

Attachment M

Ordinance 20016

2025 CAPITAL FACILITIES PLAN

Renton School District No. 403

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Adopted: June 25, 2025



2025

SIX YEAR CAPITAL FACILITIES PLAN

Renton School District No. 403

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I. INTRODUCTION

Purpose of the Capital Facilities Plan:

This Six-Year Capital Facilities Plan (the “Plan”) is prepared by the Renton School District (the “District”) in compliance with the requirements of the Washington State Growth Management Act (the “GMA”), King County Code, and applicable ordinances of the cities of Bellevue, Newcastle, and Renton. The Plan was prepared using data available in the spring of 2025. The GMA outlines 14 broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. 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 populations anticipated in their districts.

It is the District’s intent that the Plan be adopted by King County and the cities of Bellevue, Newcastle, Renton, SeaTac, and Tukwila as a sub-element of their respective Capital Facilities Plans. Currently, King County and the cities of Bellevue, Newcastle, and Renton collect school impact fees on behalf of the District when requested.

The Capital Facilities Plan contains the following required elements:

1. Enrollment forecasts for each grade span over the next six years.
2. An inventory of the existing capital facilities owned by the District and capacity of those facilities based on the District’s current Standard of Service.
3. A forecast of future needs for capital facilities and the proposed capacities of expanded or new facilities.
4. A six-year plan for financing those capital improvements.
5. As relevant, a calculation of school impact fees and data substantiating such fees.

Overview of the Renton School District:

The District is located on the south end of Lake Washington, eleven miles southeast of Seattle and eleven miles south of Bellevue. Home to more than 100,000 people who value working, living, and playing in the Pacific Northwest, Renton has a strong economic base and a favorable business climate. The District spans approximately thirty-two square miles and serves a diverse population of approximately 14,000 students in pre-K through 12th grade at four high schools, four middle schools, sixteen elementary schools, and an early childhood learning center.

District programs also address the special needs of disabled, academically gifted, and artistically talented students. Three schools (Renton Park Elementary, McKnight Middle, and Lindbergh High) are U.S. Department of Education-recognized Blue-Ribbon Schools of Excellence. Community support for Renton schools is strong. School levies, which make up 25% of the district's budget, have been consistently approved by the community for more than 20 years. Voter-approved bond measures or capital facilities levies from 1992 through 2022 have brought exciting improvements in school buildings and support facilities, including the rebuilding of all

elementary schools, the remodeling of most middle and high schools, and the recent additional construction of two new elementary schools (Sartori and Hilltop Heritage) and a middle school (Risdon). Voter support has also provided state-of-the-art technology - a must to prepare students for living and working in this leading high-tech region. Every classroom has high-speed Internet connections and ample computer devices for all students.

Ensuring each student graduates with options and is prepared to participate fully in our democracy is at the heart of Renton School District's mission. Three core values of Service, Excellence, and Equity guide the district's strategic framework in family and community engagement, excellence in learning and teaching, and removing barriers and supporting students. Students are encouraged to reach for excellence through a variety of programs that focus on rigorous academic skills, problem solving, creative and critical thinking, and social and emotional growth. Renton School District staff are committed to preparing all students for success in their post-secondary journey. Teachers are encouraged to take an active role in promoting their own professional growth through collaborating on the use and development of high-quality instructional materials, sharing successful strategies, and looking for new ways to assess student progress. This focus on continuous staff development enables teachers to consistently improve the quality of instruction and prepares them to help students meet rigorous state academic standards.

The District's voters in 2019 approved a \$249.6 M bond measure to fund a new elementary school (Hilltop Heritage Elementary School) to accommodate enrollment needs. Sartori Elementary School opened in 2018 as a choice school, providing additional capacity relief. The voters in November 2022 approved a \$676 M bond to fund property acquisition and construction of a new Renton High School and security, seismic, and building systems updates at various schools throughout the District. Property acquisition is currently in process and the high school project is in the design phase currently.

In recent years the District's K-12 enrollment has seen an overall decline. Consistent with much of the region, the District's enrollment was affected by the global pandemic, lower birth rates, and increases in home based school instruction. The number of new homes planned for future construction in the District continues to be higher than the number of permitted units that were built between 2019 and 2023. The District anticipates, based on recent enrollment projections, that enrollment at all grade levels is likely to see a small decrease over the six year planning period. The District plans to monitor actual enrollment patterns closely and will incorporate new information as a part of future updates to this Plan.

II. STANDARD OF SERVICE & CAPACITY

The District's Standard of Service is the standard adopted by the District that identifies the program year, school organizational structure, student/teacher ratios by grade level (considering the requirements of students with special needs), daily class schedule, types of facilities and other factors identified by the District as necessary to support its educational programs and objectives. The Standard of Service is used to ascertain current and future capacity. It should also be noted that although the State Superintendent of Public Instruction establishes square foot guidelines for capacity funding criteria, those guidelines do not account for the actual program needs in the District. The Growth Management Act and King County Code 21A.43 authorize the District to adjust the standard of service based on the District's specific needs.

The District uses a traditional elementary (K-5)/middle (6-8)/high school (9-12) organizational structure.

The District, and the Renton Education Association, recognize that reasonable class size is necessary for optimum learning, and have established the following targets in student/teacher ratios for most regular classroom purposes:

Grade Levels K-1	21:1
Grade Level 2	22:1
Grade Level 3	24:1
Grade Levels 4-12	29:1

Students receive instruction in classes such as band/orchestra, choir, physical education at a larger ratio based on program and space.

Student /teacher ratio for special education classes held in self-contained classrooms within comprehensive elementary and secondary facilities is assumed to be 12:1. Educational facilities dedicated solely to special education or other specialized programs are excluded from capacity calculations, as are associated student headcounts.

At the high school level, due to adopted State and local graduation requirements, it is not possible to achieve 100% utilization of regular teaching stations. Based on actual utilization due to these considerations, the District uses a standard utilization rate of 80% at the high school level (4 out of 5 periods) for determining high school capacity. Beginning with the graduating class of 2020-2021, high school graduation requirements require one additional credit of science (three instead of two), and a total of twenty-four credits; three more than the previously required 21. This requirement impacts high school capacity as well. Additionally, similar to the high school utilization rate, a typical middle school utilizes a six period day and requires that one period be designated for teacher planning. This requirement reduces middle school capacity by one-sixth, or 17 percent.

