

Attachment I Ordinance 19859

Capital Facilities Plan 2024-30 Northshore School District June 2024



CAPITAL FACILITIES PLAN

2024 - 2030

NORTHSHORE SCHOOL DISTRICT NO. 417

3330 Monte Villa Parkway, Bothell, Washington 98021-8972

STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION

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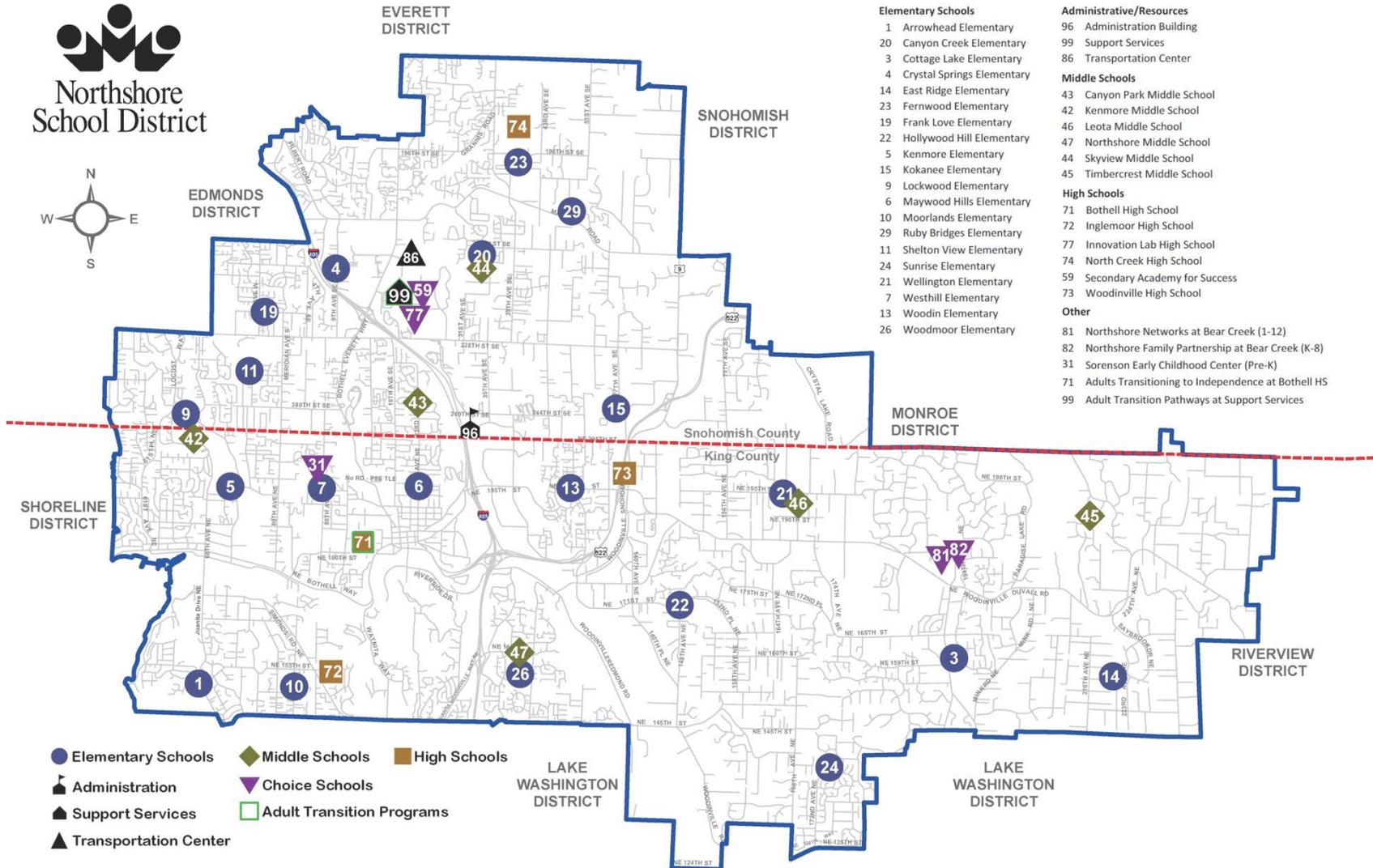
Michael Tolley



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2023 Northshore School District Map



- | | |
|------------------------------|---|
| Elementary Schools | Administrative/Resources |
| 1 Arrowhead Elementary | 96 Administration Building |
| 20 Canyon Creek Elementary | 99 Support Services |
| 3 Cottage Lake Elementary | 86 Transportation Center |
| 4 Crystal Springs Elementary | Middle Schools |
| 14 East Ridge Elementary | 43 Canyon Park Middle School |
| 23 Fernwood Elementary | 42 Kenmore Middle School |
| 19 Frank Love Elementary | 46 Leota Middle School |
| 22 Hollywood Hill Elementary | 47 Northshore Middle School |
| 5 Kenmore Elementary | 44 Skyview Middle School |
| 15 Kokanee Elementary | 45 Timbercrest Middle School |
| 9 Lockwood Elementary | High Schools |
| 6 Maywood Hills Elementary | 71 Bothell High School |
| 10 Moorlands Elementary | 72 Inglemoor High School |
| 29 Ruby Bridges Elementary | 77 Innovation Lab High School |
| 11 Shelton View Elementary | 74 North Creek High School |
| 24 Sunrise Elementary | 59 Secondary Academy for Success |
| 21 Wellington Elementary | 73 Woodinville High School |
| 7 Westhill Elementary | Other |
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- Elementary Schools
- ◆ Middle Schools
- High Schools
- ▲ Administration
- ▼ Choice Schools
- ▲ Support Services
- Adult Transition Programs
- ▲ Transportation Center

Introduction

Section 1

Purpose of the Capital Facilities Plan

The Washington State Growth Management Act outlines fifteen broad goals including the adequate provision of necessary public facilities and services. Public schools are among these necessary facilities and services. Public school districts adopt capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student population in their districts.

The Northshore School District (NSD/District) has prepared this six-year Capital Facilities Plan (CFP) in accordance with the Washington State Growth Management Act and the codes of King and Snohomish Counties and the cities of Bothell, Kenmore, and Woodinville. This CFP is intended to provide these jurisdictions with a description of projected student enrollment and school capacities at established levels of service over the six-year period 2024-2030. It also provides longer-term enrollment projections. The role of impact fees in funding school construction is addressed in **Section 6** of this report.

The District updates its Capital Facilities Plan on an annual basis. The most recent update previous to this version was adopted by the Board of Directors in August 2023.

Overview of the Northshore School District

Schools & Programs

The Northshore School District currently operates twenty elementary schools, six middle schools, and four comprehensive high schools. NSD also has one choice high school (Innovation Lab High School), one alternative high school (Secondary Academy for Success), a hybrid combination of choice school with high levels of parent involvement (Northshore Networks), a home school program, (Northshore Family Partnership Program), a virtual learning school (Northshore Online Academy) and an early childhood center (Sorenson Early Childhood Center). The current grade configuration is K-5, 6-8, and 9-12.

Geographic

NSD spans 60 square-miles and primarily serves five jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, and the City of Woodinville. There are some addresses located in the cities of Brier, Kirkland and Redmond, but they are either in areas not expected to experience any new residential development or in very small areas with previously developed

residential areas. For the purposes of the District’s CFP and long-term projections, those areas are considered de minimis impacts on NSD’s grade bands. The King-Snohomish County line divides NSD such that roughly two-thirds of the District’s geographic area is in King County and one-third in Snohomish County.

Population

The Snohomish County portion of the district had a total population of 65,566 people, with a 1,087 (1.69%) increase in population from the previous year. Annual growth continues more in Snohomish County (1.19%) than in King (0.77%). County population projections also call for continued growth across both counties. The Washington State Office of Financial Management (OFM) forecasted the Snohomish County population for the year of 2029 at 943,590 residents, an increase of 83,790 (9.7%) over six years. OFM forecasts a similar picture for King County over the same 5-year period. In 2029, the population is forecasted to be 2,465,936 (3.71%), an increase of 88,199 residents.

Urban Growth Area & County Jurisdictions

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

Currently, *The Snohomish County 2024 Comprehensive Plan Update* includes Ordinance No. 24-030. If the motion remains in the plan in its current form it will include an expansion of the Southwest County Urban Growth Area to include zoning changes for approximately 378 acres lying within the Northshore School District boundary. The expansion may occur in the “43rd Avenue Area” and the “45th Avenue Area.” Ordinance No. 24-030 states:

43rd Avenue Area

The expansion within this area focuses on transitioning from Rural Residential to urban density classifications. This includes designations for urban medium-density residential (UMDR) and urban low-density residential (ULDR), which are expected to accommodate a significant portion of the population growth.

