

CAPITAL FACILITIES PLAN 2019 - 2025

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

"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

BOARD OF DIRECTORS

Sandy Hayes	President
David Cogan	Vice-President
Amy Cast	Director
Bob Swain	Director
Jacqueline McGourty	Director

Dr. Michelle Reid, Superintendent

TABLE OF CONTENTS

	PAGE
Section 1—Introduction	<u>3</u>
Section 2--Student Enrollment Trends and Projections.....	<u>6</u>
Section 3--District Standard of Service	<u>10</u>
Section 4--Capital Facilities Inventory	<u>14</u>
Section 5—Growth & Projected Facility Needs	<u>20</u>
Section 6--Growth Related Projects	<u>24</u>
Section 7--Capital Instructional Facilities Plan.....	<u>27</u>
Section 8—Six Year Financing Plan	<u>28</u>
Section 9---Impact Fees	<u>31</u>
District Map & Appendices A-C	<u>33</u>

SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

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

The Northshore School District (District) has prepared this six-year Capital Facilities Plan (CFP) in accordance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, 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 2019-2025. It also provides longer-term enrollment projections. The role of impact fees in funding school construction is addressed in **Section 9** of this report.

The District updates its Capital Facilities Plan on an annual basis and the most recent update was adopted by the Board of Directors in June 2018. The annual update is submitted to King County for its annual review and adoption. Snohomish County updates school district CFP's on a biennial basis – the next scheduled review will be the 2020 CFP update

Summary

Over the past six years, District enrollment has grown by 2,694 students – averaging 449 new students each year - the equivalent of one average-size new elementary school each year for the last six years. In the last two years alone, the District grew by 1,337 students and projects another 1,232 new students over the next six years. Overall enrollment is tracking a bit above last year's projection and the long range projection models of the last few years, at a time when some neighboring districts are, more recently, experiencing flattening or declining enrollment. This last year, kindergarten and first grade enrollment came in above projection. The District's share of the King County kindergarten population is the largest it has been in over two decades.

Similar to the 2018 CFP, there are questions about future growth and whether or not it will continue at a rate at or above projections, or if growth will begin to stabilize. Many of the housing projects in the North end are reaching completion and the pipeline of new single family housing is currently shrinking. There are however, multiple townhome and some multi-family projects that could produce enrollment gains. The District does not have a reliable statistical history with townhome development to

project student generation rates accurately. At the present time, student generation rates from townhome units more closely resemble student generation rates from apartments and condominiums. Since this type of development is new to this area, and new projects tend to have at least 3-bedrooms, the District is very closely monitoring the actual student generation within each service area. There are 2,493 active multi-family units, including townhomes in the pipeline as compared to 1,631 active single family units. As long as these units sell and become occupied in the next few years, we anticipate growth at or above mid-range projections. Very few of the townhomes or multi-family developments are studio or 1-bedroom units and most boast at least 3-bedrooms.

The sale of new homes in the District in both 2016 and 2017 were the highest totals experienced since 2007. In 2017-2018, the District grew at a faster rate than the rest of King County, increasing its share of the K-12 population from 7.5% to 7.7% - for the first time in six years. Continued growth in elementary enrollment has resulted in capacity deficits at most schools in the northern and central service areas of the District.

Approval by the community of a 2014 bond measure allowed the District to construct a new high school and implement District-wide grade reconfiguration (K-5, 6-8 and 9-12) to provide some elementary capacity relief. That transition was successfully implemented in time for the beginning of the 2017 school year. Grade reconfiguration, construction and opening of the new North Creek High School, and other associated actions were part of a set of recommendations made by the community based Enrollment Demographics Task Force (EDTF) and unanimously adopted by the School Board at its October 23, 2012 board meeting to address capacity issues and take advantage of instructional program benefits. **See section 5 for more information on EDTF.**

The 2018 capital bond and 2018 CFP included new projects to add elementary capacity at the “Maltby Road” site (ES#21) and a 30-classroom addition at the existing Skyview Middle/Canyon Creek Elementary site to serve both schools. Additionally, the 2018 bond proposal included a new concert hall with added instruction space at Inglemoor High School. The District’s voters approved funding for these projects in February 2018. All three of these ‘growth’ related projects are currently at varying stages between design development and construction.

This 2019 CFP includes the addition of a middle school at the “Maltby Road” site (MS #7) to be funded from a future bond proposal. The EDTF and bond task force both recommend this project as a means to accommodate growth in the north end of the District as the larger elementary class sizes move through the District grade levels. While state projections of birthrate growth are leveling off from a recent high, the birth rates in King County are projected to remain at current or slightly increasing levels. In addition, the recent and continued new home development in District may continue to necessitate further increases in elementary or middle school capacity.

The 2018 CFP projected a sizeable and growing capacity deficit in the high school

grade band. More recent projections and this 2019 CFP identify a similar capacity deficit as the larger K-5 enrollment works its way through the grade bands. The District has publically discussed and evaluated multiple approaches to address this deficit. Due to opportunity and timing demands, available land-use options/constraints and cost, the District moved forward with purchasing a 3-story (66,000 SF) commercial building located in the Canyon Park Business Park (CPBP) and will minimally renovate the structure for use as a Choice-Program High School beginning fall of 2020. The District currently houses an alternative high school (SAS) and our administrative support services building and warehouse within the business park. The central location of facilities will provide additional economies of scale and other advantages to the proposed location. Additionally, the CPBP Association has approved residential development within the park, placing increased capacity demands on the District in years to come.

As school attendance area adjustments and transportation options continue to be prohibitive in rehousing students to areas of available capacity, the enrollment growth challenge becomes even greater. Continued new development and growth in District has largely been accommodated through limiting waivers at most schools, converting special-use portables and non-classroom spaces into classroom space, placement of additional portable classrooms, and bussing of kindergarten students to schools with available space (taking them away from their home school).

The 2017 CFP included implementation of full-day Kindergarten. This CFP addresses legislatively required K-3 class size changes. There is no specific funding for added capacity needs of the K-3 class size implementation and the District will likely use a combination of staffing calculations and adjustment of space allocation and utilization in elementary schools to meet this requirement. K-3 reduced class sizes do affect the overall capacity demands and calculations for planning.

Overview of the Northshore School District

The Northshore School District spans 60 square-miles and **primarily** serves five jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, and the City of Woodinville. There are some addresses located in the cities of Brier, Kirkland and Redmond, but they are either in areas not expected to experience any new residential development or in very small areas with previously developed residential areas. For the purposes of the District's CFP and long-term projections, those areas are considered de minimis impacts on the District's grade bands. The King-Snohomish county line divides the District such that roughly two-thirds of District are in King County and one-third in Snohomish County. The District has a population of approximately 140,000 and a 2018 student enrollment of 22,622. As of fall 2018, the District has the 8th largest enrollment in Washington State. There are presently twenty elementary schools, six middle schools, four comprehensive high schools, one alternative high school program, and one early childhood center. The current grade configuration is K-5, 6-8 and 9-12.