Student/teacher ratios are applicable to both permanent and relocatable classrooms. However, since relocatable facilities do not allow for the full range of educational activities promoted by the District, they are generally viewed as temporary or interim housing, necessary to

accommodate enrollment fluctuations and interim development driven enrollment increases until such time as permanent facilities can be financed and constructed. For those reasons, relocatable classrooms capacities are calculated, but not used in the analysis of future facility needs.

Using the Standard of Service, the District calculates building capacity for each of its facilities. The calculation is made by reviewing the use of each classroom/teaching station in each facility in collaboration with individual school leadership. Spaces in buildings used for special program purposes such as special education and alternative learning environments are not included in the District's regular classroom capacity. Core facilities, such as the cafeteria or gymnasium, are not considered regular classrooms. A building's regular classroom capacity may change from year to year. For example, if the school enrollment has a higher number of special education students in a given year, there is potential that a teaching station is removed from the capacity inventory, thereby reducing the overall school capacity for that given year. Capacity at the secondary school level is further limited by the previously identified class scheduling restrictions and student distribution among elective classes. Based on a typical middle school six-period day, where one period is designated for teacher planning, capacity is reduced by one-sixth, or 17 percent of theoretical capacity. Similarly, at high schools with a five-period day, capacity is reduced for a teacher planning period by one-fifth, or 20 percent. Elective classes, many of which require specialized classrooms, also figure into the equation for determining a school's capacity, which together with required classes, require a well thought out master schedule if the facility's capacity is to be maximized.

Current Capacity:

The District's capital facilities include both permanent structures and relocatable (interim or portable) classrooms. The District's permanent K-12 facilities include 16 elementary schools, four middle schools, and four high schools. Two Special Instructional Use facilities house the District's early childhood, special education, and alternative learning programs. Support facilities include the Kohlwes Education Center (District administration), Transportation Center, Facilities Operations and Maintenance Center, Nutrition Services/Warehouse, Renton Memorial Stadium, and the Lindbergh Swimming Pool. Total permanent facilities encompass 2,670,757 square feet, with 2,495,051 square feet (93%) devoted to K-12 and instructional special use. See Appendix A for District Maps.

The District currently has a permanent K-12 facilities capacity of 15,342 (including the opening of Hilltop Heritage Elementary School fall of 2023). See Tables 1 & 2 below and Appendix B. Importantly, current and future capacity at the elementary level, as documented in this report, is based on the District's current Standard of Service, and does not necessarily reflect aspirational K-3 student/teacher ratios of seventeen students to one teacher. The District continues to make progress towards these requirements, by utilizing available classroom space, added staffing and plans to utilize the new elementary school classrooms to work towards this ratio. Most recent ratios have been anywhere from 17.3 to 19:1 but staffing recent enrollment changes and budget impacts have slowed the district's progress.

The District relocatable or portable facilities are used primarily to address enrollment fluctuations and to house students on an interim or temporary basis until permanent facilities can

be constructed. For those reasons they are not considered a long-term solution for housing students and are not considered “permanent” capacity. Of the 55 relocatable facilities in the District’s inventory, 46 are “double portables” containing two classrooms (approximately 1,792 square feet together), and nine are singles (each approximately 896 square feet). See Appendix B. Combined, they provide the District with a total of 101 relocatable classrooms, encompassing 90,496 square feet of additional space available for instruction.

The tables below summarize existing K-12 permanent and portable classroom capacity. See also Appendix B for detail by school building.

Table 1 – Existing Permanent and Portable Capacity by Grade Level

FACILITY TYPE	ELEMENTARY SCHOOLS		MIDDLE SCHOOLS		HIGH SCHOOLS		TOTAL (K-12)	
	Total Capacity/Permanent to Portable		Total Capacity/Permanent to Portable		Total Capacity/Permanent to Portable		Total Capacity/Permanent to Portable	
PERMANENT	7,449	85.61%	3,435	86.22%	4,458	97.97%	15,342	89.02%
RELOCATABLE	1,252	14.39%	548	13.76%	92	2.03%	1,892	10.98%
TOTAL	8,701	100.00%	3,984	100.00%	4,550	100.00%	17,235	100.00%

Table 2 - Inventory and Capacity of Permanent Facilities

	NAME	LOCATION	AREA (ft²)	PROGRAM CAPACITY
ELEMENTARY SCHOOLS	Benson Hill	18665 116th Ave. SE, Renton, 98058	67,533	520
	Bryn Mawr	8212 S 118th St., Seattle, 98178	49,157	338
	Campbell Hill	6418 S 124th St., Seattle, 98178	57,072	332
	Cascade	16022 116th Ave. SE, Renton, 98058	59,164	467
	Hazelwood	7100 116th Ave. SE, Newcastle, 98056	66,161	591
	Highlands	2727 NE 7th St., Renton, 98056	60,000	547
	Hilltop Heritage	1075 Duvall Ave NE 98059	79,881	554
	Honey Dew	800 Union Ave. NE, Renton, 98059	54,620	336
	Kennydale	1700 NE 28th St., Renton, 98056	65,169	622
	Lakeridge	7400 S 115th St., Seattle, 98178	52,958	398
	Maplewood Hgts.	130 Jericho Ave., Renton, 98059	56,220	402
	Renton Park	16828 128th Ave. SE, Renton, 98058	65,955	476
	Sartori	332 Park Ave. N, Renton, 98057	76,797	554
	Sierra Heights	2501 Union Ave. NE, Renton, 98058	53,992	472
	Talbot Hill	2300 Talbot Rd., Renton, 98055	57,844	460
	Tiffany Park	1601 Lake Youngs Way, Renton, 98058	58,758	380
	Total Grades K-5 Capacity		981,281	7,449
MIDDLE SCHOOLS	Dimmitt	12320 - 80th Ave. S, Seattle, 98178	109,070	794
	McKnight	2600 NE 12th St., Renton, 98056	126,706	847
	Nelsen	2304 Jones Ave. S, Renton, 98055	124,234	896
	Risdon	6928 - 116th Ave. SE, Newcastle 98056	133,934	898
	Total Grades 6-8 Capacity		493,944	3,435
HIGH SCHOOLS	Hazen	1101 Hoquiam Ave. NE, Renton, 98059	327,395	1,462
	Lindbergh	16426 - 128th Ave. SE, Renton, 98058	242,662	1,211
	Renton	400 S 2nd St., Renton, 98057	278,373	1,389
	Talley	7800 S 132nd St., Renton, 98178	70,831	397
	Total Grades 9-11 Capacity		919,261	4,458
TOTAL GRADE LEVELS K-12			2,394,486	15,342
ALT LEARNING	Meadow Crest ELC	1800 Index Ave. NE, Renton, 98056	68,752	464
	HOME Program - Spring Glen	2607 Jones Ave. S, Renton, 98055	7,008	84
	Renton Academy	2607 Jones Ave. S, Renton, 98055	24,805	48
	Total Instructional Special Use		100,565	596
	Total Instructional Facilities		2,495,051	15,938