45th Avenue Area

Similar to the 43rd Avenue Area, this expansion targets a transition to support urban residential development, specifically emphasizing Urban Low-Density Residential (ULDR) zoning. This area is also poised to support the anticipated increase in population through strategic land use planning.

Snohomish County’s Countywide Planning Policies mandate that jurisdictions within the county “ensure the availability of sufficient land and services for future K-12 school needs.” This directive is outlined in Policy ED-11. The district remains committed to monitoring the developments of *The Snohomish County 2024 Comprehensive Plan Update* and Motion 22-134, evaluating opportunities for accommodating anticipated growth.

The District participates in regular conversations regarding school facilities planning with jurisdictions in King County pursuant to regular meetings held to comply with Policy PF-22 (formerly PF-19A) of the King County Countywide Planning Policies. NSD appreciates any opportunity for cooperative planning efforts with its jurisdictions.

Section 2

Enrollment

Enrollment Summary

From 2020 to 2023, Northshore School District (NSD) saw a decrease of 295 students, contrasting with an increase of 1,134 students from 2016 to 2021. This shift aligns with declining birth rates in Snohomish and King Counties, which have been down since 2017, from 35,150 births to 32,867 in 2022, a 6.50% decline. Factors such as economic conditions, housing affordability, later family planning, and preferences for smaller families, compounded by the pandemic's impact, contribute to this decrease. However, loss of enrollment appears to be slowing and stalled out. In 2020 the district experienced a 1.1% loss in enrollment, and in 2021 there was a 1.2% loss. 2022 experienced a loss of 0.7% loss, resulting in 0.5% loss recovery from 2021. With the 2023 enrollment stabilizing with a slight increase of 0.3% we expect Fall of 2024-25 enrollment to continue stabilizing after the impact of the pandemic, and thereafter experience modest gains to reflect continued residential development within the District. Enrollment growth from new development is expected in the northern and central service areas primarily, with some slowed growth from the southern service areas.

Enrollment Trends

The District is seeing a distinct pattern in our enrollment, characterized by a wave of larger class sizes spanning grades 3 through 12, contrasted with smaller class sizes in kindergarten through second grade. This distribution is expected to persist and progress through our educational system over the next decade. As we adapt to this trend, alongside our recovery efforts from the pandemic and ongoing new development, our focus will intensify on managing the capacity challenges presented by these larger cohorts at the secondary level.

Forecast Data Factors

Kindergarten Enrollment

Historically, the Northshore School District's kindergarten enrollment has consistently represented between 4.00% to 5.00% of the total births in Snohomish and King counties combined. Despite the pandemic's fluctuating impact, our enrollment percentages have reliably stayed within this established range. Analysis up to 2023 shows this trend continuing, with the current year's kindergarten enrollment at 4.35% of total births. This consistency highlights the enduring preference of families for the Northshore School District, affirming our capacity to maintain historical enrollment levels despite recent adversities.

Planned Residential Development

While new single-family home construction and sales within NSD slowed in 2022 with 759 new single-family projects, it increased in 2023 to 832 additional planned single family projects (based on December 2023 development data). This data excludes short plat development. As larger tracts of land become more rare for developers to acquire within NSD, there is a trend towards more short plats as infill lots are purchased. The increasing number of short plats are beginning to impact enrollment in some areas, contributing to greater student yield factors than what is forecast. With a focus in each jurisdiction on higher density infill, we expect to see short plats play a greater role in the future when forecasting enrollment.

There continues to be strong growth in new townhome and multi-family projects that may produce enrollment gains. There were 3,987 multi-family projects in the pipeline in 2023, compared to 4,841 in 2022. New townhome developments often include units with 3 bedrooms or more.

We continue to see more students generated from townhomes than from apartments and condos as families find that townhomes may be more affordable than a single detached family home. Recent figures allow us to segregate how many new students are generated from townhomes/duplexes and to calculate a separate impact fee for those jurisdictions that have a separate fee category for this unit type. The District plans to continue to monitor townhome/duplex student generation closely.

In addition, if future adjustments are made to the UGA in Snohomish County, larger lots may once again become available to developers with the potential of increased NSD student enrollment. This analysis and its implications are comprehensively documented in the demographers' report.

Forecasts

Cohort Survival Methodology

The cohort survival method that tracks student groups over time, adjusting for average yearly changes to predict future grades' enrollments.

OSPI uses the cohort survival method to predict enrollment for all school districts in the state for the limited purpose of funding decisions under the School Construction Assistance Program (SCAP). The cohort survival method generally works well for districts that have a consistent trend of gradual increases or declines in enrollment. It is less reliable in districts where spikes in demographic trends (especially a marked increase or decrease in new housing) can lead to dramatic swings in enrollment from one year to the next. For kindergarten, linear extrapolation can be misleading because it needs to account for changing birth rates. The reliability of this method has been challenged not only by the COVID-19 pandemic but also by shifts in economic conditions,

housing affordability, family planning trends, and preferences for smaller families, all of which could influence enrollment projections for years as adjustments to these diverse factors take shape.

[Modified Cohort Survival Methodology](#)

NSD works with professional demographers to combine the cohort survival enrollment projection methodology with other information about births, housing, regional population trends, mobility, and trends in service area, homeschooling, and private school enrollment. The District's enrollment projections were updated in February 2023, with the demographers' report detailing these findings and methodologies on file with the District for review and reference.

The modified cohort survival methodology in **Table 2.1** shows continued enrollment increases within the District through the six-year planning period. The methodology uses a “high range” projection. In total, the projected K-12 increase in enrollment is 1,906 students over the six-year period. However, the forecast does not include the impact of Ordinance No. 24-030 within the *Snohomish County Comprehensive Plan Update* (see page 6 above). If the adopted Comprehensive Plan implements the motion in its current form, the District expects to see an expansion of the Southwest County Urban Growth Area to include zoning changes for approximately 378 acres lying within the Northshore School District boundary. For this reason, NSD is using high enrollment forecast figures in planning for future capacity needs.

NSD intends to watch enrollment closely and will update the projections and related planning as necessary based on actual results. However, given recent trends and knowledge of potential UGA expansion, and current residential development within the pipeline, the District expects to see continued growth throughout the six-year planning period and beyond, especially at the secondary level.

[High-Range Enrollment Forecast](#)
Table 2.1

Grade	Actual	Projections					
	23/24	24/25	25/26	26/27	27/28	28/29	29/30
Kinder	1,484	1,517	1,483	1,514	1,506	1,506	1,561
1st	1,595	1,584	1,627	1,583	1,617	1,613	1,636
2nd	1,759	1,655	1,644	1,700	1,654	1,697	1,692
3rd	1,668	1,796	1,690	1,692	1,750	1,711	1,751
4th	1,784	1,704	1,835	1,747	1,749	1,818	1,824
5th	1,756	1,807	1,726	1,883	1,793	1,804	1,833
6th	1,735	1,789	1,841	1,776	1,937	1,850	1,935
7th	1,769	1,773	1,829	1,903	1,835	2,008	1,930
8th	1,763	1,786	1,794	1,874	1,950	1,883	1,967
9th	1,785	1,853	1,877	1,882	1,966	2,045	2,161
10th	1,890	1,818	1,883	1,908	1,922	2,008	2,018
11th	1,698	1,793	1,723	1,834	1,858	1,872	2,034
12th	1,705	1,674	1,768	1,723	1,833	1,857	1,955
Total	22,391	22,549	22,720	23,019	23,370	23,672	24,297
K-5th	10,046	10,063	10,005	10,119	10,069	10,149	10,297
6th-8th	5,267	5,348	5,464	5,553	5,722	5,741	5,832
9th-12th	7,078	7,138	7,251	7,347	7,579	7,782	8,168

Long Range Forecasts

The modified cohort methodology described above was extrapolated to 2032 to produce a longer-range forecast (**Table 2.2**). Using this methodology, NSD’s enrollment shows continued growth from 2023 to 2032 of 2,706 students. This longer range model assumes that the Washington State forecasts of births, K-12 growth, and continued population growth for the Puget Sound area are reasonably accurate.

The wave of increased secondary students can also be observed in **Table 2.2** with significant middle school growth by 2027 and high school by 2030. In addition, elementary growth accelerates after 2028.