The Urban Growth Area boundary (UGA) divides the District, creating capacity

utilization challenges. As new residential development continues to occur even at more moderate rates, land for potential new school sites continues to be scarce. King County does not allow for school siting outside the Urban Growth Boundary, but Snohomish County does provide for school siting via a Conditional Use Permit (CUP) process. The “Maltby Road” site (ES#21) is located outside the UGB and is a very complicated and expensive site to locate a school due to needed extension of utilities, large on-site sewer/septic, complicated easements, and storm water management.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Background

Elementary enrollment has been growing over the past several years, primarily due to larger birth cohorts and a consistent increase in new single-family home development. This wave of elementary enrollment growth is beginning to move into the middle and high school grades and is anticipated to continue over the next 5 to 10 years. For the last six years, growth and enrollment have outpaced mid-range projections. The District grew at a faster rate than the rest of King County, increasing its share of the K-12 population from 7.5% to 7.7%.

Projections, based on data provided by state and local jurisdictions, indicate that this trend of a still, relatively-strong real estate market and continued strong birth cohorts will fuel higher enrollments over the next decade. The birth cohorts since 2006 have been substantially larger than the cohorts between 1996 and 2005. As a result, continued growth is expected in K-12 enrollment between 2018 and 2025.

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

Methodology

Numerous methodologies are available for projecting long-term enrollments. The most common method is known as:

- **Cohort survival** which tracks groups of students through the system and adjusts the populations to account for the average year-to- year growth. For example, this year’s fourth grade is adjusted based on the average enrollment trend of the past in order to estimate next year’s fifth grade enrollment. This calculation method considers the past five years’ trends to determine the average adjustment factor for each grade, or cohort.

The method works well for all grades except kindergarten, where there is no previous year data. For kindergarten, two methodologies are generally used:

- A linear extrapolation from the previous five years of kindergarten enrollment, assuming that there is a trend;
- Or, alternatively, a comparison of the kindergarten enrollment to births from five years prior can be used to calculate a “birth-to-K” ratio. For example, kindergarten enrollment in 2017 is divided by the total births in King and Snohomish counties in 2012 to produce a “birth-to-K” ratio. The average ratio for the last five years can then be applied to births in subsequent years to estimate kindergarten enrollment.

The **cohort survival** method has been used by OSPI to predict enrollment for all school districts in the state for the limited purpose of the School Construction Assistance Program. In past years, OSPI has used a 6-year cohort average for grades 1-12 and a **linear extrapolation** method at kindergarten. In 2008, OSPI commissioned a study to evaluate the effectiveness of this method for predicting enrollment. The report recommended the use of the “birth-to-K” method for predicting kindergarten enrollment and the use of a housing adjustment factor for districts that are likely to be impacted by large numbers of new housing developments.

The **cohort survival** method generally works well for districts that have a consistent trend of gradual increases or declines in enrollment. It is less reliable in districts where spikes in demographic trends (especially a marked increase or decrease in new housing) can lead to dramatic swings in enrollment from one year to the next. In addition, the use of the linear extrapolation method at the kindergarten level can result in a distorted trend since it does not consider changes in birth rate trends. Combining cohort survival with other information about births, housing, regional population trends, and even trends in service area and private school enrollment can sometimes provide for a more accurate forecast.

Trends/Projections

There are currently 1,631 new single family homes in the pipeline in the District and 2,493 multi-family units. While there are still enrollment pressures due to active, recent and continued growth in the north-end of the District (the Fernwood, Kokanee, Crystal Springs and Canyon Creek Elementary service area), the multi-family development is beginning to spread throughout the District, which could eventually place capacity demands on schools that have historically been able to assist in absorbing growth from areas with heavier development or alternative program space.

On average, the District saw over 500 new home sales per year (District-wide) over the past five years. Building permit information that the District has received from the jurisdictions show continuing strong new home construction and resulting enrollment gains over the six-year period in this forecast. While many of the larger housing developments in the north end are reaching completion and available land is shrinking

for new single family homes, the sale of new homes in 2016 and 2017 were the highest in the District since 2007. The market has softened, and there is a slight reduction in the pipeline for new single family homes (although still strong), yet the District is experiencing a relatively large increase in active townhome construction and planned townhome developments. From a student generation perspective, it could take a few years for enrollment numbers to be impacted, as those townhomes complete construction, sell and become occupied.

The District's K-5 enrollment has steadily increased in recent years, with kindergarten and first grade enrollment above projections in the fall of 2018, and continued increases projected over the next three years. The medium range projections then show a slight decline in the later years of the planning period. The District intends to watch K-5 enrollment closely and will update the projections and related planning as necessary based on actual experience. However, given recent trends and knowledge of development within the pipeline, the District expects to see continued growth at the K-5 level throughout the six year planning period and beyond.

	Actual	Projections					
Grade	18/19*	19/20	20/21	21/22	22/23	23/24	24/25
K	1714	1721	1748	1761	1709	1736	1748
1	1793	1860	1752	1757	1747	1702	1729
2	1747	1861	1901	1801	1796	1786	1740
3	1872	1774	1862	1912	1801	1797	1786
4	1801	1913	1786	1884	1924	1813	1808
5	1890	1825	1909	1791	1880	1920	1809
6	1776	1922	1854	1940	1820	1910	1952
7	1815	1777	1920	1852	1938	1818	1909
8	1707	1834	1793	1937	1869	1956	1835
9	1720	1750	1871	1819	1986	1916	2005
10	1784	1720	1750	1871	1819	1997	1926
11	1477	1695	1643	1663	1778	1738	1907
12	1526	1436	1656	1597	1616	1737	1698
Total K-5	10,817	10,954	10,958	10,905	10,856	10,754	10,622
Total 6-8	5,298	5,533	5,567	5,730	5,627	5,684	5,697
Total 9-12	6,507	6,601	6,920	6,950	7,200	7,387	7,535
Total	22,622	23,088	23,445	23,585	23,683	23,825	23,854

Table 2-1 above, shows the enrollment forecast that combines cohort survival methodology with information about new housing, the District's predicted share of the King and Snohomish County births, and any predicted gains or losses in the District's market share. Market share refers to the District's share of the K-12 public school

population in the region as well as any expected effect from private schools. For this forecast, the average rollup at existing grades was combined with estimates of growth expected from new housing, and assumptions about market share gains or losses that the District is likely to see at certain grade levels. Estimates of housing growth for this model were obtained from building permit information provided by the respective jurisdictions. Overall enrollment is predicted to increase between 2019 and 2025. Middle School and High School enrollment are projected to grow more strongly in the forecasted period as the larger elementary classes from recent years roll up through the grades.

Middle School (6-8) enrollment is projected to increase from 5,298 in October 2018 to 5,697 by October 2024. High School enrollment (9-12) is projected to increase from 6,507 in October 2018 to 7,535 by October 2024. In total, the projected K-12 increase in enrollment is 1,232 over the six-year period. While elementary enrollment is expected to level off some during the next six years, the grade span continues to show overall enrollment growth beyond the six-year planning period.

Long Range Projections

The methodology described above was extrapolated to 2028 to produce a longer-range forecast. **(Table 2-2)** In general, this model assumes that enrollment in the period between 2024 and 2028 will grow at a rate that is similar to the overall growth in Snohomish County. Similar to the methodology used above, the average cohort survival rollup-rate for each grade was calculated and applied at each grade level to predict the growth in each subsequent year. Kindergarten was projected using the “birth-to-K” ratio method described *in section 2*.

Longer-range birth forecasts were arrived at by applying the most recent average of the birth rates in each county (two-year average) to the projected number of women expected to reach their child-bearing years over the next decade (using forecasts from the Office of Financial Management at the State of Washington). The average “birth-to-K” ratio for the last 5 years was then applied to the projected births to predict kindergarten enrollment. A growth factor was then applied to each of the grade level projections (K-12) to account for expected K-12 population growth between 2026 and 2035 **(Table 2-2.1)**. This factor was based on a forecast of Snohomish County K-12 enrollment that used cohort survival trends, birth forecasts, and projected population growth for the county (again using the medium range county forecast obtained from OFM).