SUPPORT SERVICES	Facilities Operations Center	7812 S 124th St., Seattle, 98178	21,894
	Kohlwes Educational Center	300 SW 7th St., Renton, 98057	57,200
		16740 - 128th Ave. SE, Renton, 98058	13,710
	Lindbergh Pool		
	Nutrition Services / Warehouse	409 S Tobin St., Renton 98057	27,466
	Renton Memorial Stadium	405 Logan Ave. N, Renton, 98057	35,193
	Transportation Center	420 Park Ave. N, Renton, 98057	20,243
	Total Support Services		175,706
	Total All Permanent Facilities		2,670,757

Undeveloped Property

The District currently has the following undeveloped real property in its inventory:

Skyway Site S Langston Rd. & 76th Ave. S, Seattle 4.18 Acres

IV. ENROLLMENT PROJECTIONS

The District saw consistent year over year growth between 2011 and 2018. In 2019, enrollment started to decline slightly and, like most school districts, the District's enrollment was impacted by the global pandemic and temporary closure of in-person learning. The District's enrollment has continued to decline between 2021 and 2025. Using medium growth projections, the District expects that its enrollment will continue to decline approximately 1 percent each year for the next six-year planning period.

Projection Methodology:

Numerous methodologies are available for projecting long-term enrollments. The most common method is known as cohort survival which tracks groups of students through the system and adjusts the populations to account for the average year-to-year growth. For example, fourth grade enrollment is adjusted based on the average enrollment trend of the past in order to estimate next year's fifth grade enrollment. This calculation method considers the past five years' trends to determine the average adjustment factor for each grade, or cohort. The method works well for all grades except kindergarten, where there is no previous year data. For kindergarten, two methodologies are generally used: A linear extrapolation from the previous five years of kindergarten enrollment, assuming that there is a trend; or, alternatively, a comparison of the kindergarten enrollment to births from five years prior can be used to calculate a "birth-to-k" ratio. For example, kindergarten enrollment in 2025 is divided by the total births in King County in 2020 to produce a birth-to-k ratio. The average ratio for the last five years can then be applied to births in subsequent years to estimate kindergarten enrollment.

The Office of the Superintendent of Public Instruction (OSPI) uses the cohort survival method to project enrollments for purposes 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 or other enrollment factors) can lead to dramatic swings in enrollment from one year to the next. In addition, the use of the linear extrapolation method at the kindergarten level can result in a distorted trend since it does not consider changes in birth rate trends. Combining cohort survival with other information about births, housing, regional population trends, and even trends in service area and private school enrollment can often provide for a more accurate forecast.

The District contracts with FLO Analytics to prepare a modified cohort survival projection. The modified cohort survival projection combines the average rollup at existing grades with estimates of growth expected from new housing, as well as assumptions about market share gains or losses that the District is likely to see at certain grade levels. Estimates of housing growth for this model were obtained from building permit information provided by the respective jurisdictions. However, there are many unknowns due to current market concerns in real estate, inflation, and recent changes in government funding and job markets. As a result, and to be prepared for the different scenarios, the District reviews three projections: a low, medium, and high. See Appendix D for recent enrollment history and projected enrollment.

Projections through 2030-2031:

The District reviewed FLO Analytics' low, medium, and high modified cohort survival projections to determine our enrollment forecast for 2024-2030, and chose the medium scenario as the likely enrollment forecast for this time period. All of these scenarios included a continued decline in enrollment for the District. However, the medium scenario projected an enrollment decline similar to the last five years of enrollment, with slightly less of a decline per year to accommodate the current residential developments in the pipeline for our area. The District will continue to monitor development, move-in/move-outs, and trends within the four-county area to better predict enrollment more than two years out. Table 3 below identifies projected enrollment using the medium growth scenario.

Table 3 – Projected Enrollment – 2024 to 2030

	ACTUAL OCT. 2024 HEADCOUNT	PROJECTED OCT. 2030 HEADCOUNT (medium)	PROJECTED CHANGE 2024 - 2030	PERCENTAGE CHANGE 2024 - 2030
ELEMENTARY	6,432	6,027	(405)	-6.30%
MIDDLE	3,086	2,938	(148)	-4.80%
HIGH	4,180	3,917	(263)	-6.29%
other/alt	165	155	(10)	-6.06%
TOTAL	13,863	13,037	(826.00)	-5.96%

V. CAPITAL FACILITIES NEEDS AND PLANNING

Capacity Needs:

When considering the District's existing permanent capacity as compared to projected enrollment through the 2030-2031 school year, the District shows sufficient capacity in the near term at the elementary, middle school, and high school level. Importantly, the opening of the new Sartori Elementary School in August 2018 and Hilltop Heritage Elementary School in 2023 addressed capacity-specific needs and provides an overall increase in capacity for the elementary grade span, which were identified during 2015 & 2018 long-range planning and Citizens' Facilities Advisory Committee sessions in preparation for our voter-approved 2016 capital levy (which provided funding to construct Sartori Elementary School) and 2019 capital bond (which provided funding to construct Hilltop Heritage Elementary School). Table 4 compares the District's permanent capacity (from Table 2) with the six year enrollment projections by grade level (Appendix D). Anticipated capacity additions over the planning period are included in the analysis but are subject to funding and completion.

Table 4 – Capacity Analysis: Surplus/Deficit Projections¹ (2024/25 – 2030/31)

SURPLUS / DEFICIT CAPACITY PROJECTIONS ¹ 2024/25 - 2030/31								
		24/25*	25/26	26/27	27/28	28/29	29/30	30/31
ELEM. K-5	PROGRAM CAPACITY	7,449	7,449	7,449	7,449	7,449	7,449	7,449
	STUDENT ENROLLMENT	6,509	6,352	6,273	6,210	6,076	6,044	6,027
	SURPLUS / (DEFICIT CAPACITY)	940	1,097	1,176	1,239	1,373	1,405	1,422
MIDDLE 6-8	PROGRAM CAPACITY	3,435	3,435	3,435	3,435	3,435	3,435	3,435
	STUDENT ENROLLMENT	3,143	3,194	3,162	3,129	3,057	3,008	2,938
	SURPLUS / (DEFICIT CAPACITY)	292	241	273	306	378	427	497
HIGH 9-12	PROGRAM CAPACITY ²	4,458	4,458	4,458	4,458	4,669	4,669	4,669
	STUDENT ENROLLMENT	4,201	4,156	4,012	3,960	3,989	3,939	3,917
	SURPLUS / (DEFICIT CAPACITY)	257	302	446	498	680	730	752

*October 2024 enrollment

medium range projection - 24/25 and beyond

1. Does not include relocatable facilities (portables)
2. High School capacity increases by 211 students in 2028 with Renton HS replacement

The 2022 voter-approved capital bond provided funding for property acquisition, planning, and construction of a replacement of Renton High School. This project is expected to include added program capacity to address potential enrollment growth beyond the six-year planning period. The project is also intended to replace an aging school building and work towards program equity across the high school grade space at all District high schools.