[10-Year High-Range Enrollment Forecast](#)
Table 2.2

Grade	Oct-24	Oct-29	Oct-33	10 Year Total Growth
K-5th	10,063	10,297	10,635	589
6th-8th	5,348	5,832	5,961	694
9th-12th	7,138	8,168	8,480	1,402
Total	22,549	24,297	25,076	2,685

Future growth trends can be uncertain. Changes in population growth, fertility rates, new housing development slowdown, or a sharp downturn in the economic conditions could have a major impact on long term enrollment. Given this uncertainty, the current forecasts should be considered reasonable estimates based on the best information available, but subject to change as newer information about trends becomes available.

Snohomish County/OFM Forecasts

The following information is required by Snohomish County as a part of the biennial CFP update. It includes data specific to Snohomish County only. King County does not require a similar 2044 analysis. The District finds generally that enrollment projections beyond the six-year planning period become less reliable and it instead relies on regular updates to reflect current demographic information.

Using Washington State Office of Financial Management (OFM) and Snohomish County data, NSD projects a 2044 student FTE population of 30,922 (**Table 2.3**). For the six year period between 2016 and 2021, the District’s enrollment averaged 39.7% of the OFM/County population estimates. Based on the 2020 Census data, the District’s enrollment averaged 35.54% of the OFM/County population estimates. However, these figures assume that all of the District’s students reside in Snohomish County. This is not the case given that the NSD’s boundaries include both King and Snohomish County. As such, the projections are highly speculative and are used only for general planning and comparative purposes.

The October 2029 total forecast figure provided by OFM is 1,310 higher than the high-range forecast number used by NSD found in Table 2.2.

[FTE Enrollment Forecast – 2044 OFM/Snohomish County Estimates*](#)
Table 2.3

Grade Band	Oct-20	Oct-29	Oct-44
Elementary	10,212	11,664	14,085
Middle	5,322	6,079	7,341
High	6,885	7,864	9,497
Total	22,419	25,607	30,923

*Assumes that percentage per grade span will remain constant through 2044 which aligns with the Snohomish County requirement.

District Standard of Service

Section 3

Primary Objective

Optimizing student learning is the heart of what the Northshore School District strives for in establishing its service standard for classroom capacity utilization. This requires a consistent review and assessment of programs, curriculum and instructional changes, student learning behaviors, learning environments, technological innovations, and program development. Equitable access to programs for all students is also a goal of the District's Board of Directors. NSD continually strives for process and methods where all students have access to optimal learning environments. Additional variables include changes in mandatory requirements by Washington State. In the past, these have included full-day kindergarten, Core 24 graduation requirements, and reduced K-3 class size ratios. These elements, as well as demographic projections, are weighed when determining service levels.

Existing Programs and Standards of Service

NSD provides traditional educational programs and nontraditional programs (**Table 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 teacher to student ratios, privacy, the need for physical proximity to other services/facilities, noise, and level of physical activity. Adequate space must exist for program flexibility, differing learning styles, program changes, project/problem-based learning, and pre- and post-school activities. For example, service level capacities in rooms utilized for programs such as Special Education Functional Skills and Academics would reflect lower capacities of the defined service levels (**Table 3.2**), with eight students per classroom instead of an average 25 students per classroom.

Capacity and Programs

Capacity is affected at buildings that house special programs. These programs usually require space modifications and frequently have lower class sizes than other, more traditional programs. This potentially translates into greater space requirements. These requirements affect the utilization of rooms, and result in school capacities varying from year to year. (As programs move or grow, depending on space needs, capacity can change or decline in a school).

Special teaching stations and programs offered by NSD at specific school sites are included in **Table 3.1**.

[Programs and Teaching Stations](#)
Table 3.1

	Elementary	Secondary
Group Activity Room	X	
Early Childhood	X	
Headstart (Federal)	X	
ECEAP (State)	X	
Elementary Advanced Program (EAP)	X	
Advanced Academic Program (AAP)		X
Parents Active Cooperative in Education	X	
Dual Language	X	
Learning Assistance Program (LAP)	X	
Title 1	X	
English Language Development (ELD)	X	X
Northshore Learning Options (NLO)	X	X
Secondary Academy for Success (SAS)		X
International Baccalaureate (IB)		X
Advanced Placement (AP)		X
College in the High School		X
Running Start		X
Band & Jazz Band	X	X
Orchestra	X	X
Choir		X
Special Education (SPED):	X	X
Learning Centers(LC)	X	X
Mid Level (ML)	X	X
Mid-Level Sensory (MLS)	X	
Mid-Level Social-Emotional (MLSEL)	X	
Mid-Level Blended (MLB)	X	
Aspire		X
Functional Skills & Academics (FSA)	X	X
Adult Transition Pathways (ATP)		X
Adult Transitioning to Independence		
Career Technical Education (CTE):		X
Includes specialized programs like Automotive, Composites, Culinary Arts, Robotics, Sustainable Engineering and Design, Project Lead the Way, Aeronautics, Marketing, Finance, and CAD.		X

[Standard of Service](#)

Northshore School District has established an average class size that does not exceed the sizes listed in **Table 3.2**.

Class sizes are averages based on actual utilization as influenced by state and/or contractual requirements, state funding, and instructional program standards.

Standard of Service
Table 3.2

Program a Classroom Serves	Prek-5th Target # of Students Per Classroom	Middle School Target Number of Students Per Classroom	High School Target Number of Students Per Classroom
Special Education Preschool	15	N/A	N/A
Early Childhood & PreK	16	N/A	N/A
Kindergarten - 1st	24	N/A	N/A
Elementary 2nd - 3rd	26	N/A	N/A
Elementary 4th - 5th	27	N/A	N/A
Secondary 6th - 12th	N/A	27	27
Special Education Learning Center	25	25	25
Special Education Mid Level Blended	12	N/A	N/A
Special Education Mid Level	N/A	10	10
Special Education Sensory	10	N/A	N/A
Special Education Midlevel Social Emotional	10	N/A	N/A
Special Education Aspire	N/A	8	8
Special Education Functional Skills & Academics	8	8	8
Alternative Education	N/A	N/A	15

K-5 capacity targets 88% utilization, accounting for programs like Special Ed and Arts, with secondary schools at 85% due to teacher and scheduling needs. Strategies to meet these targets, including portables or boundary changes, undergo EDTF review and public feedback.

Snohomish County

Snohomish County requires that the District’s plan include a report regarding NSD’s compliance with the District’s minimum levels of service. **Table 3.3** shows the District’s average students per teaching station as a measurement of its minimum levels of service as of October 1 for each year.

Average Students per Scheduled Teaching Station
(In classrooms without special programs)

Table 3.3

Grade Level	# of Scheduled Teaching Stations	Minimum Level of Service	2020-2021	2021-2022	2022-2023
K - 5	457	24	21.4	20.9	21.6
6 - 8	237	26	25.4	25.1	22.5
9 -12	306	26	22.5	22.7	21.2
Total / Average	1,000		23.1	22.9	21.7

Capital Facilities Inventory

Section 4

Inventory History

Of our current schools in the Northshore School District, Bothell High School is the oldest, originally constructed in 1953. This was followed by Kenmore Elementary in 1955, and Arrowhead and Crystal Springs Elementary Schools in 1956. Kenmore Middle School was built in 1961 during a growth boom that ran from 1953 – 1964. **Table 4.1** illustrates the age of each school, the dates of modernizations and added capacity, and the historical timeline.

[Historical Timeline of School Construction and Modernization](#)

Table 4.1

School	Year Built	Last Modernization or Addition
Arrowhead	1957	1994/2011
Bear Creek*	1988	2011
Canyon Creek	1977	1999/2008/2020
Cottage Lake	1958	2005
Crystal Springs	1957	2002/2010/2022
East Ridge	1991	
Fernwood	1988	2002/2010/2022
Frank Love	1990	
Hollywood Hill	1980	2001
Kenmore	1955	2002/2011/2022
Kokanee	1994	
Lockwood	1962	2004/2011
Maywood Hills	1961	2002/2022
Moorlands	1963	2002/2011
Ruby Bridges	2020	
Shelton View	1969	1999/2011
Sorenson ECC *	2002	2022
Sunrise	1985	
Wellington	1978	2000/2011
Westhill	1960	1995/2011
Woodin	1970	2003/2022
Woodmoor	1994	
Middle School		
Canyon Park	1964	2000/2005
Kenmore	1961	2002/2008/2012
Leota	1972	1998/2022
Northshore	1977	2004
Skyview	1992	2020
Timbercrest	1997	
High School		
Bothell	1953	2005
Inglemoor	1964	1993/95/98/2022
Innovation Lab	2020	
Woodinville	1983	1994/08/11/16
North Creek	2016	2016
SAS	2010	

Capacity Definitions

The Growth Management Act requires a capacity analysis based on an inventory of existing capital facilities.

