement agreement was reached in 2019 and recorded under Snohomish County Recording No. 201906210221. The District has no active project at this site, nor are there definitive short or long-term plans for siting a school at this location.

## SECTION 5 – PROJECTED FACILITY NEEDS

### Planning History

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

Using October 2019 enrollment figures, the District enrollment grew by over 11% or 2,360 new students during the previous six year period. The elementary grade span has grown by over 1,200 new students in that time; an equivalent of 2-3 new elementary schools. As noted above, October 2020 enrollment figures were down slightly due to the impacts of the pandemic but are expected to return to pre-2020 figures post-pandemic. To accommodate the District's growth, EDTF identified the following strategies (in order of priority) for the District to employ when addressing existing and future capacity needs.

### *Capacity Mitigation Tools Used*

<i>Shorter Lead Time</i>	<i>Task</i>	<i>Complete</i>
	Utilize existing spaces more creatively	<b>X</b>
	Adjust waiver policies	<b>X</b>
	Adjust program placements	<b>X</b>
	Move classes to schools with capacity	<b>X</b>
	Move existing portables	<b>X</b>
	Install new portables	<b>X</b>
	Lease space	<b>X</b>
<i>Longer Lead Time</i>		
	Adjust service areas	<b>X</b>
	Adjust feeder patterns	<b>X</b>
	New construction (North Creek High School)	<b>X</b>
	Acquire new property	<b>X</b>
	New construction (Ruby Bridges ES, Skyview/CC, ILHS, MS#7)	<b>In progress</b>

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 Road” 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.”*

The 2016 EDTF recommendations are in progress following the voter’s approval of the 2018 Bond, with Ruby Bridges Elementary School opening at the Maltby Road site in the fall of 2020 along with the Skyview/Canyon Creek campus addition. The District also, through an adaptive re-use, opened the new Innovation Lab High School campus in 2020 and will increase capacity at that school in the coming years.

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

The continued increase in enrollment has fully exhausted capacity increases from relocating building programs, portable additions, grade reconfiguration, and boundary changes. Growth continues to outpace school capacity. Growth has been concentrated in northern and central portions of the District.

This 2021 CFP update includes continued implementation of the 2018 capital bond and related facilities plans identified in the 2020 CFP. In addition to the recent opening of the Ruby Bridges Elementary School and the additions at the Skyview/Canyon Creek campus, these projects include planning for additional K-8 capacity at the Maltby Road site adjacent to the new Ruby Bridges Elementary School, continuing to implement added capacity at the Innovation Lab High School, and completion of new capacity at Inglemoor High School. The District is also currently engaged in planning for a 2022 capital plan with a Capital Bond Planning Task Force (CBPTF). The CBPTF work will likely conclude in the next few months, with recommendations submitted to the Board of Directors thereafter. Among other things, the CBPTF is contemplating K-8 capacity projects to address future growth needs. Specific information regarding the adopted recommendations will be included in future updates to this CFP. The District may also purchase additional portable facilities to address growth needs. See **Table 5-1**.

Long-term projections indicate growth of 2,004 new students, with growth at all grade levels, by 2030. The District will continue to monitor the factors that shape our capacity needs, i.e.; statewide legislative changes, instructional delivery requirements, the economy, changes in planned land use, changes in mandated program requirements, equitable access to programs, building permit activity, and birth rates, in order to help ensure needed instructional space is available when/where needed and will pursue additional land acquisition should construction of additional sites be necessary to accommodate those needs. Future updates to this CFP will include relevant information.

## Portable Location Adjustments

Where growth results in capacity deficits at a specific grade band, portables may be relocated from one grade band to another to assist with meeting enrollment projections. In addition, the District may adjust program space within permanent facilities to move programs to portables to free up space in permanent facilities for additional regular student capacity.

See **Section 4** for more detail regarding portables.