Additionally, the 2022 capital bond included a building modernization of Hazen High School, including seismic structural updates, safety/security updates, HVAC system updates, finish updates in classrooms, corridors, and the library. This project is eligible for approximately \$28.6 million from OSPI – School Construction Assistance Program (SCAP) funding for a building modernization at the secondary school grade level. We are currently pursuing the SCAP funding for this project and it is the only OSPI – SCAP funding that the District is currently eligible to receive.

Table 4 does not include planned capacity additions at the middle school level but there is discussion for future bond planning that includes the need to replace both Nelson Middle School and Dimmitt Middle School, based on the age and condition of the school buildings. The District will continue to monitor middle school enrollment growth to determine if additional capacity as a part of these potential projects is needed for growth.

It should be noted that the District is also reaching its maximum limit in providing portable classrooms at many of its existing sites due to current land use and building code requirements.

Capital Construction Plan:

For the last six-year period, the District's highest priorities have been to address existing and projected facility capacity deficits, aging infrastructure at secondary schools, and responding to/planning for both growth and program related added capacity. These projects funded by the 2019 bond, 2022 bond, and impact fees, are projects responding to growth. This has included:

- Completion of Hilltop Heritage Elementary School, helping to relieve capacity needs in the Hazen High School service area. With the opening of Hilltop Heritage Elementary School in 2023, the District continues to have available capacity at the elementary level to serve potential enrollment growth.
- High school additions and/or renovations to create additional science classroom/laboratory space to address changes in State graduation requirements.
- Planning for replacement of Renton High School, Dimmitt Middle School, and/or Nelson Middle School – all aging facilities and potentially impacted by future growth.
- Acquisition of land for future development.
- Addition and or relocation of relocatable classrooms (interim classroom space known as portables).

Over the next six years the District will continue to implement the projects funded by the votes in the November 2022 bond. These projects include the following capacity and non-capacity projects:

Safety & Security

- Interior door hardware/lock updates
- New key system

- Main entry video intercoms
- Entryway improvements to provide front door line-of-sight for office staff
- Security camera updates and new installations
- Updated fire alarm and security alarm panels, devices, and systems

School Improvements

- Update seismic and structural systems in older buildings (retrofitting and modification of existing structures to make them more resistant to seismic activity, ground motion, or soil failure)
- Improvements and equipment replacement of school Heating, Ventilation, and Air Conditioning (HVAC) systems
- Upgrades to electrical, plumbing, and mechanical systems
- Upgrades to boilers and domestic hot water heaters
- Replacement of aging roofs at school buildings

Purchase Property

- Provide for up to forty acres for a Renton High School replacement and the relocation of our Nutrition Services/Warehouse facility.

Build New Renton High School

- Build a new high school facility for the Renton High School service area, providing a modern learning environment and equitable athletic opportunities for all students.

The District's intent in structuring its capital improvement program is to maintain a constant level of construction throughout the program period to optimize the utilization of its management capabilities. The District utilizes a combination of in-house project management (Capital Planning and Construction Office) and outside management consultants to accomplish this.

VI. SIX-YEAR FINANCE PLAN

Funding Sources:

Funding for planned improvements is typically secured from several sources including voter-approved bonds or capital levies, State Construction Assistance Program funding, and impact fees.

Bonds are typically used to fund the construction of new schools and other capital improvement projects and require a 60% voter approval. The District's voters in 2019 approved a \$249.6 M bond measure to fund a new elementary school (Hilltop Elementary School) to accommodate enrollment needs. Sartori Elementary School opened in 2018 as a choice school, providing additional capacity relief. The voters in November 2022 approved a \$676 M bond to fund property acquisition and construction of a new Renton High School and security, seismic, and building systems updates at various schools throughout the District.

State School Construction Assistance funds come from the Common School Construction Fund. The State deposits revenue from the sale of renewable resources from State school lands set aside by the Enabling Act of 1889 into the Common School Account. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation Bond funds, or the Superintendent of Public Instruction can prioritize projects for funding. School districts may qualify for State School Construction Assistance Program (SCAP) funds for specific capital projects based on a prioritization system. The District anticipates receiving approximately \$28 M in SCAP funding for the Hazen High School Modernization project.

Where a district is eligible, impact fees are a means of supplementing traditional funding sources for the construction of public facilities needed to accommodate new development. *See Section VII School Impact Fees.*

Finance Plan:

The primary funding sources for all capital construction projects scheduled over the next six years include 2022 Bond funds and remaining funds from the 2022 technology/capital levy. Growth driven projects funded by impact fee revenue and 2019 bond funds are nearing completion. The majority of the recent bond funds will be directed towards land acquisition and the replacement of Renton High School. Construction of this school will not begin for two years due to the need to complete land acquisition and site preparation. If enrollment projections change to show that added capacity is needed to accommodate growth at the 9-12 grade level, the District will evaluate including the high school capacity additions as a part of a future impact fee calculation.

Capacity adding projects represent only a portion of the district's total capital improvement plan. Estimated expenditures for capacity projects over the duration of this six-year plan are indicated in Table 5 below.

Table 5a – Six Year Finance Plan – Added New Capacity

Project	Estimated Expenditures ¹ (\$1,000,000's)							Funding (\$1,000,000's)		
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Total	Secured ²	Unsecured ³
New Elem. School	2							2	2	0
HS Science Classrooms	0							0	0	0
Land Acquisition	2							2	2	0
portables	4							4	4	0
Total	8	0	0	0	0	0	0	8	8	0

1. Estimated expenditures based on total project cost, including hard and soft costs.

2. Secured funding includes 2022 bond monies, and previously collected school impact fees. The District did not receive SCAP funds for the capacity projects identified in Table 5a.