Using this methodology, the District's enrollment shows continued growth from 2024 to 2028. Enrollment in 2024 is projected to be 23,854 and 24,089 in 2028. This longer range model assumes that the State forecasts of births, K-12 growth, and continued population growth for the Puget Sound are reasonably accurate.

Future growth trends are uncertain. Changes in population growth, fertility rates, new housing development slowdown, or a sharp downturn in the economic conditions in the Puget Sound region could have a major impact on long term enrollment, making it significantly lower or higher than the current estimate. Given this uncertainty, the

current projection should be considered a reasonable estimate based on the best information available, but subject to change as newer information about trends becomes available.

	2019	2025	2028
grade band			
Elementary:	10,954	10,670	10,863
Middle School:	5,533	5,719	5,631
High School:	6,601	7,599	7,595
Total:	23,088	23,988	24,089

	2019	2025	2035
grade band			
Elementary:	10,954	10,670	11,756
Middle School:	5,533	5,719	5,753
High School:	6,601	7,599	7,503
Total:	23,088	23,988	25,012

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

SECTION 3 -- DISTRICT STANDARD OF SERVICE

Primary Objective

Optimizing student learning is the heart of what the Northshore School District strives for in establishing its service standard for classroom capacity utilization. This requires a constant review and assessment of programs, curriculum and instructional changes, student learning behaviors, learning environments, technological innovations and program development. Equitable access to programs for all students is also a school board driven goal and the District is continually striving for process and methods in which all students have the ability to access the best learning environment. Additional variables include changes in mandatory requirements dictated by the state, such as the implementation of full day kindergarten, Core 24 graduation requirements and the 2019 fall implementation of K-3 class size ratios. These elements as well as demographic projections are weighed when determining service levels.

Grade Reconfiguration and Instructional Program Changes

In the fall of 2017, the District implemented a reconfiguration of its instructional model to a four-year (9-12) high school, a (6-8) middle school and a (K-5) elementary school model. The District has been successful in generating high graduation rates and test scores, but the developmental needs and maturity level of students are more effectively met by providing fewer transitions between critical grades and a more effective match of resources with the needs of students. Additionally, grade reconfiguration provided some capacity relief at the elementary grade span.

Existing Programs and Standards of Service

The District currently provides traditional educational programs and nontraditional programs (**See Table 3-1**) such as special education, expanded dual language education, intervention programs (social/emotional and academic), alcohol and drug education, preschool and daycare programs, home school, computer labs, music programs, movement programs, etc. These programs are regularly reviewed to determine the optimum instructional methods and learning environments required at each school, with added attention to equitable access across the District. The required space for these programs as well as any supporting space is determined by noise, level of physical activity, teacher to student ratios, privacy and/or the need for physical proximity to other services/facilities. Adequate space must exist for program flexibility, differing learning styles, program changes, project/problem based learning and pre- and post-school activities. For example, service level capacities in rooms utilized for programs such as special education would reflect lower capacities of the defined service levels (**See Table 3-2**), eight students per classroom instead of 24 students per classroom. Table 3-2 is representative of 2018 class sizes and will change for 2019 with implementation of K-3 class size ratios.

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

TABLE 3-1
Programs and Teaching Stations

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

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

Teaching station loading is identified in **Table 3-2**. Class sizes are averages based on actual utilization as influenced by state funding and instructional program standards. The District's standard of service is based on state and/or contractual requirements. As previously discussed, this 2019 CFP update fully implements K-3 mandated class size ratios in projections beginning fall of 2019, as required by state law. This impact will be discussed in more detail in Section 4 & Section 5.

TABLE 3-2
Standard of Service –Class Size (Average-2018)

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

SECTION 4 – CAPITAL FACILITIES INVENTORY

Inventory

Under the Growth Management Act, a public entity must periodically determine its capacity by conducting an inventory of its capital facilities.

Table 4-1 summarizes the capacity owned and operated by the District. Information is also provided on relocatable classrooms (portables), school sites and other District owned facilities or land.

Variations in student capacity between schools are often a result of the number of specialized programs offered at specific schools. These programs require classroom space, which can reduce the permanent capacity of the school. Further, capacities will change from year-to-year based on changes to existing instructional programs, projected future programs and the resulting required space needed to deliver the instructional model at each specific site. To monitor this, and for use in preliminary capacity planning, the District establishes classroom capacities for planning purposes. This is the maximum number of students a school can accommodate based on a standard room capacity. These figures are then compared to the actual room utilization rate on a regular basis.

Capacity takes into consideration the specific programs that actually take place in each of the rooms. For example, capacities in rooms utilized for programs such as special education would reflect the defined service levels (*see Table 3-2*), ranging from 8 to 24 students per room. Because of the need to provide planning time and space for teacher preparation or other required services, some facilities will only support a capacity utilization of 85%. In secondary schools, the utilization percentage may be higher. Capacities are updated annually in the CFP to reflect current program needs and classroom utilization.

Implementation of voter & legislatively mandated K-3 class size ratios becomes effective in fall of 2019. While the District expects to address this demand with a combination of class utilization adjustments and staff ratios, it is important to identify the overall impact on classroom capacity for planning purposes. **Table 4-3** shows the impacts of class utilization adjustments on regular classroom capacity.

Schools

The District currently operates twenty elementary schools, six middle schools, and four comprehensive high schools. The District also has one alternative secondary school program, a home school program and an early childhood center. In September of 2017, the District opened its fourth comprehensive high school, North Creek High School, but it did not house a 12th grade level for the first year of operation as a transition plan. Beginning in fall of 2018, all four comprehensive high schools were fully operable and housed all four grade levels, 9-12.

TABLE 4-1**2018-19 School Capacity Inventory**

School	Year Built	Last Modernization or addition	Permanent Classroom Capacity	Portables	Interim Capacity	% of Total	Total Capacity
Arrowhead	1957	1994/2011	432	3	72	14%	504
Bear Creek	1988	2011	384	0	0	0%	384
Canyon Creek	1977	1999/2008	504	9	216	30%	720
Cottage Lake	1958	2005	288	0	0	0%	288
Crystal Springs	1957	2002/2010	432	8	192	31%	624
East Ridge	1991		384	0	0	0%	384
Fernwood	1988	2002/2010	552	14	336	38%	888
Frank Love	1990		456	11	264	37%	720
Hollywood Hill	1980	2001	360	0	0	0%	360
Kenmore	1955	2002/2011	360	8	192	35%	552
Kokanee	1994		552	12	288	34%	840
Lockwood	1962	2004/2011	528	5	120	19%	648
Maywood Hills	1961	2002	456	9	216	32%	672
Moorlands	1963	2002/2011	552	7	168	23%	720
Shelton View	1969	1999/2011	432	3	72	14%	504
Sorenson ECC *	2002			2	0		-
Sunrise	1985		336	0	0	0%	336
Wellington	1978	2000/2011	480	0	0	0%	480
Westhill	1960	1995/2011	384	5	120	24%	504
Woodin	1970	2003	432	6	144	25%	576
Woodmoor	1994		768	0	0	0%	768
Subtotal			9,072	100	2,400	21%	11,472
Canyon Park	1964	2000/2005	960	2	48	5%	1,008
Kenmore	1961	2002/2008/2012	840	1	24	3%	864
Leota	1972	1998	840	7	168	17%	1,008
Northshore	1977	2004	936	4	96	9%	1,032
Skyview	1992		912	4	96	10%	1,008
Timbercrest	1997		888	0	0	0%	888
Subtotal			5,376	18	432	7%	5,808
Bothell	1953	2005	1,600	0	0	0	1,600
Inglemoor	1964	1993/95/98	1,700	6	162	9%	1,862
Woodinville	1983	1994/08/11/16	1,700	0	0	0	1,700
North Creek	2016	2016	1,550	0	0	0	1,550
SAS	2010		180	0	0	0	180
Subtotal			6,730	6	162	2%	6,892
Total K-12 All			21,178	124	2,994	12%	24,172