Instructional Capacity

Instructional capacity, also known as permanent capacity, reflects the number of students a school can accommodate based upon programming and adopted service standards. For instance, an elementary school designed for 300 students might have a lower functional capacity because specialized programs like full-day kindergarten, which overloads at 23 students per class, and special education, with class sizes often limited to fewer than 25 students, require more space per student. Therefore, instructional capacity must be recalculated annually to reflect these requirements, considering the number of special programs and different grade levels. The NSD sets classroom design capacities for initial planning and compares these to actual room utilization, which may reach only 85% in some facilities due to the need for teacher preparation spaces. In secondary schools, this utilization rate could be higher. Service levels and specific capacities for programs such as special education are detailed in Table 4.2. Changes in program needs and classroom usage are updated annually in the CFP to maintain accurate capacity assessments.

Inventory

Inventory of Instructional Capacity

Table 4.2 summarizes the instructional capacity owned and operated by the District, including the current permanent and relocatable classroom (portable) instructional student capacity.

2023-24 Instructional Capacity Inventory

Table 4.2

	Permanent Instructional Capacity	Number of Instructional Portables	Total Number of Portables	Instructional Portable Capacity	Portable % of Total Capacity	Total Instructional Capacity
Elementary School						
Arrowhead	325		5		0%	325
Canyon Creek	841	7	12	184	18%	1,025
Cottage Lake	363				0%	363
Crystal Springs	379	5	10	150	28%	529
East Ridge	436				0%	436
Fernwood	466	11	15	296	39%	762
Frank Love	392	6	14	162	29%	554
Hollywood Hill	393	1	2		0%	393
Kenmore	390		9		0%	390
Kokanee	459	10	12	273	37%	732
Lockwood	534	4	5	92	15%	626
Maywood Hills	392	8	10	200	34%	592
Moorlands	449	6	9	158	26%	607
Ruby Bridges	520				0%	520
Shelton View	403	4	6	94	19%	497
Sunrise	396		1		0%	396
Wellington	417		4		0%	417
Westhill	343	5	7	115	25%	458
Woodin	407	3	6	96	19%	503
Woodmoor	626				0%	626
Elementary Totals	8,931	70	127	1820	17%	10751
Middle School						
Canyon Park	1066	4	4	108	9%	1174
Kenmore	920	1	1	27	3%	947
Leota	946	7	7	159	14%	1105
Northshore	1024	3	4	131	11%	1155
Skyview	1,333	4	4	108	7%	1,441
Timbercrest	958				0%	958
Middle Total	6,247	19	20	533	8%	6,780
High School						
Bothell	1,876				0%	1,876
Inglemoor	1,776	5	6	147	8%	1,923
North Creek	1,714				0%	1,714
Woodinville	1,780				0%	1,780
Innovation Lab	486				0%	486
SAS	267				0%	267
High School Totals	7,899	5	6	147	2%	8,046
K12 Totals	23,077	94	153	2,500	10%	25,577

- The Bear Creek campus provides programs for the Northshore Learning Options and does not provide regular capacity.
- Sorenson Early Childhood Center serves students age 3-5 yrs. and does not provide capacity for K-12 grades;

Relocatable Classroom Facilities (Portables and Modulars)

Purpose & Data

Portable and modular classrooms provide temporary/interim classroom space to house students until permanent facilities can be constructed. They also prevent over-building of permanent capacity. Portables are utilized to help achieve efficient facility utilization and balance economic costs while encouraging innovation and new approaches, particularly for non-core or pilot programs. The District regularly reassesses the need for portables as permanent capacity is built or other changes occur (such as revisions to instructional programs). At this time, NSD anticipates a continued need for portables as a part of the capacity solution.

Traditionally, NSD has aimed to keep its total capacity provided by portables at, or below, 10% to a maximum of 15% percent of its total capacity. This percentage fluctuates, impacted by growth and changes in instructional program needs. Currently, the instructional portable percentage of total capacity is at 11%.

Table 4.2 records the number of instructional portables at each school. Not included in the total classroom instructional capacity are portables that are used for restrooms, Special Education Resource Rooms, OT/PT, LAP, EL, music, or other instructional uses. Those being used by PTA, daycare, offices and conference rooms, and storage are counted as instructional capacity as these rooms are available to convert to a classroom, if necessary.

Aging Inventory

A typical portable classroom provides capacity for an approximate average of 25 students at the elementary level or 27 at the secondary level. Portables are used to meet a variety of instructional needs. Of the 153 portable classrooms that the District owns, 94 are currently being used as classrooms for scheduled classes.

The lifespan of a portable is approximately 20 years, and up to 25 years with proactive maintenance. Portables have been an effective method for meeting capacity needs in a district that has experienced rapid increases in enrollment. At this time, the District's inventory is aging with 97 of the 153 portables the district owns having reached 20 years of service.

Although the current bond is intended to replace approximately 55 aging portables, total capacity at schools with portables will be impacted in the future as the need to retire aging portables increases. Despite the slowing of growth due to the impact of COVID, the District continues to be reliant on this interim capacity.

Support Facilities & Underdeveloped Land

In addition to 34 school sites, the District owns and operates sites that provide transportation, administration, maintenance and operational support to schools. The District also holds undeveloped properties that were acquired for potential development of a facility for instructional use. An inventory of these facilities is provided in **Table 4.3** below.

[Inventory of Support Facilities & Underdeveloped Land](#)
Table 4.3

Facility Name	Building Area (Sq. Ft)	Site Size (Acreage)
Administrative Center (Monte Villa)	49,000	5
Support Services Building	41,000	5
Warehouse	44,000	2
Transportation	39,000	9
Paradise Lake Site*		26
Wellington Hills Site**		104
19827 88th Ave NE		10
18416 88th Ave NE		50,011 Sq. Ft
20521 48th Dr SE (This includes Ruby Bridges ES and the remaining undeveloped portion planned for a future school site.)		33
15215, 15123, 15127, 84th Ave NE and 8305 NE 153rd St (4 parcels adjacent to Moorlands ES)		49,993 Sq. Ft

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

**The Wellington property is located in Snohomish County, adjacent to the Maltby Urban Growth Area. A settlement agreement recorded under Snohomish County Recording No. 201906210221 applies to the property. The District has no active project at this site, nor are there definitive short or long-term plans for siting a school at this location.

Projected Facility Needs

Section 5

Planning History

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

Mitigation

The District has accommodated growth in recent years largely through the construction of new capacity, limiting waivers at most schools, converting special-use portables and non-classroom spaces into classroom space, adjusting boundaries, moving programs, and adding portable classrooms. The 2022 bond projects, approved by our voters in February 2022, will provide for permanent capacity additions at all grade levels, as further detailed in this document.

Using October 2023 enrollment figures, District enrollment dropped by 1.3% or 295 new students during the previous three-year period. The high school grade span has grown by 246 new students in that time; a 3.6% increase. EDTF continues to monitor development and growth across the District. New development is expected in the northern and western sections, while slowing has occurred in the southern and eastern sections. EDTF identifies mitigation strategies (in order of priority) to address existing and future capacity needs (**Table 5.1**).

Capacity Mitigation Tools

Table 5.1

Shorter Lead Time
Utilize existing spaces more efficiently
Adjust waiver policies
Adjust program placements
Move classes to schools with capacity
Move existing portables
Install new modulars or portables
Lease space
Longer Lead Time
Adjust service areas
Adjust feeder patterns
New construction
Acquire new property

Planned Improvements - Construction to Accommodate New Growth

The continued increase in enrollment has fully exhausted capacity increases from relocating building programs, portable additions, grade reconfiguration, and boundary changes. Despite the impacts of the pandemic on enrollment, growth continues to outpace school capacity. Growth has been concentrated in northern, central, and southern portions of NSD and is accelerating at the secondary level.

The \$425 million 2022 capital bond approved by the District’s voters includes eight new projects to add permanent capacity across the District at all grade levels, the District will be replacing outdated portable classrooms with permanent space for student learning, communal area and administrative function. The District has been working with selected teams of architects and contractors developing specific plans for each site identified in the 2022 capital bond. In developing the scope for each project, the District utilizes data calculating the forecast enrollment and potential need for classroom space, incorporating recent and future growth within each school’s boundaries.