3. Unsecured funds include, where relevant, future school impact fees and potential bond initiatives.

Table 5b – Six Year Finance Plan – Projects not Related to Added Capacity

Project	Estimated Expenditures ¹ (\$1,000,000's)								Funding (\$1,000,000's)	
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Total	Secured ²	Unsecured
Renton High School Replacement & Site Expansion	36	52	102	146	55	18		409	409	0
Hazen HS Modernization ³	10	20	20	18	3			71	71	0
Sierra Heights Secure Entry and Admin Remodel & Seismic Updates	5	1						6	6	0
Lindbergh HS HVAC & Seismic Updates	1	2	16	20	4			43	43	0
District-wide Safety/Security Updates	2	4	4	2				12	12	0
District-wide Seismic Updates (phase I)	3	10	7	1				21	21	0
District-wide HVAC Updates (phase I)	3	5	4	4	2			18	18	0
District-wide Building Envelope and Roof Updates (phase I)	2	3	3	1				9	9	0
Total	62	97	156	192	64	18	0	589	589	0

1. Estimated expenditures based on total project cost, including hard and soft costs.

2. Secured funding includes 2022 bond monies.

3. Includes approximately \$28.6 M in WA State OSPI - SCAP funding.

VII. IMPACT FEES

The GMA authorizes jurisdictions to assess and collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands. In the case of public schools, impact fees are assessed only on residential new development. King County and the cities of Bellevue, Newcastle, and Renton currently collect impact fees on behalf of the District. Where applicable, the District calculates its impact fees in conformance with the codes of each jurisdiction.

To be eligible to collect school impact fees for new capacity projects, a district must demonstrate expected grade level enrollment growth over the six-year planning period and a related need for new capacity. The school impact fee formula examines the costs of housing new students from growth by using a student generation factor, which indicates the number of students that each type of dwelling produces based on recent historical data. See Appendix C for detail on the student generation rates.

Other factors used to calculate school impact fees include:

Site Acquisition Costs - the actual or estimated cost per acre to purchase property.

Building Cost – the actual or estimated cost to construct growth related facilities.

Temporary Facility Cost - the actual or estimated cost per classroom to purchase and install a relocatable classroom, including site work and utilities.

State Construction Assistance Program Funding Credit - the amount of funding provided by the State, subject to District eligibility, based on a construction cost allocation and funding assistance percentage established by the State.

Tax Credit – the estimated amount that a new homeowner will pay toward the school construction bond primarily funding the capacity improvement, derived from assessed property values, taxation rate, and current bond interest rates.

As required by local ordinances, the District's fee formula incorporates a fifty (50) percent "discount rate," which operates to set the final fee at 50% of the calculated unfunded need.

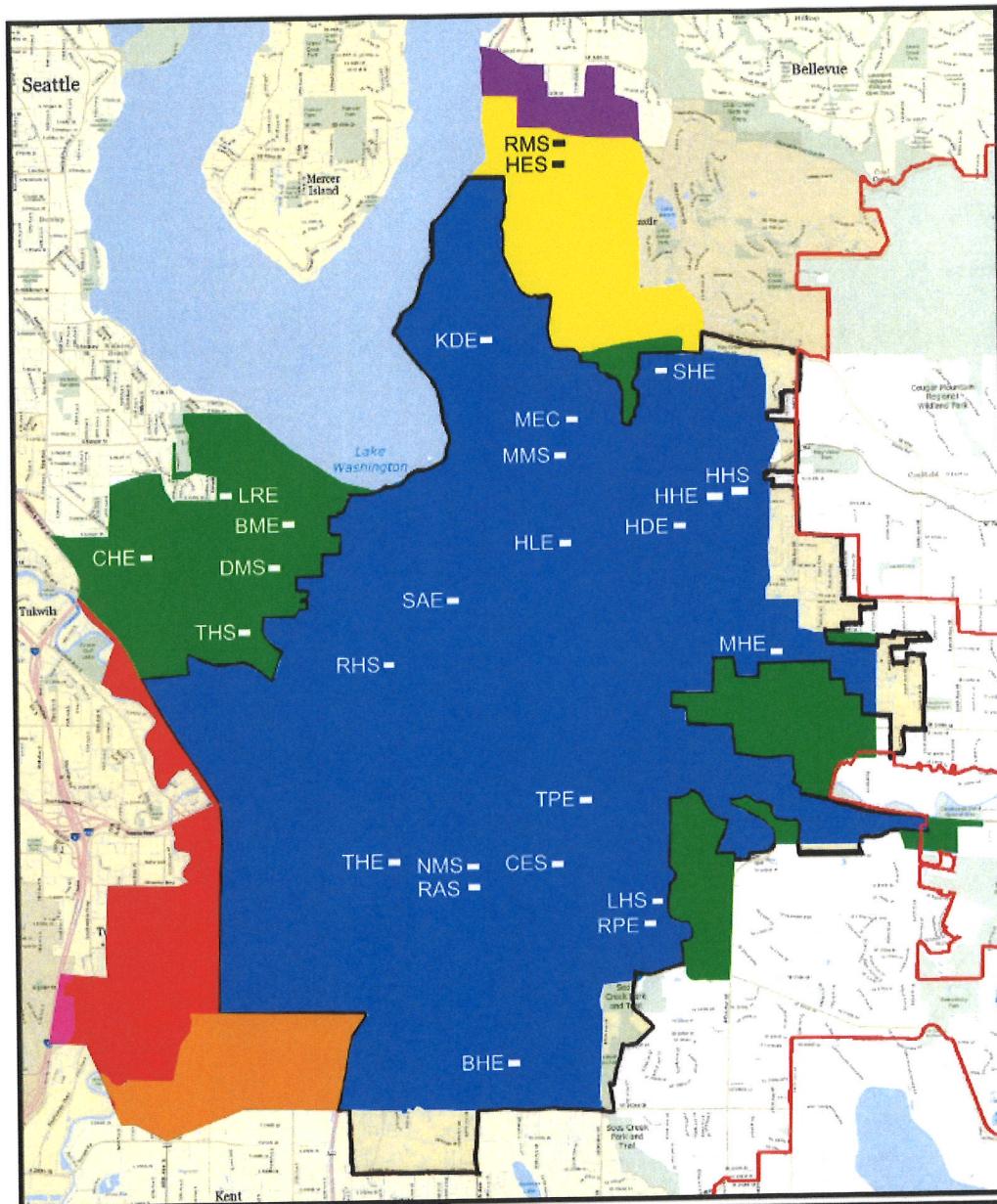
Table 6 below compares the District's current impact fee with the recommended 2026 impact fee.