## New Facilities and Additions

**TABLE 5-1**  
**Planned Construction Projects – Growth Related**

Growth Projects	Estimated Completion Date	Projected Student Capacity Added
4709 Maltby Rd, Woodinville New Elementary Capacity Phase I (Ruby Bridges Elementary At 20521 49 <sup>th</sup> Drive SE) Potential New School Capacity - Phase II	2020 2025-2026	500 700
21404 35th Ave SE, Bothell - Skyview MS/Canyon Creek Canyon Creek Elementary Expansion	2020	336
Skyview Middle School Expansion	2020	321
15500 Simonds Rd NE, Kenmore - Inglemoor High School Concert Hall & Instructional Space	2022	100
2020 224th St SE, Bothell - Canyon Park Business Park Innovation Lab High School	2020- 2022	550
Portable Facilities	2021-2027	TBD

## Capacity Analysis

The District's six-year capacity analysis, considering projected enrollment and planned new capacity, is shown in **Table 5-2**. As with any long-term projections, many assumptions and estimates on housing must be made, increasing the risk associated with the accuracy of the enrollment projections. However, the District has trended above mid-range projections in years past and with a continuing strong real estate and development market, the District will plan for continued growth as projected.

**TABLE 5-2  
School Enrollment & Classroom Capacity**

	2020-21*	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>Elementary Enrollment</b>	10,473	10,732	10,909	10,912	10,824	10,775	10,762
Permanent Capacity - Existing	8,426	9,262	9,262	9,262	9,262	9,262	9,262
New Permanent Capacity – Ruby Bridges Elem.	500						
New Permanent Capacity – Canyon Creek	336						
Capacity in Portables	2,060	2,060	2,060	2,060	2,060	2,060	2,060
Total Capacity including Portables	11,322	11,322	11,322	11,322	11,322	11,322	11,322
<b>Permanent Capacity over/(short)</b>	(2,047)	(1,470)	(1,647)	(1,650)	(1,562)	(1,513)	(1,500)
<b>Total Capacity (w/portables)</b>	849	590	413	410	498	547	560
<b>Middle School Enrollment</b>	5,381	5,452	5,462	5,512	5,509	5,532	5,615
Permanent Capacity - Existing	5,141	5,462	5,462	5,462	5,462	5,462	6,162
New Permanent Capacity – Skyview; Maltby	321					700	
Capacity in Portables	459	459	459	459	459	459	459
Total Capacity with Portables	5,600	5,921	5,921	5,921	5,921	6,621	6,621
<b>Permanent Capacity over/(short)</b>	(240)	10	-	(50)	(47)	630	547
<b>Total Capacity (w/portables)</b>	219	469	459	409	412	1,089	1,006
<b>High School Enrollment</b>	6,832	6,956	7,190	7,243	7,302	7,267	7,285
Permanent Capacity - Existing	6,299	6,449	6,699	6,949	6,949	6,949	6,949
New Perm. Capacity – Inglemoor; ILHS	150	250	250				
Capacity in Portables	135	135	135	135	135	135	135
Total Capacity with Portables	6,434	6,834	7,084	7,084	7,084	7,084	7,084
<b>Permanent Capacity over/(short)</b>	(533)	(257)	(241)	(294)	(353)	(318)	(336)
<b>Total Capacity (w/portables)</b>	(398)	(122)	(106)	(159)	(218)	(183)	(201)
<b>Total Enrollment</b>	22,686	23,140	23,561	23,667	23,635	23,574	23,662
Permanent Capacity - Existing	19,866	21,173	21,423	21,673	21,673	21,673	22,373
Capacity in New Permanent Facilities	1,307	250	250	-	-	700	-
Capacity in Portables	2,654	2,654	2,654	2,654	2,654	2,654	2,654
Total Capacity with Portables	23,827	24,077	24,327	24,327	24,327	25,027	25,027
<b>Permanent Capacity over/(short)</b>	(2,820)	(1,717)	(1,888)	(1,994)	(1,962)	(1,201)	(1,289)
<b>Total Capacity with Portables</b>	1,141	937	766	660	692	1,453	1,365

\* Actual October 2020 enrollment

\*\*Does not include new or relocated portable facilities over the six year planning period.