- Inglemoor High School (IHS)
 - The replacement project for Inglemoor High School (IHS) is planned as a three-phase endeavor. Phase 1 will primarily entail the replacement of buildings 600 and 700, along with the installation of additional temporary classroom space. Specifically, 5 double portables, totaling 10 classrooms, will be installed to serve

as surge space during construction. This phase will focus on replacing classroom space, including science classrooms, and will also involve the construction of a new commons area.

Following Phase 1, the capacity of the high school will increase by 185 students. Phase 2, which is slated to be included in the 2026 bond, will concentrate on rebuilding the gymnasium and additional classrooms. The remainder of the school rebuild will be addressed in Phase 3.

- Leota Middle School (LMS)
 - The modernization project for Leota Middle School (LMS) is organized into two phases. Phase 1 will focus on replacing all existing portables, totaling 7, with permanent classrooms and creating new classroom space, thereby transitioning the capacity currently in portables to permanent classrooms. Phase 1 project will increase permanent capacity by 159 students. Phase 2, scheduled to be part of the 2026 bond, will address the rebuilding of the remaining school facilities. Upon completion of Phase 2, the capacity of Leota Middle School will be unchanged

- Kenmore Elementary School
 - Kenmore Elementary School currently incorporates 9 portables on site, with 5 dedicated to regular instruction and 4 utilized for specialist programs. The proposed modernization project envisions the relocation of these functions to permanent space, alongside the addition of 2 versatile multipurpose rooms. Furthermore, plans include the development of a fully inclusive playground and enhancements to site circulation to accommodate increased capacity. Upon completion, the school's permanent capacity will be unchanged and the school will be enhanced as the multi purpose space.

- Crystal Springs Elementary School
 - Crystal Springs currently has 10 portables on site, with 6 used for regular classroom instruction and 4 utilized for specialist programs. The modernization project proposes relocating the use of these 10 portables with permanent classrooms, ancillary space and offices. Additionally, plans include the construction of a new gym, commons, and stage, as well as a fully inclusive playground, additional parking, and improved site circulation to support increased capacity. Upon completion, the school's permanent capacity will increase by 175 students

- Fernwood Elementary School
 - Fernwood currently has 16 portables on site. 11 are used for regular classroom instruction. 1 is a restroom portable. 4 are used for specialists and programs. The modernization project proposes replacing the use of those 16 portables with permanent classrooms, offices, music rooms, and 2 multi-purpose spaces. Also proposed are an inclusive playground, additional parking, and improved site circulation to support increased capacity. The front office will also be replaced. The addition of two multi-purpose rooms will give the school flexibility. The new capacity will meet enrollment needs. If enrollment increases significantly, the multipurpose rooms may be converted to classrooms, increasing functional capacity at that time. Without the conversion of the multipurpose rooms the capacity of the school will increase upon completion by 330 students.

- Maywood Hills Elementary School
 - Maywood Hills Elementary School currently utilizes 10 portables on site, with 8 dedicated to regular classroom instruction and 2 allocated for specialist programs. The modernization project proposes relocate the use of these 10 portables within permanent space and adding 6 additional classrooms. Additionally, plans include the establishment of a fully inclusive playground and enhancements to site circulation to accommodate increased capacity. Upon completion, the school's permanent capacity will increase by 125 students

- Woodin Elementary School
 - Woodin currently has 6 portables on site. 3 are used for regular classroom instruction. 3 are used for specialists and programs. The modernization project proposes replacing those 6 portables with permanent space for current use including 2# music rooms, along with adding 3 additional permanent classrooms. Also proposed are a fully inclusive playground, additional parking, and improved site circulation to support increased capacity. A new gym will also be built. The school's permanent capacity will increase by 150 students.

- Sorenson Early Childhood Center (SECC)
 - SECC currently has 2 portables on site. Both are used for regular instruction. The modernization project proposes replacing those 2 portables with permanent classrooms, and adding 2 additional permanent classrooms. Also proposed are a fully inclusive playground, additional parking and circulation improvements to support increased capacity of 100 students.

In addition to the bond-funded projects listed above, the District plans to construct two modular

buildings, one on the North Creek High School campus and one on the Bothell High School campus. Funded from bond allocations and impact fees, both are designed to mitigate accelerating growth at the high school level. Each building is a permanent structure and not designed to be moved.

- Bothell High School (BHS)
 - Currently, BHS has six portables on site. These include some of the oldest portables in the district and are not appropriate for student learning. The portables will be replaced by a new fully enclosed modular building that will house the District’s Adults Transitioning into Independence (ATI) program with four new classrooms and create three new classrooms for use by BHS. In addition the building will contain an inclusive restroom, a conference/staff room and six offices. This project will increase permanent capacity by 160 students

- North Creek High School (NCHS)
 - There are no portables located on the NCHS campus. The school was recently built in response to expansive growth in the north end of the district. Although growth has slowed, it has not stopped. The school is currently over a 90% utilization rate. To address the immediate need for classrooms, a fully enclosed modular building with four new classrooms, including a science lab, is being constructed. This project will increase permanent capacity by 108 students.

Long-term high-range enrollment projections from 2024 – 2030 indicate growth of 1,906 new students. The District will address growth needs with permanent capacity and portables. The District will continue to monitor the factors that shape our capacity needs (such as statewide legislative changes, instructional delivery requirements, the economy, changes in planned land use, changes in mandated program requirements, equitable access to programs, building permit activity, and birth rates). This information will help to inform when/where instructional space and, as relevant, additional land, is needed. Future updates to this CFP will include relevant information.

Table 5.2 summarizes the schools that will undergo construction from 2022- 2026. Where applicable, second phase projected construction is included for 2026 – 2030. Projects include permanent student capacity growth and modernization of key systems and structures.

Planned Capital Construction Projects

Table 5.2

Capital Projects	Estimated Completion Date	2022-26 Projected Permanent Student Capacity Added	2026-30 Projected permanent student capacity added	Projected Total Permanent Student Capacity Added
Partial renovations and modernization to Crystal Springs El.	2026	175	0	175
Partial renovations and modernization to Fernwood El.	2026	330	0	330
Partial renovations and modernization to Kenmore El.	2026	0	0	0
Partial renovations and modernization to Maywood Hills El.	2026	125	0	125
Partial renovations and modernization to Woodin El.	2026	150	0	150
Construct and equip Phase 1 of Leota Middle School	2026	159	0	159
Construct and equip Phase 2 of Leota Middle School	2030	0	0	0
Construct and equip Phase 1 of Inglemoor High School	2026	185	0	185
Construct and equip Phase 2 of Inglemoor High School	2030	0	0	0
Construct and equip Phase 3 of Inglemoor High School	2034	0	0	0
Classroom addition at Sorenson Early Childhood Center	2026	100	0	100
Construct and equip modular building at Bothell High School	2023	160	0	160
Construct and equip modular building at North Creek High School	2024	108	0	108

Portable Location Adjustments

Where growth results in capacity deficits at a specific grade band, portables may be relocated from one school to another to assist with meeting enrollment projections. Portables may also be purchased to add capacity.

In addition, the District may adjust program space within permanent facilities to move programs to portables to free up space in permanent facilities for additional regular student capacity.

Capacity Analysis

The District's six-year capacity analysis, considering projected mid-range enrollment and planned new capacity, is shown in **Table 5.3**. The tables do not include all the potential projects for the 2026 bond, just projects with a second phase scheduled for that cycle.

As with any long-term projections, many assumptions and estimates on housing must be made, increasing the risk associated with the accuracy of enrollment forecasts. However, NSD has trended above mid-range projections in years past, and with a continuing strong real estate and development market, the District will plan for continued growth as projected.

NSD is in a planning year for the modernizations/additions of 8 school sites and the addition of modular capacity on 2 high school campuses. Estimated capacities for each site are used in this CFP. Adjustments may be made to capacities during planning in response to updated development data within a school's boundary area, and/or other needs that impact enrollment and capacity.