Table 6 – School Impact Fees

IMPACT FEES	Effective January 2025	Proposed January 2026	CHANGE
SINGLE-FAMILY	\$1,003	\$0	(\$1,003)
MULTI-FAMILY	\$3,268	\$0	(\$3,268)

Due to the current projection of no expected grade level enrollment growth at K-5, 6-8, or 9-12, the District is not eligible to collect impact fees for 2026. The District intends to monitor enrollment growth closely and will update the CFP accordingly should the District become eligible for school impact fees in the future.

APPENDIX A – RENTON SCHOOL DISTRICT MAP



Renton School District Map Legend

	Bellevue		Renton
	Kent		Seatac
	King County		Tukwila
	Newcastle	City Limits of Renton KC UG Boundary	
City Limits of Renton KC UG Boundary			

Abbreviations

Elementary Schools:	Secondary Schools:
BHE	Benson Hill Elementary
BME	Bryn Mawr Elementary
CES	Cascade Elementary
CHE	Campbell Hill Elementary
HDE	Honeydew Elementary
HES	Hazlewood Elementary
HHE	Hilltop Heritage Elementary
HLE	Highlands Elementary
KDE	Kennedy Elementary
LRE	Lakeridge Elementary
DMS	Dimmitt Middle School
HHS	Hazen High School
LHS	Lindbergh High School
MMS	McKnight Middle School
NMS	Nelsen Middle School
RHS	Renton High School
RMS	Risdon Middle School
THS	Talley High School
Early Learning & Specialty:	
MEC	Meadow Crest
RAS	Early Learning Center
Renton Academy	

APPENDIX B – SCHOOL CAPACITY CHARTS

Appendix B: Table 1 – Elementary School Capacity

FACTORS: Student/Teacher Ratios:

Grades K - 1	21:1
Grade 2	22:1
Grade 3	24:1
Grades 4 - 5	29:1
Scheduling Efficiency	1.00
Program Efficiency	1.00

SCHOOL	PERMANENT TEACHING STATIONS								RELOCATABLE CLASSROOMS								TOTAL CAP
	TOTAL	K-1	2	3	4-5	SPED	OTHER	CAP	TOTAL	K-1	2	3	4-5	SPED	OTHER	CAP	
BENSON HILL	32	8	3	3	6	4	8	520	0	0	0	0	0	0	0	0	520
BRYN MAWR	25	7	3	5	0	1	9	338	6	0	0	0	5	0	1	145	483
CAMPBELL HILL	25	6	2	6	0	2	9	332	8	0	0	3	5	0	0	217	549
CASCADE	31	7	4	0	7	3	10	467	6	0	0	4	0	0	2	96	563
HAZELWOOD	32	9	4	4	7	2	6	591	2	0	0	0	0	0	2	0	591
HIGHLANDS	32	8	4	3	7	2	8	547	0	0	0	0	0	0	0	0	547
HILLTOP HERITAGE	30	8	4	4	6	3	5	554	0	0	0	0	0	0	0	0	554
HONEY DEW	22	7	4	4	0	1	6	336	8	0	0	0	6	0	2	174	510
KENNYDALE	33	9	3	5	8	2	6	622	0	0	0	0	0	0	0	0	622
LAKERIDGE	26	6	3	3	4	2	8	398	6	0	0	0	1	0	5	29	427
MAPLEWOOD HGTS.	26	11	5	2	0	2	6	402	12	0	0	3	9	0	0	0	476
RENTON PARK	32	7	3	3	6	2	11	476	0	0	0	0	0	0	0	0	554
SARTORI	32	8	4	4	6	3	7	554	0	0	0	0	0	0	0	0	583
SIERRA HGTS.	29	8	4	3	4	3	7	472	8	0	0	1	3	0	4	111	520
TALBOT HILL	26	8	3	2	6	1	6	460	5	0	0	2	0	1	2	60	467
TIFFANY PARK	27	8	3	3	2	2	9	380	4	0	0	0	3	0	1	87	467
TOTAL	460	117	56	54	69	35	121	7,449	65	0	0	13	32	1	19	1,252	8,701

LINDBERGH SERVICE AREA	PERMANENT TEACHING STATIONS								RELOCATABLE CLASSROOMS								TOTAL CAP
	TOTAL	K-1	2	3	4-5	SPED	OTHER	CAP	TOTAL	K-1	2	3	4-5	SPED	OTHER	CAP	
BENSON HILL	32	8	3	3	6	4	8	520	0	0	0	0	0	0	0	0	520
CASCADE	31	7	4	0	7	3	10	467	6	0	0	4	0	0	2	96	563
RENTON PARK	32	7	3	3	6	2	11	476	0	0	0	0	0	0	0	0	476
TIFFANY PARK	27	8	3	3	2	2	9	380	4	0	0	0	3	0	1	87	467
TOTAL	122	30	13	9	21	11	38	1,843	10	0	0	4	3	0	3	183	2,026

HAZEN SERVICE AREA	PERMANENT TEACHING STATIONS								RELOCATABLE CLASSROOMS								TOTAL CAP
	TOTAL	K-1	2	3	4-5	SPED	OTHER	CAP	TOTAL	K-1	2	3	4-5	SPED	OTHER	CAP	
HAZELWOOD	32	9	4	4	7	2	6	591	2	0	0	0	0	0	2	0	591
HILLTOP HERITAGE	30	8	4	4	6	3	5	554	0	0	0	0	0	0	0	0	554
HONEY DEW	22	7	4	4	0	1	6	336	8	0	0	0	6	0	2	174	510
KENNYDALE	33	9	3	5	8	2	6	622	0	0	0	0	0	0	0	0	622
MAPLEWOOD HGTS.	26	11	5	2	0	2	6	402	12	0	0	3	9	0	0	333	735
SIERRA HGTS.	29	8	4	3	4	3	7	472	8	0	0	1	3	0	4	111	583
TOTAL	172	44	24	22	25	13	36	2,977	30	0	0	4	18	0	8	618	3,595

RENTON HIGH SERVICE AREA	PERMANENT TEACHING STATIONS								RELOCATABLE CLASSROOMS								TOTAL CAP
	TOTAL	K-1	2	3	4-5	SPED	OTHER	CAP	TOTAL	K-1	2	3	4-5	SPED	OTHER	CAP	
BRYN MAWR	25	7	3	5	0	1	9	338	6	0	0	0	5	0	1	145	483
CAMPBELL HILL	25	6	2	6	0	2	9	332	8	0	0	3	5	0	0	217	549
HIGHLANDS	32	8	4	3	7	2	8	398	6	0	0	0	1	0	5	29	427
LAKERIDGE	26	6	3	3	4	2	8	460	5	0	0	2	0	1	2	60	520
TALBOT HILL	26	8	3	2	6	1	6	402	25	0	0	5	11	1	8	451	2,526
TOTAL	134	35	15	19	17	8	40	2,075	25	0	0	5	11	1	8	451	2,526