**TABLE 5-3****Year 2030 - Long-term Projection of Enrollment and Capacity**

*Assumes added new capacity projects included in this CFP but no future near-term planning in process and no adjustment of portable facilities.*

<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	11,194	9,262	11,322	(1,932)	128
Middle School	5,687	6,162	6,621	475	934
High School	7,809	6,949	7,084	(860)	(725)
Total	24,690	22,373	25,027	(2,317)	418

**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 optimal learning environment for students. The District is implementing building improvement projects funded as a part of the 2018 Bond and planning currently for a 2022 capital bond. See **Table 6-1** in Section 6 below.

## **SECTION 6 – 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. 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 7-1. The voters approved the bond measure by 60.78%. The District's Board of Directors will consider sending a bond to the voters in 2022. The CBPTF work in progress now will inform the next bond proposal.

### **State School Construction Assistance**

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

State financial assistance is available for qualifying school construction projects, however these funds may not be received until two to three years after a matched project has been completed. This requires the District to finance the complete project with local funds. Site acquisition and site improvements are not eligible to receive matching funds. These funds, as with all state funded programs, have been reduced and given the current state budget, could be eliminated or eligibility criteria and funding formulas revised. Eligibility for state match is continually reviewed. The school impact fee formula assumes that the District may receive some portion of state funding assistance for the Inglemoor Concert Hall and added instructional space project, but currently no other projects on the planned construction list, that are adding capacity to meet growth demands, were eligible for state school construction assistance. Future updates to this plan will include updated information, as it becomes available.



**Impact Fees (See Section 7 for background, detail, and methodology)**

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

**Budget and Financing Plan**

Table 6-1 is a summary of the budget that supports the Capital Facilities Plan. Each project budget represents the total project costs which include; construction, taxes, planning, architectural and engineering services, permitting, environmental impact mitigation, construction testing and inspection, furnishings and equipment, escalation, and contingency.

Table 6-1 identifies 2021 and future planned expenditures. It does not include project expenditures in previous years.

**TABLE 6-1**  
**6-Year Capital Expenditures Finance Plan**

<b>2021 - 2027 CAPITAL FACILITIES EXPENDITURES PLAN</b>							
<b>\$\$ in MILLIONS</b>	<b>FY 20-21</b>	<b>FY 21-22</b>	<b>FY 22-23</b>	<b>FY 23-24</b>	<b>FY 24-25</b>	<b>FY 25-26</b>	<b>FY 26-27</b>
<b>PROJECTS ADDING CAPACITY</b>							
Inglemoor HS Concert Hall & Instructional Space	18.0	12.0	1.0				
SMS/CC Elem & MS Capacity Addition	1.5	1.0					
Ruby Bridges Elementary (Maltby) capacity 2020	3.0	1.0					
New Middle School capacity - future	1.0	5.0	12.0	40.0	28.0		
Innovation Lab High School (not bond funded)	8.0	1.0					
<b>TOTAL PROJECTS ADDING CAPACITY</b>	<b>31.5</b>	<b>20.0</b>	<b>13.0</b>	<b>40.0</b>	<b>28.0</b>	<b>0.0</b>	<b>0.0</b>
<b>PROJECTS NOT ADDING CAPACITY</b>							
Building Improvement Program	8.0	15.0	15.0	20.0	20.0	20.0	20.0
Technology	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Fields	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Code Compliance/Small Works	1.0	2.0	1.0	1.0	1.0	1.0	1.0
Site Purchase/Circulation	2.0	2.0	1.0	1.0	1.0	1.0	1.0
Overhead/Bond Expenses	3.0	2.0	2.0	2.0	2.0	2.0	2.0
Security	3.0	3.0	3.0	3.0	3.0	3.0	3.0
<b>TOTAL PROJECTS NOT ADDING CAPACITY</b>	<b>21.0</b>	<b>28.0</b>	<b>26.0</b>	<b>31.0</b>	<b>31.0</b>	<b>31.0</b>	<b>31.0</b>
<b>TOTAL PROJECT EXPENDITURES</b>	<b>52.5</b>	<b>48.0</b>	<b>39.0</b>	<b>71.0</b>	<b>59.0</b>	<b>31.0</b>	<b>31.0</b>

## **SECTION 7 -- IMPACT FEES**

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

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

Enrollment declines beginning around 2002 kept 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 and the cities of Bothell, Kenmore, and Woodinville have all adopted the District's 2020 CFP and are collecting impact fees identified in that plan. Snohomish County has adopted the District's 2020 CFP and is collecting impact fees associated with that plan. We anticipate all the above jurisdictions, with the exception of Snohomish County to consider and adopt this 2021 CFP this fall either as part of their regular budget cycle. Snohomish County is expected to adopt an updated CFP in 2022 as a part of its biennial schedule.