Enrollment Forecast and Instructional Classroom Capacity

Table 5.3

	2023-24*	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Elementary School Analysis							
Enrollment Forecast	10,046	10,063	10,005	10,119	10,069	10,149	10,297
Permanent Capacity - Existing	8,931	8,931	8,931	9,711	9,711	9,711	9,711
New Permanent Capacity - Crystal Springs			175				
New Permanent Capacity - Fernwood			330				
New Permanent Capacity - Maywood Hills			125				
New Permanent Capacity - Woodin			150				
Total Permanent Capacity	8,931	8,931	9,711	9,711	9,711	9,711	9,711
Total Capacity in Portables	1,820	1,820	1,078	1,078	1,078	1,078	1,078
Total Capacity Including Portables	10,751	10,751	10,789	10,789	10,789	10,789	10,789
Permanent Capacity over/(short)	(1,115)	(1,132)	(294)	(408)	(358)	(438)	(586)
Total Capacity w/Portables over/(short)	705	688	784	670	720	640	492
Middle School Analysis							
Enrollment Forecast	5,267	5,348	5,464	5,553	5,722	5,741	5,832
Permanent Capacity - Existing	6,247	6,247	6,247	6,406	6,406	6,406	6,406
New Permanent Capacity - Leota			159				-
Total Permanent Capacity	6,247	6,247	6,406	6,406	6,406	6,406	6,406
Total Capacity in Portables	533	533	374	374	374	374	374
Total Capacity Including Portables	6,780	6,780	6,780	6,780	6,780	6,780	6,780
Permanent Capacity over/(short)	980	899	942	853	684	665	574
Total Capacity w/Portables over/(short)	1,513	1,432	1,316	1,227	1,058	1,039	948
High School Analysis							
Enrollment Forecast	7,078	7,138	7,251	7,347	7,579	7,782	8,168
Permanent Capacity - Existing	7,899	7,899	8,167	8,352	8,352	8,352	8,352
New Permanent Capacity - Bothell		160					-
New Permanent Capacity - Inglemoor			185				-
New Permanent Capacity - North Creek		108					
Total Permanent Capacity	7,899	8,167	8,352	8,352	8,352	8,352	8,352
Total Capacity in Portables	147	147	147	147	147	147	147
Total Capacity Including Portables	8,046	8,314	8,499	8,499	8,499	8,499	8,499
Permanent Capacity over/(short)	821	1,029	1,101	1,005	773	570	184
Total Capacity w/Portables over/(short)	968	1,176	1,248	1,152	920	717	331
District Analysis							
Enrollment Forecast	22,391	22,549	22,720	23,019	23,370	23,672	24,297
Permanent Capacity - Existing	23,077	23,077	23,345	24,469	24,469	24,469	24,469
New Permanent Capacity Total		268	1,124				-
Total Permanent Capacity	23,077	23,345	24,469	24,469	24,469	24,469	24,469
Total Capacity in Portables	2,500	2,500	1,599	1,599	1,599	1,599	1,599
Total Capacity Including Portables	25,577	25,845	26,068	26,068	26,068	26,068	26,068
Permanent Capacity over/(short)	686	796	1,749	1,450	1,099	797	172
Total Capacity w/Portables over/(short)	3,186	3,296	3,348	3,049	2,698	2,396	1,771

*Actual October 2023 enrollment

This table does not include new or relocated portable facilities over the six-year planning period; it also does not include the addition of permanent capacity at Sorenson Early Childhood Center.

The District will use the creation of more permanent capacity and portables to address future growth needs. As part of this process, NSD will continue to monitor the factors that shape our capacity needs.

For long-term planning purposes, a ten-year capacity analysis can be created. **Table 5.4** utilizes demographers’ NSD 10-year, high forecast to create the best possible projection given the data available to us. Note that the longer the period of time that a forecast covers, the less accurate it becomes. Factors such as unforeseen changes in population and development may impact actual results. An example of this is the recent COVID-10 pandemic and the influence it has had on demographic and development trends in school districts, including NSD.

2032 – Ten Year Forecast of Enrollment and Instructional Capacity

Table 5.4

Grade Level	Enrollment	Permanent Capacity	Total Capacity	Permanent surplus/(short)	Total surplus/(short)
Elementary School	10,635	9,711	10,789	(924)	154
Middle School	5,961	6,406	6,780	445	819
High School	8,480	8,352	8,499	(128)	19
Total	25,076	24,469	26,068	(607)	992

Assumes added new capacity projects included in this CFP but no future near-term planning in process and no adjustment of portable facilities. Utilizes high-range figures for enrollment.

Planned Improvements – Existing Facilities (Building Improvement Program)

In a number of sites (not identified for additional capacity in the 2022 bond) where the existing facility layout (building envelope) meets instructional needs and building structural integrity is good, individual building systems (such as HVAC, mechanical, flooring, roofing) are identified for replacement or modernization to extend the life of the overall site and ensure optimal learning environment for students. NSD continues to implement building improvement projects funded as a part of the 2018 Bond, and is currently planning implementation of improvements identified within the 2022 capital bond. See **Table 6.1** in Section 6.

Capital Facilities Financing Plan

Section 6

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

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond issue. Bonds are sold as necessary to generate revenue. They are then retired through collection of property taxes. The District's Board of Directors, upon the recommendation of the Capital Bond Planning Task Force, sent a \$425 million bond measure to the voters in February 2022 to provide funding for growth-related projects included in this Capital Facilities Plan, as well as other District-wide building improvement or capital infrastructure needs. The voters approved the bond measure by 61.2%.

The 2026 bond measure will help fund future projects, including Phase 2 of Leota and Phase 2 of Inglemoor. Additionally, the plan includes a future 2030 bond to fund Phase 3 of Inglemoor High School.

State School Construction Assistance

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

State financial assistance is available through the School Construction Assistance Program (SCAP) for qualifying school construction projects, however these funds may not be received until two to three years after a matched project has been completed. This requires the District to finance the complete project with local funds. Site acquisition and site improvements are not eligible to receive matching funds. The District is currently eligible for state school construction assistance funds at 38.11% level for eligible projects. Eligibility for SCAP funding is continually reviewed. Future updates to this plan will include updated information, as it becomes available.

Impact Fees

(See Section 7 for background, detail, and methodology)

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

Budget and Financing Plan

Table 6.1 is a summary of the budget that supports the Capital Facilities Plan. Each project budget represents the total project costs which include; construction, taxes, planning, architectural and engineering services, permitting, environmental impact mitigation, construction testing and inspection, furnishings and equipment, escalation, and contingency. The table also identifies 2023-2024 and future planned expenditures. It does not include project expenditures from previous years.

8-Year Capital Facilities Expenditures Finance Plan
Table 6.1

Projects Adding Capacity	FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28	FY 28-29	FY 29-30	FY 30-31	Total	Potential Funding Source				
										Bonds	Levy	SCAP	Impact	Future
Inglemoor - Phase 1	5	50	35	5					95	X		X	X	
Inglemoor - Phase 2				30	35	30	25		120				X	X
Leota - Phase 1	4	30	21	4					59	X				
Leota - Phase 2				20	25	20	15		80					X
Crystal Springs	12	18	4						34	X		X	X	
Fernwood	12	18	5						35	X		X	X	
Maywood	7	21	15	3					46	X			X	
Woodin	10	17	2						29	X		X	X	
Sorenson	6	10	2						18	X			X	
Future Middle School			1	5	60	30			96					X
Bothell Modular Buildings	4.5	1.5							6	X			X	
North Creek Modular Buildings	3.5	2.5							6				X	
Modular Buildings & Portables	2		2	2	2	2	2	2	14				X	
Total Capacity Projects	66	168	87	69	122	82	42	2	638					

Projects Not Adding Capacity	FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28	FY 28-29	FY 29-30	FY 30-31	Total	Potential Funding Source				
										Bonds	Levy	SCAP	Impact	Future
Kenmore	6	15	10	2					33	X				
Building Improvement	6	6	6	6	6	6	6	6	48	X				X
Technology	3	3	3	3	3	3	3	3	24	X	X			X
Fields/Inclusive Learning	3	3	3	3	3	3	3	3	24	X	X			X
Code Compliance/Small Works	4	4	4	4	4	4	4	4	32	X				X
Site Purchase/Circulation	1	1	1	1	1	1	1	1	8	X				X
Overhead/Bond Expense	3	3	4	3	3	3	4	3	26	X	X			X
Security	3	3	3	3	3	3	3	3	24	X				X
Total Non-Capacity Projects	29	38	34	25	23	23	24	23	219					

Total All Projects	95	206	121	94	145	105	66	25	857					
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Impact Fees

Section 7

School Impact Fees under the Washington State Growth Management Act

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

Enrollment declines beginning around 2002 kept NSD from meeting the required eligibility criteria to collect school impact fees. The District is spread across two counties and also across the urban growth boundary. While development picked up on the north end of NSD, there was still ample capacity in the southeast area of the District. Because of the statutes and ordinances governing school district eligibility criteria to be able to collect school impact fees, NSD was not able to re-establish eligibility for collection of school impact fees until 2016. King County and the cities of Bothell, Kenmore, and Woodinville have all adopted the District's 2023 CFP and are collecting impact fees identified in that plan. Snohomish County adopted the District's 2022 CFP and is collecting impact fees associated with that plan and will continue to do so until the County's 2024 update cycle. We anticipate all the above jurisdictions to consider and adopt this 2024 CFP as part of their regular budget cycle.