Appendix B: Table 2 – Middle School Capacity

FACTORS: Student/Teacher Ratios:

Core Classes	29:1
PE	35:1
Band /Orchestra	40:1
Choir	50:1
SPED	12:1
Other	31:1
Scheduling Efficiency	0.83
Program Efficiency	0.95

SCHOOL	PERMANENT TEACHING STATIONS								RELOCATABLES					TOTAL CAP	
	TOTAL	CORE	PE	BAND	CHOIR	SPED	OTHER	SUPP	CAP	TOTAL	CORE	SPED	SUPP	CAP	
DIMMIT	41	21	3	1	1	4	5	6	794	4	4	0	0	91	885
McKNIGHT	41	25	3	1	1	4	5	2	847	8	8	0	0	183	1,030
NELSEN	52	22	3	1	1	2	9	14	896	8	8	0	0	183	1,079
RISDON	47	24	3	2	1	7	4	6	898	4	4	0	0	91	990
TOTAL	181	92	12	5	4	17	23	28	3,435	24	24	0	0	548	3,984

Appendix B: Table 3 – High School Capacity

FACTORS: Student/Teacher Ratios:

Core Classes	29:1	(24:1 @ Talley)
PE	40:1	
Band /Orchestra	40:1	
Choir	50:1	
SPED	12:1	
Other	31:1	(24:1 @ Talley)
Scheduling Efficiency	0.80	
Program Efficiency	0.90	

SCHOOL	PERMANENT TEACHING STATIONS								RELOCATABLES					TOTAL CAP	
	TOTAL	CORE	PE	BAND	CHOIR	SPED	OTHER	SUPP	CAP	TOTAL	CORE	SPED	SUPP	CAP	
HAZEN	78	44	3	2	1	7	18	3	1,462	0	0	0	0	0	1,462
LINDBERGH	55	32	3	1	1	6	11	1	1,211	5	4	1	0	92	1,303
RENTON	68	34	3	1	1	7	16	6	1,389	0	0	0	0	0	1,389
TALLEY	24	13	1	0	0	1	6	3	397	0	0	0	0	0	397
TOTAL	225	123	10	4	3	21	51	13	4,458	5	4	1	0	92	4,550

APPENDIX C – STUDENT GENERATION RATES (SGR)

The formula for determining school impact fees, as established by King County Council Ordinance 11621, requires that school districts provide “student factors based on district records of average actual student generation rates for new developments constructed over a period of not more than five years prior to the date of the fee calculation.” The Ordinance also provides that, in the event this information is not available in the District, “data from adjacent districts, districts with similar demographics, or county-wide averages must be used.”

Appendix C: Table 1 – Student Generation Rates by Housing Subcategory (2025)

Housing Type	Housing Units	Students				SGRs			
		K-5	6-8	9-12	K-12	K-5	6-8	9-12	K-12
Single-family	553	60	25	36	121	0.108	0.045	0.065	0.219
Multifamily ^(a)	505	66	19	23	108	0.131	0.038	0.046	0.214
Apt/Plex ^(b)	376	50	14	16	80	0.133	0.037	0.043	0.213
Townhome	129	16	5	7	28	0.124	0.039	0.054	0.217

Notes

Units built in 2024 are excluded, because they may not have been completed and occupied by October 2024. King County code Title 21A.43 defines the housing types as such, “single family units shall mean single detached dwelling units, and multi-family units shall mean townhouses and apartments.”

(a) The multifamily category represents all structures with five or more housing units, including the following structure types: apartment, townhome, and plex (i.e., duplex, triplex, and fourplex).

(b) The multifamily Apt/Plex subcategory includes the following structure types: apartment and plex.

Sources

Renton School District October 2024–25 headcount enrollment.

King County GIS parcels and King County Department of Assessments assessor information.

Appendix C: Table 2 – Student Generation Rates for Projects with 25+ Housing Units (2019-2023)

Housing Type	Project Name	Year Built	Studio	1 Bed	2 Bed	3 Bed	4 Bed	5 Bed	Housing Units	Students				SGRs			
										K-5	6-8	9-12	K-12	K-5	6-8	9-12	K-12
Apt/Plex ^(a)	June Leonard Place	2019	0	23	20	5	0	0	48	12	3	0	15	0.250	0.063	0.000	0.313
Apt/Plex	Sunset Oaks Apartments	2021	5	43	12	0	0	0	60	5	2	3	10	0.083	0.033	0.050	0.167
Apt/Plex	Sunset Terrace Apartments	2021	10	73	25	0	0	0	108	2	1	1	4	0.019	0.009	0.009	0.037
Apt/Plex	Watershed Apartments	2022	6	77	30	32	0	0	145	27	6	10	43	0.186	0.041	0.069	0.297
Townhome	Earlington Village	2019	0	0	3	28	29	0	60	6	2	4	12	0.100	0.033	0.067	0.200
Single-family	Akers Farms No. 06	Multiple	--	--	--	--	--	--	32	5	2	1	8	0.156	0.063	0.031	0.250
Single-family	Allura At Tiffany Park	Multiple	--	--	--	--	--	--	95	7	2	4	13	0.074	0.021	0.042	0.137
Single-family	Canyon Terrace	Multiple	--	--	--	--	--	--	59	6	3	8	17	0.102	0.051	0.136	0.288
Single-family	Hillmans Lake Wash Garden Of Eden	Multiple	--	--	--	--	--	--	34	4	3	2	9	0.118	0.088	0.059	0.265

Notes

Only developments with 25 or more units included.

Units built in 2024 are excluded, because they may not have been completed and occupied by October 2024.

King County code Title 21A.43 defines the housing types as such, “single family units shall mean single detached dwelling units, and multi-family units shall mean townhouses and apartments.”