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

Impact fees may be calculated based on the District's cost per dwelling unit to purchase/acquire land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables), all for purposes of growth-related needs. The costs of projects that do not add growth-related capacity are not included in the impact fee calculations. The impact fee formula calculates a "cost per dwelling unit". New capacity construction costs addressing the District's growth-related needs, are used in the calculation

A student factor (or student generation rate) is used to identify the average cost per NEW dwelling unit by measuring the average number of students generated by each NEW (sold and occupied) housing type (single family dwelling and multi-family dwellings of two bedrooms or more – including townhomes). The student generation rate used is an actual generation of students by grade level that came from new development over a period of five (5) years. The District updated its student factor for both single family and multi-family units in early 2020 and subsequently updated the single family student factor in late spring of 2020. For purposes of this 2021 update, the District is using the 2020 multi-family student factor data and the 2020 updated single family student factor for purposes of calculating the school impact fees. The decision not to use updated 2021 student factor data is that remote learning and COVID-related enrollment disruption likely presents an inaccurate data set of the

students generated from recent new development. The District will calculate updated student generation rate numbers in the 2022 update to this CFP. The student factor analysis for the District is included in Appendix B. The student factors in Appendix B are based on all newly constructed, sold, and occupied units.

The District's student-generation rate for multi-family dwelling units is much lower than the student generation rate for single-family homes. This likely reflects, in part, that most new development in recent years within the District has been in single family homes. Yet, as available land for single family development is beginning to be constrained, and multi-family development – most notably townhomes, is increasing, we anticipate continued increases in student generation rates from those units over time. In particular, the District's student generation rates, when isolated for townhomes only, show that more students are residing in those units than in traditional multi-family units. However, the District does not yet have a robust data set upon which to separate these units for purposes of the school impact fee calculation. The District will continue to collect and analyze this data and, if the trend continues, will likely request in future CFP updates that each jurisdiction consider amendments to the school impact fee ordinance to recognize the impacts of townhome units as different from apartments and condominium units.

As required under GMA, credits are applied for State School Construction Assistance Funds to be reimbursed to the District, where expected, and projected future property taxes to be paid by the dwelling unit toward a capital bond/levy funding the capacity improvement. Formula driven fees are identified in Appendix C.

Snohomish County Code (30.66C) and King County Code (21A.43) establish each jurisdiction's authority to collect school impact fees on behalf of the District. The formula for calculating impact fees is substantively identical in each code (with one exception that Snohomish County has separate fees for Multi-Family Units with 1 bedroom or less and Multi-Family Units with 2+ bedrooms). The codes of each of the cities are similar to those of the counties. These codes establish the conditions, restrictions, and criteria for eligibility to collect impact fees. Both counties define a school district's "service area" to be the total geographic boundaries of the school district.

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 growth related construction projects, including: the new Ruby Bridges Elementary School capacity (500); the added capacity project at Skyview Middle School (321) and Canyon Creek Elementary (336); future planned construction of a 700 student middle school at the Ruby Bridges Elementary School property; the addition of instructional space and capacity (100) at Inglemoor High School; and the new capacity resulting from the new Innovation Lab High School (ultimately set to house 550 high school students).