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

Relocatable Classroom Facilities (Portables)

Portable classrooms provide temporary/interim classroom space to house students until permanent facilities can be constructed and to prevent over-building of permanent capacity. Traditionally, the District has aimed to keep its total capacity provided by portables at or below 10% to a maximum of 15% percent of its total capacity. However, growth and resulting enrollment increases have resulted in a current utilization of 21% at the elementary grade level being housed in portable or interim classroom space. This percentage fluctuates, impacted by growth and changes in instructional program needs. The 2017 opening of the new high school and the grade re-configuration created some additional permanent capacity at the elementary level, but recent growth for 2017 used that space up quickly and caused only a small reduction in portable/interim space use.

Portables are utilized to help achieve efficient facility utilization and balance economic costs while encouraging innovation and new approaches, particularly for non-core or pilot programs. As funding for permanent capacity is secured through bond financing, or other changes occur, such as the revision of instructional programs or lower enrollment projections; the need for portables is reassessed. While some portables may be removed from sites or re-assigned to non-classroom space, as new schools come online, the District anticipates a continued need at this time, to utilize portables as a critical component of student capacity. In addition, as a part of the District's capacity solution, portables may be moved from one grade band to another grade band to address interim capacity needs. These decisions are made on an annual basis as enrollment demands and future updates to the CFP would note such adjustments.

A typical portable classroom provides capacity for 24 students at the elementary level or 27 at the secondary level. Portables are used to meet a variety of instructional needs. Of the 154 portable classrooms that the District owns, 124 are currently being used as classrooms for scheduled classes. EDTF has recommended that the District begin to phase out older portables as capacity allows, but with recent growth trends, the District continues to be reliant on this interim capacity. All portables are inspected regularly and upgraded as needed, or as systems require.

Within the financial capabilities of the District, the intent has been to minimize the use of portables for scheduled classes. However, as **Table 4-1** indicates, continued growth in the District has pushed reliance on portables for scheduled classrooms to a higher than desired percentage. Not included in the interim classroom capacity are portables that are used for daycare, PTA, conference rooms/resource rooms, OT/PT, LAP, science or other labs, ASB or music or other non-instructional uses. A summary of interim portable capacity and a summary of permanent classroom capacity is presented in **Table 4-2 and Table 4-2.1, respectively**

TABLE 4-2					
2018-2019 Interim Classroom Capacity					
	Portables	Grades 4-5	Grades K-3	2018 Interim Student Capacity	2019 Interim Student Capacity*
<i>Elementary School</i>					
Arrowhead	5	3		72	72
Bear Creek	-	-		-	-
Canyon Creek	12	9		216	216
Cottage Lake	-	-		-	-
Crystal Springs	10	5	3	192	171
East Ridge	-	-		-	-
Fernwood	17	12	2	336	322
Frank Love	14	7	4	264	236
Hollywood Hill	2	-		-	-
Kenmore	9	4	4	192	164
Kokanee	12	8	4	288	260
Lockwood	6	2	3	120	99
Maywood Hills	10	8	1	216	209
Moorlands	9	7		168	192
Shelton View	4	1	2	72	58
Sorenson ECC**	2	-		-	-
Sunrise	2	-		-	-
Wellington	4	-		-	-
Westhill***	5	3	2	120	202
Woodin	6	6		144	144
Woodmoor	-	-		-	-
Subtotal	129	75	25	2,400	2,345
<i>Middle School</i>		<i>Grades 6-8</i>			
Canyon Park	2	2		48	48
Kenmore	1	1		24	24
Leota	7	7		168	168
Northshore	4	4		96	96
Skyview	4	4		96	96
Timbercrest	1	-		-	-
Subtotal	19	18		432	432
<i>High School</i>		<i>Grades 9-12</i>			
Bothell	-	-		-	-
Inglemoor	6	6		162	162
Woodinville	-	-		-	-
SAS	-	-		-	-
Subtotal	6	6		162	162
Total K-12	154	124			2,939
<i>* capacity changes due to legislatively mandated K-3 class size reduction</i>					
<i>**Sorenson ECC serves ages 3-5yrs & does not provide capacity for K-5 grades</i>					
<i>***Westhill will have 4 new portables fall 2019</i>					

Table 4-2.1

2018-2019 Permanent Classroom Capacity

	Classroom teaching stations	Grades 4-5	Grades K-3	2018 Permanent Student Capacity	2019 Permanent Student Capacity*
<i>Elementary School</i>					
Arrowhead	19	5	13	432	341
Bear Creek	19	8	8	384	327
Canyon Creek	25	2	19	504	371
Cottage Lake	22	4	8	288	232
Crystal Springs	19	3	15	432	327
East Ridge	21	5	11	384	307
Fernwood	25	0	23	552	391
Frank Love	21	0	19	456	323
Hollywood Hill	21	5	10	360	290
Kenmore	21	3	12	360	276
Kokanee	25	3	20	552	412
Lockwood	25	8	14	528	430
Maywood Hills	21	0	19	456	323
Moorlands	26	6	17	552	505
Shelton View	19	5	13	432	341
Sorenson ECC**	0	0	0	-	-
Sunrise	20	5	9	336	273
Wellington	23	7	13	480	389
Westhill	19	3	13	384	293
Woodin	22	2	16	432	320
Woodmoor	34	13	19	768	635
Subtotal	447	87	291	9,072	7,035
<i>Middle School</i>					
		<i>grades 6-8</i>			
Canyon Park	40	40		960	960
Kenmore	36	35		840	864
Leota	35	35		840	840
Northshore	39	39		936	936
Skyview	38	40		912	912
Timbercrest	36	37		888	864
Subtotal	224	226		5,376	5,376
<i>High School</i>					
		<i>grades 9-12</i>			
Bothell	69	66		1,600	1,600
Inglemoor	65	70		1,700	1,700
North Creek	63	63		1,550	1,550
Woodinville	68	74		1,700	1,700
SAS	17	15		180	180
Subtotal	282	288		6,730	6,730
Total K-12	953	601	291	19,141	19,141

* capacity changes due to legislatively mandated K-3 class size reduction

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

Other Facilities

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

The District's new elementary school and eventual middle school is being constructed on the 4709 Maltby Road site.