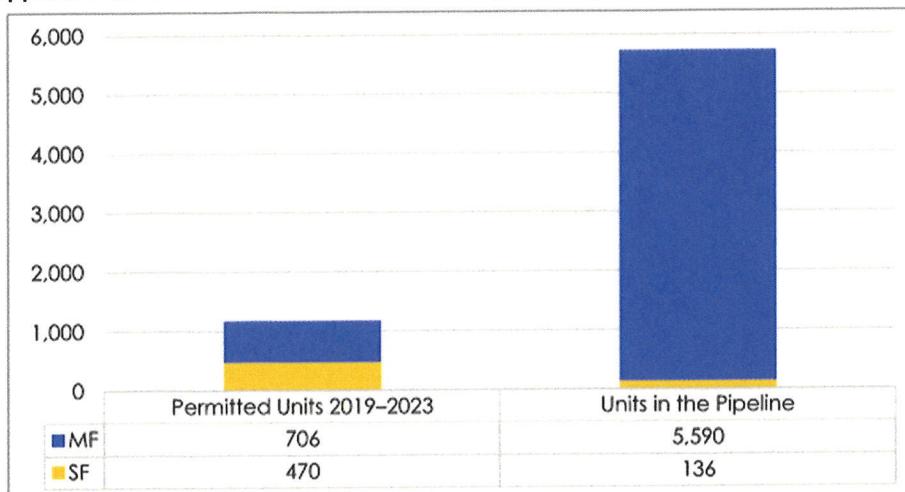
(a) The multifamily Apt/Plex subcategory includes the following structure types: apartment, and plex (i.e., duplex, triplex, and fourplex).

Sources

Renton School District October 2024–25 headcount enrollment.

King County GIS parcels and King County Department of Assessments assessor information.

Appendix C: Table 3 – Past & Future Housing Development



Source

City of Renton, Planning Division. Prepared by special request, April 11, 2025.

Appendix C: Table 4 – Residential Development Details

Map ID	Jurisdiction	Development Name	Type	Units	Notes
R_1	City of Renton	Longacres Renton	MF	3,458	Completion TBD
R_2	City of Renton	800 Renton	MF	1,179	Phase 1(419 units) under construction soon
R_3	City of Renton	Triton Towers	MF	900	Completion TBD
R_4	City of Renton	Solera Apartments	MF	651	Preleasing in Spring 2025; 277 affordable units
R_5	City of Renton	Kennydale Gateway	MF	385	Approved
R_6	City of Renton	Logan 6	MF	105	Preliminary Application
R_7	City of Renton	Solera Townhomes	MF	90	
R_8	City of Renton	Camellia Court Apartments	MF	72	Planned for 2025
R_9	City of Renton	Grant Place Townhomes	MF	36	Construction underway; completion in 2025
R_10	City of Renton	4th Dimension Building	MF	26	
R_11	City of Renton	Towns on 12th	SF	90	Construction has not started
R_12	City of Renton	Lakeview Terrace	SF	55	Construction underway
R_13	City of Renton	Harmony Ridge	SF	21	Preliminary plat approved
R_14	City of Renton	Willowcrest II	SF	19	
R_15	City of Renton	Christelle Ridge	SF	19	Plat recorded
R_16	City of Renton	Skyhorse	SF	18	Construction underway
R_17	City of Renton	Jefferson Highlands	SF	13	
R_18	City of Renton	VEK on Aberdeen	SF	12	
R_19	City of Renton	Emerald Highlands	SF	10	
KC_1	King County	Skyway Village	SF	15	Construction underway
Total SF				272	
Total MF				6,902	
Total Units				7,174	

Notes

King County code Title 21A.43 defines the housing types as such, "single family units shall mean single detached dwelling units, and multi-family units shall mean townhouses and apartments."

SF is single-family and MF is multifamily, which represents all structures with five or more housing units, including the following structure types: apartment, townhome, and plex (i.e., duplex, triplex, and fourplex).

Sources

City of Renton and King County.

APPENDIX D – ENROLLMENT HISTORY AND PROJECTIONS

Appendix D: Table 1 – Historical Enrollment by Grade

Grade	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2018–19 to 2024–25
K	1,274	1,263	1,097	1,116	1,097	1,022	1,019	-255
1	1,271	1,248	1,213	1,099	1,124	1,111	1,033	-238
2	1,265	1,208	1,216	1,181	1,099	1,094	1,112	-153
3	1,285	1,225	1,142	1,176	1,161	1,091	1,098	-187
4	1,330	1,256	1,186	1,106	1,162	1,172	1,073	-257
5	1,314	1,286	1,204	1,137	1,090	1,137	1,174	-140
6	1,199	1,246	1,236	1,113	1,052	1,037	1,058	-141
7	1,143	1,175	1,253	1,145	1,117	1,043	1,037	-106
8	1,107	1,125	1,167	1,183	1,131	1,078	1,048	-59
9	1,105	1,118	1,123	1,127	1,200	1,110	1,071	-34
10	1,105	1,131	1,109	1,106	1,164	1,203	1,114	9
11	1,007	960	992	973	1,017	1,021	1,072	65
12	1,033	931	980	971	969	1,006	944	-89
K–12 Total	15,438	15,172	14,918	14,433	14,383	14,125	13,853	-1,585

Notes

Students enrolled in Running Start full time are excluded from analysis.

The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.

Sources

Renton School District October 2018–19 to 2024–25 headcount enrollment.

Appendix D: Table 2 - Enrollment Forecasts by Individual Grade – Middle Scenario

Grade	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
K	1,019	1,027	996	1,030	970	992	1,002
1	1,033	1,029	1,038	1,006	1,041	980	1,002
2	1,112	1,029	1,025	1,034	1,002	1,037	976
3	1,098	1,110	1,027	1,023	1,032	1,000	1,035
4	1,073	1,091	1,103	1,021	1,017	1,025	994
5	1,174	1,066	1,084	1,096	1,014	1,010	1,018
6	1,058	1,110	1,008	1,025	1,037	959	955
7	1,037	1,056	1,108	1,006	1,023	1,035	957
8	1,048	1,028	1,046	1,098	997	1,014	1,026
9	1,071	1,044	1,024	1,042	1,094	993	1,010
10	1,114	1,085	1,058	1,037	1,056	1,108	1,006
11	1,072	998	972	948	929	946	993
12	944	1,029	958	933	910	892	908
K–5	6,509	6,352	6,273	6,210	6,076	6,044	6,027
6–8	3,143	3,194	3,162	3,129	3,057	3,008	2,938
9–12	4,201	4,156	4,012	3,960	3,989	3,939	3,917
K–12	13,853	13,702	13,447	13,299	13,122	12,991	12,882

Notes

Students enrolled full-time in Running Start are excluded from analysis.

Darker shading represents higher values and lighter shading represents lower values.

Sources

Renton School District October 2024–25 headcount enrollment and FLO 2025–26 to 2030–31 enrollment forecasts (middle scenario).

APPENDIX E – IMPACT FEE CALCULATION

Due to the current projection of no expected grade level enrollment growth at K-5, 6-8, or 9-12, the District is not eligible to collect impact fees for 2026.