**Proposed School Impact Fees  
King County, cities of Bothell, Kenmore, Woodinville**

Single Family Units	\$18,891
Multi-Family Units	\$1,392

**Current 2020 School Impact Fees  
Snohomish County**

Single Family Units	\$17,080
Multi-Family Units 1 bedroom/less	\$0^
Multi-Family Units 2+ Bedroom	\$1,504

*\*School impact fee rates stated above reflect a discount of 50% as required by the King County and Snohomish County codes.*

*^The District does not request that Snohomish County adopt a MF 1 bedroom/less fee on its behalf.*

## FACTORS FOR IMPACT FEE CALCULATIONS

### Student Generation Factors – Single Family

Elementary	.357
Middle	.120
High	.107

### Student Generation Factors – Multi Family

Elementary	.052
Middle	.019
High	.014

### Projected New Capacity

Ruby Bridges ES - 500
Canyon Creek ES (add) – 336
Skyview MS (add) – 321
Maltby Site Phase II - 700
Inglemoor HS (add) – 100
Innovation Lab HS – 550

### Capacity Costs (construction cost)

Ruby Bridges ES - \$56,544,993
Canyon Creek ES/Skyview MS - \$40,737,639
New Middle School - \$62,123,849
Inglemoor HS - \$10,369,215
Innovation Lab HS - \$13,200,000

### Permanent Facility Square Footage

94.55%

### Temporary Facility Square Footage

5.45%

### Property Costs – New Capacity

RBES/New MS – 33.23 acres	Cost/Acre - \$175,758
Innovation Lab HS – 5.92 acres	Cost/Acre - \$3,108,108

### Temporary Facility Capacity

Capacity/Cost  
(Portable costs not included in formula)

### School Construction Assistance Program Credit

Current SCAP Percentage	44.81%
Qualifying Project(s): Inglemoor HS addition	
Current Construction Cost Allocation	238.22
OSPI SqFt/Student	
ES - 90	
MS - 108	
HS – 130	

### Tax Payment Credit

Single Family Unit AAV	\$725,559
Multi-Family Unit AAV	\$297,397

### Debt Service Rate

Current/\$1,000	\$1.64
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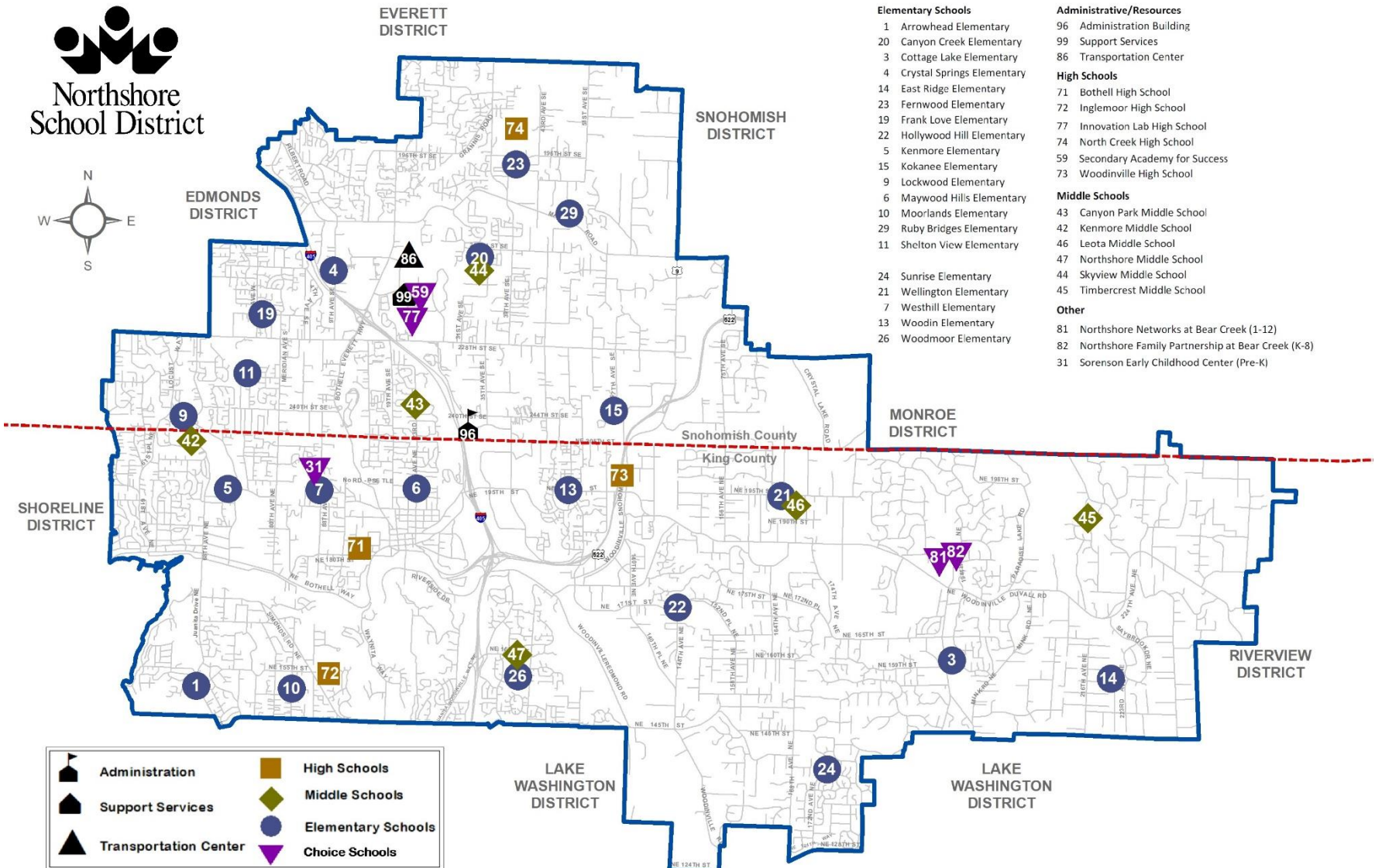
### GO Bond Interest Rate – Bond Buyer Index

