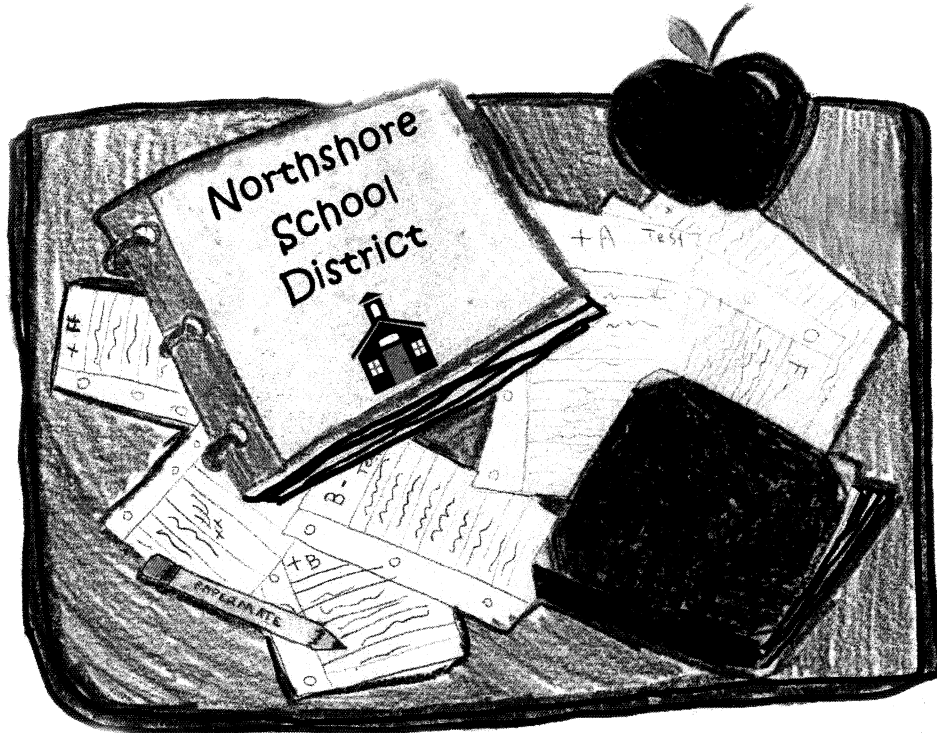


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ATTACHMENT H

2010-528

2010 CAPITAL FACILITIES PLAN



NORTHSHORE SCHOOL DISTRICT NO. 417

3330 MONTE VILLA PARKWAY
BOTHELL, WASHINGTON 98021-8972

"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

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Executive Summary

SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

Presented herein, in conformance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, and Woodinville, is the Capital Facilities Plan (CFP) of the Northshore School District.

This CFP is intended to provide the School District, King County, Snohomish County and the cities of Bothell, Kenmore, and Woodinville with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the long term (2010-2025), and a more detailed schedule and financing program for capital improvement over the next six years (2010-2016).

This CFP is also intended to provide local jurisdictions with information on the School District's ability to accommodate projected population and enrollment demands anticipated through implementation of various comprehensive land use plan alternatives.

The role of impact fees in funding school construction is addressed in Section 9 of this report.

Overview of the Northshore School District

The Northshore School District services five jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, and the City of Woodinville. The physical area and student population are roughly two-thirds in King County and one-third in Snohomish County. The District is 62 square miles and is located at the north end of Lake Washington, extending north into Snohomish County, with a population estimated at 117,819. The District currently serves an enrollment of 18,469¹ with twenty elementary schools, six junior high schools, three high schools, one alternative secondary school, and one early childhood center. The grade configuration is kindergarten through sixth for elementary, seventh through ninth for junior high, and tenth through twelfth for high school. The District is currently re-examining a kindergarten through fifth grade, sixth through eighth grade for junior high and ninth through twelfth for high school, but it is in its preliminary stages. The Urban Growth Boundary Line splits the District, exacerbating challenges in meeting service levels. Generally, schools on the eastern side of the line are seeing declining enrollments while schools on the western side are seeing increasing enrollment. To optimize instructional program flexibility and maximize service levels in the most cost effective way possible, the District maintains approximately ten - fifteen percent of its total classroom capacity in relocatables (portables).