Facility Name	Building Area (Sq. Feet)	Site Size (Acres)
Administrative Center (Monte Villa)	49,000	5
Support Services Building	41,000	5
Warehouse	44,000	2
Transportation	39,000	9
4709 Maltby Road: ES#21 & MS#7		33
CP4 – Canyon Park 3-story Commercial Bldg - Renovation to Choice Program High School 2020 224th st SE Bothell, WA	68,000	6
Paradise Lake Site*		26
Wellington Site**		104

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

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

SECTION 5 – GROWTH AND PROJECTED FACILITY NEEDS

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

Over the past six years, District enrollment has grown by over 13% or 2,694 new students. The elementary grade span has grown by 1,750 new students in that time; an equivalent of 3-4 new elementary schools. To accommodate that growth, EDTF identified the following strategies (in order of priority) for the District to employ when addressing existing and future capacity needs. However, by 2017, these strategies had been utilized or maximized, resulting in the need for new school construction recommendations.

Capacity Mitigation Tools Used

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

Since 2006, the District has implemented the following specific, growth-related strategies and continued to-date, where possible:

- Maximized available spaces for classrooms (e.g., moved pre-school and before/after care programs out of classrooms/portables, minimized or eliminated computer labs (replaced with mobile labs), etc.)
- Revised the District's waiver process to help address enrollment growth issues by closing 19 elementary and 3 (then junior high) schools to in- and out-of-District waivers, and moving three-year waivers to one-year-only waivers.
- Restricted the number of full-day kindergarten classes at several schools (until grade-reconfiguration in 2017)
- Moved kindergarten classes to other elementary schools with space to help manage growth (since 2013-2014 school year) (undesired approach)
- **46 portable classrooms** have been placed at elementary schools to accommodate growth in the north/north-central region of the District, the majority of which were placed since 2013 as follows:
 - 2006-2012: 11 portables placed @ 5 elem. schools & 1 Jr.High
 - 2013: 10 portables placed at 3 elementary schools
 - 2014: 10 portables placed at 4 elementary schools
 - 2015: 7 portables placed at 4 elementary schools
 - 2016: 8 portables placed at 5 elementary schools
 - 2018: 1-double portable relocated from middle to elementary school
 - 2019: 4 portables to be placed at 1 elementary school
- **2007 adjusted school service area boundaries** for 10 elementary schools
- **2008-2012 modernization projects** completed at 4 secondary schools
(*Canyon Park Jr High, Kenmore Jr High, Bothell HS, Woodinville HS*)
- **2009-2011 permanent capacity additions** to 3 elementary schools (*Canyon Creek, Fernwood, and Lockwood*)
- **2010 property purchase** of 33 acres on Maltby Rd (*future school construction site – elementary & middle*)
- **2012 property purchase** of 61 acres (*now the North Creek High School site*)
- **2016 implementations included:**
 - Northshore Primary Center (*short-term leased space for Kindergarten*)
- **2017 Implementations included:**
 - Opening of North Creek High School
 - District-wide grade reconfiguration (K-5; 6-8; 9-12)
 - District-wide school service area boundary changes
 - District-wide adjustments to feeder patterns
 - District-wide full day Kindergarten implementation
 - Property purchase of Wellington site

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

“Provide flexible capacity to accommodate continued growth and program access by constructing facilities at the “Maltby Road” site (capable of supporting 500 elementary and 700 middle school students) as well as a 24+ classroom wing at the Skyview/Canyon Creek campus. Fund these projects using the 2018 bond for potential opening in fall of 2020; and continue to look for and acquire property to address future anticipated growth in the north/central portions of the District.”

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

A long-term projection of unhoused students and facilities needs is shown in **Table 5-1**. The capacity shown includes North Creek High School; new elementary capacity in 2020 on the District’s “Maltby Road” site; a classroom addition at Skyview/Canyon Creek (Board approved and 2018 bond approval by voters), new middle school capacity on the “Maltby Road” site in 2023-2024, new high school capacity at Inglemoor, along with the new concert hall (also to be utilized for added instructional space), and a newly planned Choice-Program High School for 400-600 students in 2020/2021. As with any long-term projections, many assumptions and estimates on housing must be made, increasing the risk associated with the accuracy of the projections. However, the District has trended above mid-range projections in years past and with a relatively continued strong real estate and development market, the District needs to plan for continued growth as projected. The legislatively mandated fall 2019 class-size implementation sets a new capacity baseline for elementary schools. There are projected growth and capacity deficits at all grade bands, even with newly planned construction projects to accommodate continued growth in the District.

TABLE 5-1
School Enrollment & Classroom Capacity

	2018-19*	2019-20**	2020-21	2021-22	2022-23	2023-24	2024-25
Elementary Enrollment	10,817	10,954	10,958	10,905	10,856	10,754	10,622
Permanent Capacity	9,072	7,035	7,035	7,735	7,735	7,735	7,735
New Permanent Capacity – Maltby Site			500				
New Permanent Capacity – SV/CC			200				
Capacity in Portables	2,400	2,345	2,345	2,345	2,345	2,345	2,345
Total Capacity including Portables	11,472	9,380	10,080	10,080	10,080	10,080	10,080
Permanent Capacity over/(short)	(1,745)	(3,919)	(3,223)	(3,170)	(3,121)	(3,019)	(2,887)
Total Capacity (w/portables)	655	(1,574)	(878)	(825)	(776)	(674)	(542)
Middle School Enrollment	5,298	5,533	5,567	5,730	5,627	5,684	5,697
Permanent Capacity - Existing	5,376	5,376	5,376	5,576	5,576	5,576	5,576
New Permanent Capacity – Skyview MS			200				700
Capacity in Portables	432	432	432	432	432	432	432
Total Capacity with Portables	5,808	5,808	6,008	6,008	6,008	6,008	6,708
Permanent Capacity over/(short)	78	(157)	9	(154)	(51)	(108)	(121)
Total Capacity (w/portables)	510	275	441	278	381	324	1,011
High School Enrollment	6,507	6,601	6,920	6,950	7,200	7,387	7,535
Permanent Capacity - Existing	6,730	6,730	6,730	6,730	7,330	7,330	7,330
New Perm. Capacity – CHS#5 & Inglemoor				600			
Capacity in Portables	162	162	162	162	162	162	162
Total Capacity with Portables	6,892	6,892	6,892	7,492	7,492	7,492	7,492
Permanent Capacity over/(short)	223	129	(190)	(220)	130	(57)	(205)
Total Capacity (w/portables)	385	291	(28)	542	292	105	(43)
Total Enrollment	22,622	23,088	23,445	23,585	23,683	23,825	23,854
Permanent Capacity - Existing	21,178	19,141	19,141	20,041	20,641	20,641	20,641
Capacity in New Permanent Facilities		-	900	600	-		
Capacity in Portables	2,994	2,939	2,939	2,939	2,939	2,939	2,939
Total Capacity with Portables	24,172	22,080	22,980	23,580	23,580	23,580	23,580
Permanent Capacity over/(short)	(1,444)	(3,947)	(3,404)	(3,544)	(3,042)	(3,184)	(3,213)
Total Capacity (w/portables)	1,550	(1,008)	(465)	(5)	(103)	(245)	(274)
<i>* Actual October 2018 enrollment</i>							
<i>**capacity changes due to legislatively mandated K-3 class size changes beginning fall 2019</i>							

**TABLE 5-2 –
Year 2028 - Long-term Projection of Enrollment and Capacity**

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

Grade Level	Enrollment	Permanent Capacity	Total Capacity	Permanent surplus/(short)	Total surplus/(short)
Elementary	10,863	7,735	10,080	(2,887)	(542)
Middle School	5,631	5,624	6,756	(73)	1059
High School	7,595	7,330	7,492	(882)	(736)
Total	24,089	20,689	23,628	(3,165)	(226)

SECTION 6 -- GROWTH RELATED PROJECTS

Planned Improvements - Construction to Accommodate New Growth

The continued increase in enrollment has fully exhausted capacity increases from relocating building programs, portable additions and boundary changes. While some elementary capacity relief occurred from grade reconfiguration in the fall of 2017. Growth continues to outpace school capacity. Growth has been concentrated in northern and central portions of the District. In the past 6 years, Fernwood Elementary (FW) and Kokanee Elementary (KO) have received the largest number of new students generated from new home development.