Avg – Feb. 2021	2.44%
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### Developer Provided Sites/Facilities

None

# APPENDIX A District Map 2020-2021



**Elementary Schools**

- 1 Arrowhead 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
- 29 Ruby Bridges Elementary
- 11 Shelton View Elementary
- 24 Sunrise Elementary
- 21 Wellington Elementary
- 7 Westhill Elementary
- 13 Woodin Elementary
- 26 Woodmoor Elementary

**Administrative/Resources**

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

**High Schools**

- 71 Bothell High School
- 72 Inglemoor High School
- 77 Innovation Lab High School
- 74 North Creek High School
- 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

**Other**

- 81 Northshore Networks at Bear Creek (1-12)
- 82 Northshore Family Partnership at Bear Creek (K-8)
- 31 Sorenson Early Childhood Center (Pre-K)

	Administration		High Schools
	Support Services		Middle Schools
	Transportation Center		Elementary Schools
			Choice Schools

APPENDIX B

New Development Student Generation

<b>NSD Student Generation Summaries</b>			
Permit Years:	2015 - 2019		
	(Updated June 2020)		
<b>Permitted Units Districtwide</b>			
Total Units ***			
Single Family	3044	1776	0.583
Multi-Family	1658	139	0.084
<b>Single Family Student Generation Rates by Grade</b>			
GRADE		MF Units Students Generated**	
K	190	0.062	
1	211	0.069	
2	201	0.066	
3	177	0.058	
4	159	0.052	
5	148	0.049	
6	124	0.041	
7	131	0.043	
8	110	0.036	
9	102	0.034	
10	94	0.031	
11	76	0.025	
12	53	0.017	
<b>Total</b>	<b>1776</b>	<b>0.583</b>	
<b>Multi-Family Student Generation Rates by Grade</b>			
GRADE		Multi-Family Units - Students Generated	
K	11	0.007	
1	12	0.007	
2	19	0.011	
3	21	0.013	
4	11	0.007	
5	12	0.007	
6	10	0.006	
7	10	0.006	
8	11	0.007	
9	4	0.002	
10	8	0.005	
11	8	0.005	
12	2	0.001	
<b>Total</b>	<b>139</b>	<b>0.084</b>	
<b>Multi-Family Student Generation Rates by Grade</b>			
Level		Rate	
K-5		0.052	
6-8		0.019	
9-12		0.014	
<b>Total</b>		<b>0.084</b>	