Methodology and Variables Used to Calculate School Impact Fees

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

A student yield factor (or student generation rate) is used to identify the average cost per NEW dwelling unit by measuring the average number of students generated by each NEW (sold and occupied) housing type (single family dwelling units, townhomes, and multi-family dwelling units). The student generation rate used is an actual generation of students by grade level that came from new development over a period of five (5) years. NSD updated its student factor for single family, multi-family, and townhome units in early 2023. The student factor analysis for NSD is included in

Appendix A. The student factors in Appendix A are based on all newly constructed, sold, and occupied units.

The District’s student-generation rate for multi-family dwelling units is much lower than the student generation rate for single-family homes. As available land for single family development is beginning to be constrained, and multi-family development – most notably townhomes, is increasing, we anticipate continued growth in student generation rates from those units over time. In particular, the District’s student generation rates, when isolated for townhomes only, show that more students are residing in those units than in traditional multi-family units. NSD is requesting that each jurisdiction, if necessary, consider amendments to the school impact fee ordinance to recognize the impacts of townhome units as different from apartments and condominium units.

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

Despite the changes mentioned, we continue with our current student generation rate. We have planned to conduct a recalculation next year, which aligns with our ongoing assessment of regional development and student distribution patterns.

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

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

The impact fees requested in this year’s Capital Facilities Plan are based on representative growth-related capacity projects at Crystal Springs, Fernwood, and Woodin Elementary Schools (total added capacity of 655) and capacity additions at Bothell and North Creek High Schools (total added capacity of 268). Construction costs, before tax, are used in the fee formula. Growth related capacity projects identified in **Table 6.1** are eligible for impact fee funding.

Proposed School Impact Fees
Snohomish County

Single Family Units	\$15,159
Townhome Units	\$5,414
Multi-Family Units – 2+ Bedrooms	\$254
Multi-Family Units – 1/less Bedrooms	\$0

Proposed School Impact Fees
City of Woodinville

Single Family Units	\$15,159
Townhome Units	\$5,414
Multi-Family Units – 2+ Bedrooms	\$254

Proposed School Impact Fees
King County, City of Bothell, City of Kenmore

Single Family Units	\$15,159
Multi-Family Units (incl. Townhomes)	\$2,755

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

Factors for Impact Fee Calculations

Student Generation Factors: Single Family

Elementary	0.324
Middle	0.118
High	0.120
K-12	0.562

Student Generation Factors: Multi-Family (Townhomes/Condos/Apartments)

Elementary	0.071
Middle	0.027
High	0.034
K-12	0.132

Student Generation Factors: Townhomes

Elementary	0.171
Middle	0.050
High	0.048
K-12	0.270

Student Generation Factors: Condos/Apartments

Elementary	0.031
Middle	0.015
High	0.020
K-12	0.066

Projected New Capacity (bolded projects in fee formula)

Inglemoor High School – Phase 1	(185)
North Creek High School	(108)
Bothell High School	(160)
Leota Middle School – Phase 1	(159)
Fernwood Elementary	(330)
Crystal Springs Elementary	(175)
Maywood Hills Elementary	(125)
Woodin Elementary	(150)

Capacity/Construction Costs (in millions) (bolded projects in fee formula)

Inglemoor High School - Phase 1	\$100.0
North Creek High School	\$6.0
Bothell High School	\$6.0
Leota Middle School - Phase 1	\$62.0
Fernwood Elementary	\$37.8
Crystal Springs Elementary	\$36.5
Maywood Hills Elementary	\$49.4
Woodin Elementary	\$32.0

Capacity/New Property Costs

\$0.00

Temporary Facility Capacity Costs

\$0.00

(Portable costs not included in the formula)

Permanent Facility Square Footage

94.55%

Temporary Facility Square Footage

5.45%

School Construction Assistance Program Credit

Current SCAP percentage 38.11%

Current Construction Cost Allocation \$375.00

OSPI Sq/Ft/Student

ES: 90

MS: 108

HS: 130

Tax Payment Credit

Single Family AAV \$960,260

Multi-Family Unit AAV \$329,512

Debt Service Rate

Current/\$1,000 \$1.29225

GO Bond Interest Rate – Bond Buyer Index

Avg – March 2024 3.48%

Developer Provided Sites/Facilities

None

APPENDIX A

Student Generation Factors from New Development

All Units Constructed 2017 - 2021 (5 years)

	Single Family	Townhomes	Multi-Family (Townhomes/ Condos/Apts)	Multi-Family (Condos/Apts)
K-5	0.324	0.171	0.071	0.031
6-8	0.118	0.050	0.027	0.015
9-12	0.120	0.048	0.034	0.020
K-12	0.562	0.269	0.132	0.066

Student Generation Rates for the Northshore School District (January 2023)

Permit Years: 2017 to 2021

Rates for Different Unit Types

	<u>SF</u>	<u>MF/Apartments</u>	<u>Townhomes</u>	<u>Duplexes</u>
K-5	0.32	0.03	0.17	0.23
6-8	0.12	0.02	0.05	0.14
9-12	0.12	0.02	0.05	0.29
	0.56	0.07	0.27	0.65

Single and Multi-family Rate Summary

	<u>Permit Counts</u>	<u>Permits</u>	<u>K-5</u>	<u>6-8</u>	<u>9-12</u>	<u>Total</u>
SF All		2056	0.32	0.12	0.12	0.56
MF Units (all)		2027	0.071	0.027	0.034	0.13

Written Summary

56 students for every 100 single family homes

7 students for every 100 apartment units

27 students for every 100 townhome units

65 students for every 100 Duplex units

(please note -- there are very few duplex units so the sample may not be representative)

Methodology

Permit addresses were compared to the addresses for students enrolled in October 2022 to create the rates.

Student Generation Rates by Grade

GRADE	SF Units Students Generated	SF Generation Rate
K	123	0.060
1	121	0.059
2	104	0.051
3	116	0.056
4	112	0.054
5	91	0.044
6	89	0.043
7	75	0.036
8	78	0.038
9	64	0.031
10	69	0.034
11	58	0.028
12	56	0.027
<i>Total</i>	<i>1156</i>	<i>0.562</i>

*** Grades K-12 Only (Preschoolers Excluded)**

Apartment Student Generation Rates by Grade

GRADE	MF Units Students Generated**	MF Generation Rate
K	11	0.007
1	11	0.007
2	4	0.003
3	9	0.006
4	6	0.004
5	4	0.003
6	4	0.003
7	12	0.008
8	6	0.004
9	11	0.007
10	7	0.005
11	10	0.007
12	2	0.001
Total	97	0.066

Duplex Student Generation Rates by Grade

GRADE	MF Units Students Generated**	MF Generation Rate
K	2	0.038
1	5	0.096
2	1	0.019
3	1	0.019
4	0	0.000
5	3	0.058
6	3	0.058
7	1	0.019
8	3	0.058
9	3	0.058
10	6	0.115
11	4	0.077
12	2	0.038
Total	34	0.654

Townhome Student Generation Rates by Grade

GRADE	MF Units Students Generated**	MF Generation Rate
K	16	0.032
1	16	0.032
2	22	0.044
3	9	0.018
4	11	0.022
5	12	0.024
6	14	0.028
7	5	0.010
8	6	0.012
9	8	0.016
10	7	0.014
11	4	0.008
12	5	0.010
Total	135	0.268

* Includes MF Units classified by the jurisdiction as Apartment, Duplex, or Townhome

** Grades K-12 Only (Preschoolers Excluded)

APPENDIX B.1

School Impact Fee Calculation: **Single Family Dwelling Unit**
Northshore School District, 2024 CFP

School Site Acquisition Cost:	Site Size Acreage	Cost/Acre	Facility Size	Site Cost/Student	Student Factor	Cost/SFDU
Elementary	0	\$0	1	\$0	0.324	\$0
Middle	0	\$0	1	\$0	0.118	\$0
Senior	0	\$0	1	\$0	0.120	\$0
TOTAL						\$0

School Construction Cost:	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/Student	Student Factor	Cost/SFDU
Elementary	94.55%	\$90,880,000	655	\$138,748	0.324	\$42,504
Middle	94.55%	\$0	-	\$0	0.118	\$0
Senior	94.55%	\$10,725,000	268	\$40,019	0.120	\$4,541
TOTAL						\$47,045