Fernwood Elementary, the District's northern-most elementary school, has experienced growth pushing its total enrollment to nearly 1,000 students; a figure double the size of the permanent capacity the school was built to serve. Currently, the FW campus contains 17 portable classrooms placed to mitigate the rapid growth in the area. Kindergarten classes are currently being bussed to Frank Love, due to capacity constraints. Given the District's northern boundary is less than 1 mile away, constructing a new elementary with proximity to FW and KO, to accommodate the existing student population and continued and projected growth is essential.

In 2010, the District purchased a 33 acre site along State Route 524, referred to as the "Maltby Road" site. The 2018 CFP update reflected:

- Construction of new elementary school capacity at the "Maltby Road" site
- A 30-classroom addition project at the adjacent sites of Skyview Jr. High/MS and Canyon Creek Elementary
- The fall 2017 opening of North Creek High School
- The added concert hall and instructional space at Inglemoor High School.

This 2019 CFP update also includes construction of the middle school at the “Maltby Road” site, as phase II of the project, - which will be included in a future bond. The middle school will add growth related capacity of 700 students. Additionally, this 2019 CFP update includes the purchase and renovation of the 3-story commercial building and 6-acre lot, in the Canyon Park Business Center, as a future choice-program high school. This high school will provide additional growth related capacity of 400-600 students.

Long-term projections indicate growth of 1,467 new students in the next ten years. The District will continue to monitor the multitude of factors that shape our capacity needs, i.e.; statewide legislative changes, instructional delivery requirements, the economy, changes in planned land use, changes in mandated program requirements, equitable access to programs, building permit activity, and birth rates, in order to help ensure needed instructional space is available when/where needed and will pursue additional land acquisition should construction of additional sites be necessary to accommodate those needs.

Planned Improvements – Existing Facilities (Building Improvement Program)

In a number of other sites where the existing facility layout (building envelope) meets instructional needs and building structural integrity is good, individual building systems (such as HVAC, mechanical, flooring, roofing) are identified for replacement or modernization to extend the life of the overall site and ensure optimal learning environment for students. The 2018 Capital Bond Planning Task Force (CBPTF) made recommendations to the school board for potential building improvement projects to include in the capital bond measure. **See Section 7.**

When North Creek High School was permitted and constructed, there existed a small SE area of the campus – between NCHS and Fernwood Elementary - outside the Urban Growth Boundary (UGB). Through a docket and review process in Snohomish County, that District-owned area has now been brought within the UGB in 2018. The District is evaluating the potential for a small building addition to support the sport fields further away from the main campus building to provide a restroom, storage and potential for weather protected concessions. The District will continue its evaluation of this area for planned improvements to support the District’s growth and overall program needs as appropriate. Jurisdictional and environmental review will be conducted as required.

Portable Location Adjustments

Where growth results in capacity deficits at a specific grade band, portables may be relocated from one grade band to another to assist with meeting enrollment projections. See **Section 6** for more detail regarding portables.

Modernizations

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

New Facilities and Additions

Growth Project	Estimated Completion Date	Projected Student Capacity Added
4709 Maltby Rd "Maltby" Site		
New Elementary Capacity Phase I	2020	500
New Middle School Capacity - Phase II	2023-2024	700
21404 35th Ave SE, Bothell Skyview MS/Canyon Creek		
Elementary & MS expansion	2020	200 K-5, 200 6-8
15500 Simonds Rd NE, Kenmore - Inglemoor High School		
Concert Hall & Instructional Space	2021-2022	100
2020 224th St SE, Bothell - Canyon Park Business Park		
New Choice Program High School	2020-2022	400-600
Portable Facilities	2019-2025	TBD
Small Works Projects to add capacity system wide	2019-2025	TBD

SECTION 7 – CAPITAL INSTRUCTIONAL FACILITIES PLAN

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

School Year	Projects
2019/2020	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Safety/Security <ul style="list-style-type: none"> • Portable or Modular Additions • Elementary Modernization/Capacity Addition (<i>Maltby & Canyon Creek</i>) • Middle School Modernization/Capacity Addition (<i>Skyview MS</i>) • Inglemoor Concert Hall & Instructional Space • New Small/Choice Program High School – Business Park Commercial Renovation
2020/2021	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Safety/Security <ul style="list-style-type: none"> • Portable or Modular Additions • Elementary Modernization/Capacity Addition (<i>Maltby & Canyon Creek</i>) • New Middle School (<i>Maltby Phase 2</i>) • Middle School Modernization/Capacity Addition (<i>Skyview MS</i>) • Inglemoor Concert Hall & Instructional Space • New Small/Choice Program High School – Business Park Commercial Renovation
2021/2022	BIP – Building Improvement Projects Field Improvements Field Improvements Technology Improvements Special Projects Safety/Security <ul style="list-style-type: none"> • Portable or Modular Additions • Elementary Modernization/Capacity Addition (<i>Maltby & Canyon Creek</i>) • New Middle School (<i>Maltby Phase 2</i>) • Middle School Modernization/Capacity Addition (<i>Skyview MS</i>) • Inglemoor Concert Hall & Instructional Space • New Small/Choice Program High School – Business Park Commercial Renovation
2022 - 2028	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Safety/Security <ul style="list-style-type: none"> • Portable or Modular Additions • New Middle School (<i>Maltby Phase 2</i>) • Inglemoor Concert Hall & Instructional Space • New Small/Choice Program High School – Business Park Commercial Renovation • Growth related 2022 bond projects as identified by EDTF, Capital Bond Task Force and NSD School Board approved

SECTION 8 -- CAPITAL FACILITIES FINANCING PLAN

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

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond issue. Bonds are sold as necessary to generate revenue. They are then retired through collection of property taxes. Voters approved a bond of \$177.5 million in February 2014 to construct North Creek High School, complete Phase III of Woodinville High School and implement the Building Improvement Projects and other capital infrastructure needs outlined by the Capital Bond Planning Task Force and approved by the school board. The District's Board of Directors, upon the recommendation of the Capital Bond Planning Task Force, sent a \$275 million bond measure to the voters, in February 2018 to provide funding for growth-related projects included in this Capital Facilities Plan as well as other District-wide Building Improvement or capital infrastructure needs, as identified in Table 8-1. The voters approved the bond measure by 60.78%.

State School Construction Assistance

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

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

K-3 Class Size Reduction Grants

In 2015 the Washington State Legislature provided \$234M in funding available for the construction of new elementary classrooms to aid Districts in the need to provide additional space for both full-day Kindergarten and K-3 class size reduction. OSPI administered the grant program and validated the District's need for 64 additional classrooms in order to meet the K-3 class size reduction effort. The District applied for grant funding, but because of prioritization criteria used by OSPI, did not receive any. There is no indication of any future grants being made available.