## APPENDIX C

**School Impact Fee Calculation - Single Family Dwelling Unit**  
**Northshore School District 2021 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	13	\$175,758	500	\$4,570	0.3570	\$1,631
Middle	20	\$175,758	700	\$5,022	0.1200	\$603
Senior	5.92	\$3,108,108	550	\$33,455	0.1070	\$3,580
					TOTAL	\$5,814

School Construction Cost:

	<u>Sq. Ft. %</u> <u>Permanent</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	94.55%	\$76,913,812	836	\$92,002	0.3570	\$31,055
Middle	94.55%	\$82,492,669	1021	\$80,796	0.1200	\$9,167
Senior	94.55%	\$23,569,215	650	\$36,260	0.1070	\$3,668
					TOTAL	\$43,890

Temporary Facility Cost:

	<u>Sq. Ft. %</u> <u>Temporary</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	5.45%	\$0	25	\$0	0.3570	\$0
Middle	5.45%	\$0	25	\$0	0.1200	\$0
Senior	5.45%	\$0	25	\$0	0.1070	\$0
					TOTAL	\$0

State School Construction Funding Assistance Credit:

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	238.22	90.0	0.00%	\$0	0.3570	\$0
Middle	238.22	108.0	0.00%	\$0	0.1200	\$0
Senior	238.22	130.0	44.81%	\$13,877	0.1070	\$1,485
					TOTAL	\$1,485

## APPENDIX C

**School Impact Fee Calculation - Single Family Dwelling Unit**  
**Northshore School District 2021 CFP**

Tax Payment Credit Calculation:

Average SFR Assessed Value	\$725,559
Current Capital Levy Rate/\$1000	\$1.64
Annual Tax Payment	\$1,188.76
Years Amortized	10
Current Bond Interest Rate	2.44%
Present Value of Revenue Stream	\$10,436

Impact Fee Summary - Single Family Dwelling Unit:

Site Acquisition Cost	\$5,814
Permanent Facility Cost	\$43,890
Temporary Facility Cost	\$0
State SCFA Credit	(\$1,485)
Tax Payment Credit	(\$10,436)
Unfunded Need	\$37,783
50% Required Adjustment	\$18,891
Single Family Impact Fee	\$18,891

## APPENDIX C

**School Impact Fee Calculation - Multi-Family Dwelling Unit**  
**Northshore School District 2021 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	13	\$175,758	500	\$4,570	0.0520	\$238
Middle	20	\$175,758	700	\$5,022	0.0190	\$95
Senior	5.92	\$3,108,108	550	\$33,455	0.0140	\$468
					TOTAL	\$801

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%	\$76,913,812	836	\$92,002	0.0520	\$4,523
Middle	94.55%	\$82,492,669	1021	\$80,796	0.0190	\$1,451
Senior	94.55%	\$23,569,215	650	\$36,260	0.0140	\$480
					TOTAL	\$6,455

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	0.0520	\$0
Middle	5.45%	\$0	25	\$0	0.0190	\$0
Senior	5.45%	\$0	25	\$0	0.0140	\$0
					TOTAL	\$0

State School Construction Funding Assistance Credit:

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	238.22	90.0	0.00%	\$0	0.0520	\$0
Middle	238.22	108.0	0.00%	\$0	0.0190	\$0
Senior	238.22	130.0	44.81%	\$13,877	0.0140	\$194
					TOTAL	\$194

## APPENDIX C

**School Impact Fee Calculation - Multi-Family Dwelling Unit**  
**Northshore School District 2021 CFP**

Tax Payment Credit Calculation:

Average MFR Assessed Value	\$297,397
Current Capital Levy Rate/\$1000	\$1.64
Annual Tax Payment	\$487.26
Years Amortized	10
Current Bond Interest Rate	2.44%
 Present Value of Revenue Stream	 \$4,278

Impact Fee Summary - Multi-Family Dwelling Unit:

Site Acquisition Cost	\$801
Permanent Facility Cost	\$6,455
Temporary Facility Cost	\$0
State SCFA Credit	(\$194)
Tax Payment Credit	(\$4,278)
 Unfunded Need	 \$2,784
 50% Required Adjustment	 \$1,392

<b>Multi-Family Impact Fee</b>	<b>\$1,392</b>
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