Temporary Facility Cost:	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/Student	Student Factor	Cost/SFDU
Elementary	5.45%	\$0	25	\$0	0.324	\$0
Middle	5.45%	\$0	25	\$0	0.118	\$0
Senior	5.45%	\$0	25	\$0	0.120	\$0
TOTAL						\$0

State School Construction Funding Assistance Credit:	Const Cost Allocation	OSPI Sq. Ft./Student	Funding Assistance	Credit/Student	Student Factor	Cost/SFDU
Elementary	\$375	90	38.11%	\$12,862	0.324	\$4,167
Middle	\$0	0	0.00%	\$0	0.118	\$0
Senior	\$375	130	38.11%	\$18,579	0.120	\$2,229
TOTAL						\$6,397

School Impact Fee Calculation: **Single Family Dwelling Unit**
 Page 2

Tax Payment Credit Calculation:

Average SFR Assessed Value	\$ 960,260.44
Current Capital Levy Rate/\$1000	\$1.29225
Annual Tax Payment	\$1,240.90
Years Amortized	10
Current Bond Interest Rate	3.48%
Present Value of Revenue Stream	\$10,330

Impact Fee Summary - Single Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$47,045
Temporary Facility Cost	\$0
State SCFA Credit	(\$6,397)
Tax Payment Credit	(\$10,330)
Unfunded Need	\$30,318
50% Required Adjustment	\$ 15,159

Single Family Impact Fee	\$15,159
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APPENDIX B.2

School Impact Fee Calculation: **Townhome Dwelling Unit** Northshore School District, 2024 CFP

School Site Acquisition Cost:	Site Size Acreage	Cost/Acre	Facility Size	Site Cost/Student	Student Factor	Cost/THDU
Elementary	0	\$0	1	\$0	0.171	\$0
Middle	0	\$0	1	\$0	0.050	\$0
Senior	0	\$0	1	\$0	0.048	\$0
TOTAL						\$0

School Construction Cost:	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/Student	Student Factor	Cost/THDU
Elementary	94.55%	\$90,880,000	655	\$138,748	0.171	\$22,433
Middle	94.55%	\$0	-	\$0	0.050	\$0
Senior	94.55%	\$10,725,000	268	\$40,019	0.048	\$1,816
TOTAL						\$24,249

Temporary Facility Cost:	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/Student	Student Factor	Cost/THDU
Elementary	5.45%	\$0	25	\$0	0.171	\$0
Middle	5.45%	\$0	25	\$0	0.050	\$0
Senior	5.45%	\$0	25	\$0	0.048	\$0
TOTAL						\$0

State School Construction Funding Assistance Credit:	Const Cost Allocation	OSPI Sq. Ft./Student	Funding Assistance	Credit/Student	Student Factor	Cost/THDU
Elementary	\$375	90	38.11%	\$12,862	0.171	\$2,199
Middle	\$0	0	0.00%	\$0	0.050	\$0
Senior	\$375	130	38.11%	\$18,579	0.048	\$892
TOTAL						\$3,091

School Impact Fee Calculation: **Townhome Dwelling Unit**
 Page 2

Tax Payment Credit Calculation:

Average SFR Assessed Value	\$	960,260
Current Capital Levy Rate/\$1000		\$1.29225
Annual Tax Payment		\$1,241
Years Amortized		10
Current Bond Interest Rate		3.48%
Present Value of Revenue Stream		\$10,330

Impact Fee Summary - Townhome Dwelling Unit:

Site Acquisition Cost		\$0
Permanent Facility Cost		\$24,249
Temporary Facility Cost		\$0
State SCFA Credit		(\$3,091)
Tax Payment Credit		(\$10,330)
Unfunded Need		\$10,827
50% Required Adjustment		\$5,414

Townhome Impact Fee	\$5,414
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APPENDIX B.3

School Impact Fee Calculation: Multi-Family Dwelling Unit (Townhome, Apartment, Condo blend) Northshore School District, 2024 CFP

School Site Acquisition Cost:	Site Size Acreage	Cost/Acre	Facility Size	Site Cost/Student	Student Factor	Cost/SFDU
Elementary	0	\$0	1	\$0	0.071	\$0
Middle	0	\$0	1	\$0	0.027	\$0
Senior	0	\$0	1	\$0	0.034	\$0
TOTAL						\$0

School Construction Cost:	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/Student	Student Factor	Cost/MFDU
Elementary	94.55%	\$90,880,000	655	\$138,748	0.071	\$9,314
Middle	94.55%	\$0	-	\$0	0.027	\$0
Senior	94.55%	\$10,725,000	268	\$40,019	0.034	\$1,286
TOTAL						\$10,601

Temporary Facility Cost:	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/Student	Student Factor	Cost/MFDU
Elementary	5.45%	\$0	25	\$0	0.071	\$0
Middle	5.45%	\$0	25	\$0	0.027	\$0
Senior	5.45%	\$0	25	\$0	0.034	\$0
TOTAL						\$0

State School Construction Funding Assistance Credit:	Const Cost Allocation	OSPI Sq. Ft./Student	Funding Assistance	Credit/Student	Student Factor	Cost/MFDU
Elementary	\$375	90	38.11%	\$12,862	0.071	\$913
Middle	\$0	0	0.00%	\$0	0.027	\$0
Senior	\$375	130	38.11%	\$18,579	0.034	\$632
TOTAL						\$1,545

School Impact Fee Calculation: **Multi-Family Dwelling Unit**
(Townhome, Apartment, Condo blend)
 Page 2

Tax Payment Credit Calculation:

Average MFR Assessed Value	\$	329,512
Current Capital Levy Rate/\$1000		\$1.29225
Annual Tax Payment		\$425.81
Years Amortized		10
Current Bond Interest Rate		3.48%
Present Value of Revenue Stream		\$3,545

Impact Fee Summary - Multi-Family Dwelling Unit:

Site Acquisition Cost		\$0
Permanent Facility Cost		\$10,601
Temporary Facility Cost		\$0
State SCFA Credit		(\$1,545)
Tax Payment Credit		(\$3,545)
Unfunded Need		\$5,511
50% Required Adjustment		\$2,755

Multi-Family Impact Fee	\$2,755
(Townhomes, Apts, Condos)	

APPENDIX B.4

School Impact Fee Calculation: **Multi-Family Dwelling Unit (Apartment, Condo blend)** Northshore School District, 2024 CFP

School Site Acquisition Cost:	Site Size Acreage	Cost/Acre	Facility Size	Site Cost/Student	Student Factor	Cost/MFDU
Elementary	0	\$0	1	\$0	0.0310	\$0
Middle	0	\$0	1	\$0	0.0150	\$0
Senior	0	\$0	1	\$0	0.0200	\$0
TOTAL						\$0

School Construction Cost:	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/Student	Student Factor	Cost/MFDU
Elementary	94.55%	\$90,880,000	655	\$138,748	0.0310	\$4,067
Middle	94.55%	\$0	-	\$0	0.0150	\$0
Senior	94.55%	\$10,725,000	268	\$40,019	0.0200	\$757
TOTAL						\$4,824

Temporary Facility Cost:	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/Student	Student Factor	Cost/MFDU
Elementary	5.45%	\$0	25	\$0	0.0310	\$0
Middle	5.45%	\$0	0	\$0	0.0150	\$0
Senior	5.45%	\$0	25	\$0	0.0200	\$0
TOTAL						\$0

State School Construction Funding Assistance Credit:	Const Cost Allocation	OSPI Sq. Ft./Student	Funding Assistance	Credit/Student	Student Factor	Cost/MFDU
Elementary	\$375	90	38.11%	\$12,862	0.0310	\$399
Middle	\$0	0	0.00%	\$0	0.0150	\$0
Senior	\$375	130	38.11%	\$18,579	0.0200	\$372
TOTAL						\$770

School Impact Fee Calculation: **Multi-Family Dwelling Unit**
(Apartment, Condo blend)
 Page 2

Tax Payment Credit Calculation:

Average MFR Assessed Value	\$ 329,512
Current Capital Levy Rate/\$1000	\$1.29225
Annual Tax Payment	\$425.81
Years Amortized	10
Current Bond Interest Rate	3.48%
Present Value of Revenue Stream	\$3,545

Impact Fee Summary - Multi-Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$4,824
Temporary Facility Cost	\$0
State SCFA Credit	(\$770)
Tax Payment Credit	(\$3,545)
Unfunded Need	\$508
50% Required Adjustment	\$254

Multi-Family Impact Fee (Apts/Condos)	\$254
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