Impact Fees (See Section 9 for background, detail, and methodology)

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

Budget and Financing Plan

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

**Table 8-1
6-Year Capital Expenditures Finance Plan**

2019 - 2025 CAPITAL FACILITIES EXPENDITURES PLAN							
\$\$ in 000's	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25
PROJECTS ADDING CAPACITY							
SMS/CC Elem & MS Capacity Addition	28,000	8,000	5,000	1,000			
New Elementary capacity – Maltby – 2020	40,000	20,000	5,000	5,000			
New Middle School capacity - future bond		1,000	1,000	50,000	12,000	40,000	40,000
Inglemoor HS concert hall & instructional space	3,000	7,000	18,000	5,000	3,000		
CP4 - choice high school (not bond funded)	20,000	7,000	2,000	1,000			
TOTAL PROJECTS ADDING CAPACITY:	91,000	43,000	31,000	62,000	15,000	40,000	40,000
PROJECTS NOT ADDING CAPACITY:							
Building Improvement Program	20,000	15,000	8,000	5,000	15,000	20,000	20,000
Technology	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Fields	7,000	1,000	2,000	1,000		1,000	2,000
Code Compliance/Small Works	1,000	1,000	1,000	2,000		1,000	1,000
Site Purchase/Circulation			2,000	2,000	1,000	1,000	1,000
Overhead/bond expenses	1,000	4,000	3,000	2,000	1,000	2,000	1,500
Security	1,000	9,000	3,000	1,000		5,000	3,000
TOTAL PROJECTS NOT ADDING CAPACITY:	32,000	32,000	21,000	15,000	19,000	32,000	30,500
CPF & Bond Expenditures	123,000	75,000	52,000	77,000	34,000	72,000	70,500

SECTION 9 -- IMPACT FEES

School Impact Fees under the Washington State Growth Management Act

As described in Section 8, the Growth Management Act (GMA) authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate growth/new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands. The basic underlying assumption is that growth pays for growth.

Enrollment declines beginning around 2002 kept the District from meeting the required eligibility criteria to collect school impact fees. The District is spread across two counties and also across the urban growth boundary. While development picked up on the north end of the District, there was still ample capacity in the south east area of the District. Because of the statutes and ordinances governing school District eligibility criteria to be able to collect school impact fees, the District was not able to re-establish eligibility for collection of school impact fees until 2016. King County, Snohomish County and the City of Bothell, have all adopted the District's 2018 CFP and are collecting impact fees identified in that plan. The City of Woodinville and the City of Kenmore only began adopting this last year, with the adoption of the District's 2017 CFP, and are collecting impact fees associated with that plan. We anticipate all the above jurisdictions to consider and adopt this 2019 CFP this fall, with their regular budget cycle, except for Snohomish County which will consider the 2020 CFP, as part of their biennial schedule.

Methodology and Variables Used to Calculate School Impact Fees

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

A student factor (or student generation rate) is used to identify the average cost per NEW dwelling unit by measuring the average number of students generated by each NEW (sold and occupied) housing type (single family dwelling and multi-family dwellings of two bedrooms or more – including townhomes). The student generation rate used is an actual generation of students by grade level that came from new development over a period of five (5) years. The student factor analysis for the District is included in Appendix B. The student factors in **Appendix B** are based on all newly constructed, sold, and occupied units. The District is continuing to use its 2018 student factor analysis for purposes of this update. The District plans to update the 2018 data for the 2020 CFP update.

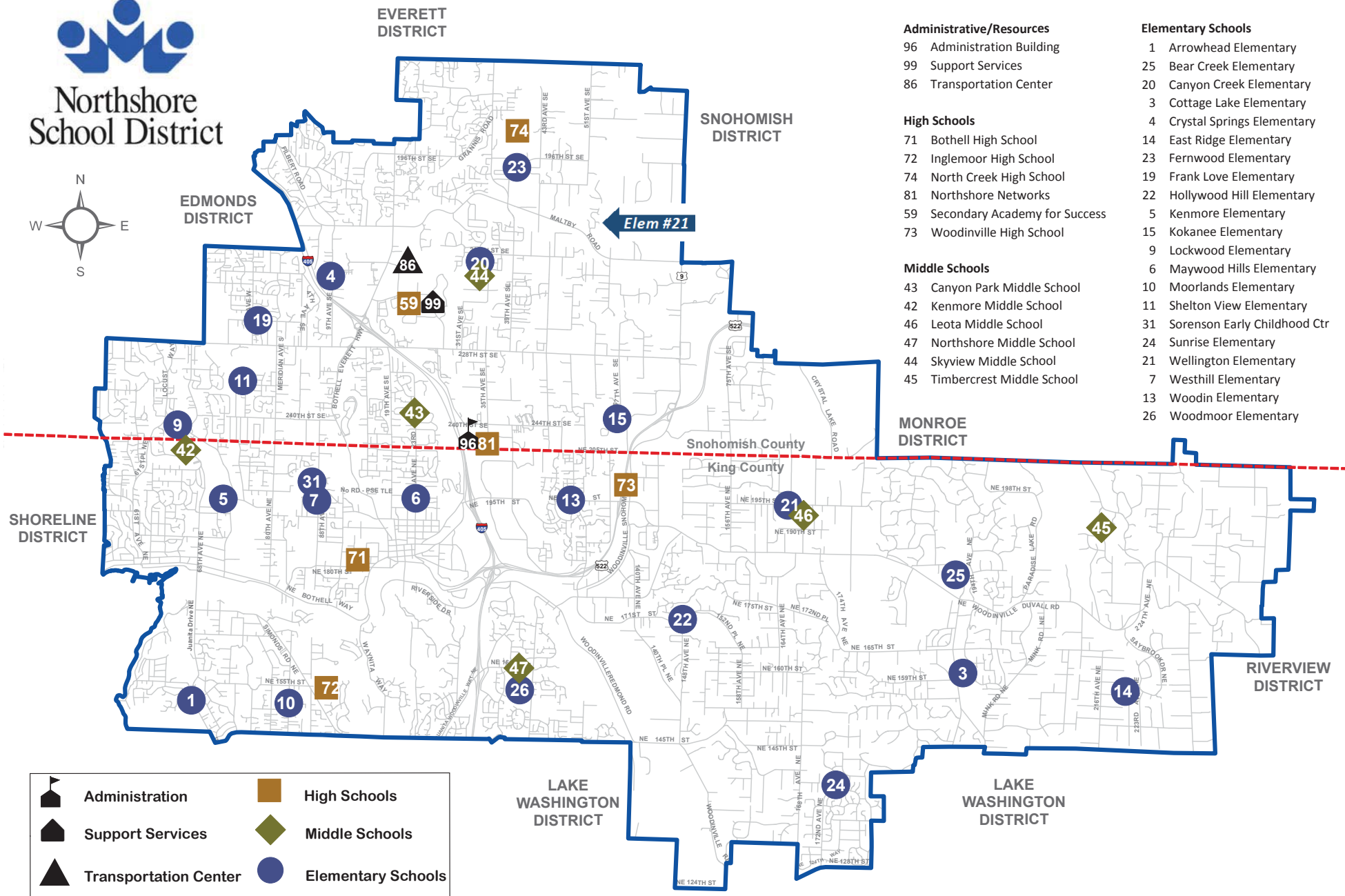
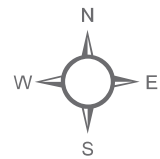
The District's student-generation rate for multi-family dwelling units is much lower than the student generation rate for single-family homes. This likely reflects, in part, that recent new development in the District has been in single family homes. Yet, as available land for single family development is beginning to be constrained, and multi-family development – most notably townhomes, is increasing, we anticipate continued increases in student generation rates from those units over time.

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 on **table 9-1**.

Snohomish County Code (30.66C) and King County Code (21A.43) establish each jurisdiction's authority to collect school impact fees on behalf of the District. The formula for calculating impact fees is substantively identical in each code. The codes of each of the cities are similar to those of the counties. These codes establish the conditions, restrictions, and criteria for eligibility to collect impact fees. Both counties in District define a school District's "service area" to be the total geographic boundaries of the school District.

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

The impact fees requested in this year's Capital Facilities Plan are based on growth related construction projects, including: the new elementary school capacity (500), at the "Maltby Road" site; the added capacity project at Skyview Middle School (200) and Canyon Creek Elementary (200); phase II at the "Maltby Road" site, adding 700 students at the middle school grade band; the addition of instructional space and capacity (100) at Inglemoor High School; and the newly acquired land and commercial building that will be undergoing improvements to house an additional 400-600 high school students.



Administrative/Resources

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

High Schools

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

Middle Schools

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

Elementary Schools

- 1 Arrowhead Elementary
- 25 Bear Creek Elementary
- 20 Canyon Creek Elementary
- 3 Cottage Lake Elementary
- 4 Crystal Springs Elementary
- 14 East Ridge Elementary
- 23 Fernwood Elementary
- 19 Frank Love Elementary
- 22 Hollywood Hill Elementary
- 5 Kenmore Elementary
- 15 Kokanee Elementary
- 9 Lockwood Elementary
- 6 Maywood Hills Elementary
- 10 Moorlands Elementary
- 11 Shelton View Elementary
- 31 Sorenson Early Childhood Ctr
- 24 Sunrise Elementary
- 21 Wellington Elementary
- 7 Westhill Elementary
- 13 Woodin Elementary
- 26 Woodmoor Elementary

	Administration		High Schools
	Support Services		Middle Schools
	Transportation Center		Elementary Schools

APPENDIX B
New Development Student Generation

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

APPENDIX C
School Impact Fee Calculation
 Single Family Dwelling Unit
 Northshore School District
 2019 CFP

School Site Acquisition Cost:

	Site Size	Cost/	Facility	Site Cost/	Student	Cost/
	<u>Acreage</u>	<u>Acre</u>	<u>Size</u>	<u>Student</u>	<u>Factor</u>	<u>DU</u>
Elementary	10	\$0	700	\$0	0.359	\$0
Middle	20	\$0	200	\$0	0.120	\$0
HS (SFDU)	5.92	\$3,108,108	500	\$36,800	0.094	\$3,459

School Construction Cost:

	Sq. Ft. %	Facility	Facility	Bldg Cost /	Student	Cost/
	<u>Permanent</u>	<u>Cost</u>	<u>Size</u>	<u>Student</u>	<u>Factor</u>	<u>SFDU</u>
Elementary	94.55%	70,969,060	700	\$101,384	0.359	\$ 34,413
Middle	94.55%	68,466,745	900	76,074	0.120	\$ 8,631
HS	94.55%	23,000,000	600	\$38,333	0.094	\$ 3,407

Temporary Facility Cost:

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

State School Construction Funding Assistance Credit

	Const. Cost	OSPI Sq.Ft/	Funding	Credit/	Student	Cost/
	Allocation	Student	Assist	Student	<u>Factor</u>	<u>SFDU</u>
Elementary	225.97	90	%	\$0	0.359	\$0
Middle	225.97	108	%	\$0	0.120	\$0
Senior	225.97	130	43.65%	\$12,823	0.094	\$1,205

APPENDIX C
School Impact Fee Calculation
 Single Family Dwelling Unit
 Northshore School District
 2019 CFP

Tax Payment Credit Calculation

Average SFR Assessed Value	\$689,645
Current Capital Levy Rate/\$1000	\$1.53
Annual Tax Payment	\$1,055.15
Years Amortized	10
Current Bond Interest Rate	4.09%
Present Value of Revenue Stream	\$8,530

Impact Fee Summary - Single Family Dwelling Unit:

Site Acquisition Cost	\$3,459
Permanent Facility Cost	\$46,452
Temporary Facility Cost	\$0
State SCFA Credit	(\$1,205)
Tax Payment Credit	(\$8,530)
Unfunded Need	\$40,176
50% Required Adjustment	\$20,092
Single Family Impact Fee	\$20,092

APPENDIX C
School Impact Fee Calculation
Multi Family Dwelling Unit
Northshore School District
2019 CFP

School Site Acquisition Cost:

	Site Size	Cost/	Facility	Site Cost/	Student	Cost/
	<u>Acreage</u>	<u>Acre</u>	<u>Size</u>	<u>Student</u>	<u>Factor</u>	<u>MFDU</u>
Elementary	10	\$0	700	\$0	0.0620	\$0
Middle	20	\$0	200	\$0	0.0310	\$0
HS	5.92	\$3,108,108	500	\$36,800	0.0420	\$1,546

School Construction Cost:

	Sq. Ft. %	Facility	Facility	Bldg. Cost /	Student	Cost/
	<u>Permanent</u>	<u>Cost</u>	<u>Size</u>	<u>Student</u>	<u>Factor</u>	<u>MFDU</u>
Elementary	94.55%	\$70,969,060	700	\$101,384	0.0620	\$5,943
Middle	94.55%	\$68,466,745	900	\$76,074	0.0310	\$2,230
Senior	94.55%	\$23,000,000	600	\$38,3330	0.0420	\$1,522

Temporary Facility Cost:

	Sq. Ft. %	Facility	Facility	Bldg. Cost /	Student	Cost/
	<u>Temporary</u>	<u>Cost</u>	<u>Size</u>	<u>Student</u>	<u>Factor</u>	<u>MFDU</u>
Elementary	5.45%	\$0	25	\$0	0.0620	\$0
Middle	5.45%	\$0	25	\$0	0.0310	\$0
Senior	5.45%	\$0	25	\$0	0.0420	\$0

State School Construction Funding Assistance Credit

	Const. Cost	OSPI Sq. Ft/	Funding	Credit/	Student	Cost/
	<u>Allocation</u>	<u>Student</u>	<u>Assistance</u>	<u>Student</u>	<u>Factor</u>	<u>MFDU</u>
Elementary	225.97	90	0%	\$0	0.0620	\$0
Middle	225.97	108	0%	\$0	0.0310	\$0
Senior	225.97	130	43.65%	\$12,823	0.0420	\$539

APPENDIX C
School Impact Fee Calculation
 Multi Family Dwelling Unit
 Northshore School District
 2019 CFP

Tax Payment Credit Calculation

Average MFR Assessed Value	\$292,843
Current Capital Levy Rate/\$1000	\$1.53
Annual Tax Payment	\$448.04
Years Amortized	10
Current Bond Interest Rate	4.09%
Present Value of Revenue Stream	\$3,622

Impact Fee Summary - Multi Family Dwelling Unit:

Site Acquisition Cost	\$1,546
Permanent Facility Cost	\$9,695
Temporary Facility Cost	\$0
State SCFA Credit	(\$539)
Tax Payment Credit	(\$3,622)
Unfunded Need	\$7,080
50% Required Adjustment	\$3,540

Multi-Family Impact Fee **\$ 3,540**