¹Full-time equivalents/October 2009 census.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Northshore Enrollment Projections: 2010-2025²Introduction

In general, enrollment growth in the Puget Sound has been slower in the past decade than in the previous decade. This slow-down in enrollment growth is correlated with a modest decline in births and with a slowdown in overall population growth in the region. The District has followed that trend with headcount enrollment declining by 627 students since October 2006. The biggest losses in the District in recent years have been seen at the junior high and high school level as the smaller elementary classes from the past few years have moved up. Elementary enrollment, on the other hand, has begun to stabilize, remaining at or around 9,000 (full time equivalents-FTE) for the past 3 years.

For District projections, regional trends were modified to include population and housing growth, and any market share losses or gains due to private schools. In addition, assumptions and corresponding projections were taken down to the feeder pattern level. Growth rates were adjusted based on a data base of new housing and construction information specific to those respective areas. The resulting trends were used to further refine the projection methodology for both headcount and FTE forecasts used in this document.

Obviously, future growth trends are somewhat uncertain. Changes in population growth, fertility rates, 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.

² The District contracts with an independent consultant to produce enrollment projections for the Capital Facilities Plan. The consultant has a long history of working with local school districts in doing projections, including 7 years as the demographer for the Seattle Public Schools and 12 years as an independent consultant providing long-range projections for the Highline, Edmonds, Mukilteo, Puyallup, Federal Way, Marysville, Bethel, South Kitsap, Bremerton, Tacoma, and Seattle school districts. For new housing and construction data the District contracts with a separate firm to collect and update this data on a regular basis

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 5 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 grade. At kindergarten two methodologies are generally used. First, one can use a linear extrapolation from the previous 5 years, assuming that there is a trend. Or, alternatively one can compare the kindergarten enrollment to births from 5 years prior to calculate a "birth-to-k" ratio. For example, kindergarten enrollment in 2009 is divided by the total births in King and Snohomish counties in 2004 to produce a birth-to-k ratio. The average ratio for the last 5 years can then be applied to births in subsequent years to estimate kindergarten enrollment.

The cohort survival method has been used by OSPI to predict enrollment for all districts in the state. In past years OSPI has used a 5-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. Formal projections using these updated methods have not yet been issued by OSPI. These recommendations, if implemented, would result in a methodology that is similar to, though not exactly the same as, the method used by the District for its 6 year projection. The District method considers the cohort trends, birth-to-k ratios, and housing information, but also takes account of service area trends, the potential impact of private school enrollment, and regional population trends to calibrate the enrollment projection.

Table 2-1 shows a projection for Northshore using a 5-year average cohort projection model with a 5-year average of the birth-to-k ratios for predicting kindergarten. This forecast was originally produced as a headcount forecast and then converted to an FTE forecast based on a comparison of FTE to headcount enrollment at each grade for the past 3 years. This forecast predicts a gradual increase in FTE enrollment over the next 6 years, with growth primarily at the elementary level.

TABLE 2-1

Forecast Based on Cohort Survival and Birth-to-K Ratios (5 year Averages)							
October FTE	Actual	Projections-----					
Grade	09/10*	10/11	11/12	12/13	13/14	14/15	15/16
K	661	656	695	719	730	726	725
1	1,397	1,414	1,410	1,486	1,537	1,560	1,551
2	1,356	1,442	1,463	1,459	1,538	1,591	1,615
3	1,401	1,366	1,461	1,483	1,478	1,558	1,612
4	1,397	1,416	1,389	1,487	1,509	1,504	1,585
5	1,487	1,407	1,433	1,405	1,504	1,526	1,521
6	1,420	1,505	1,430	1,456	1,429	1,529	1,551
7	1,516	1,445	1,537	1,460	1,487	1,459	1,561
8	1,466	1,540	1,474	1,568	1,490	1,517	1,489
9	1,630	1,473	1,550	1,483	1,578	1,499	1,527
10	1,579	1,675	1,517	1,595	1,527	1,624	1,543
11	1,590	1,530	1,624	1,470	1,547	1,480	1,574
12	1,570	1,516	1,459	1,549	1,402	1,475	1,412
Total K-6	9,118	9,205	9,281	9,495	9,725	9,994	10,161
Total 7-9	4,612	4,459	4,561	4,511	4,555	4,475	4,576
Total 10-12	4,738	4,721	4,600	4,615	4,476	4,579	4,529
District Total	18,469	18,385	18,442	18,621	18,755	19,049	19,266
		-84	57	179	133	294	218
		-0.5%	0.3%	1.0%	0.7%	1.6%	1.1%

Note: Figures include SAS, Home School Network and other Special Programs.

The cohort method displayed in Table 2-1 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. Combining cohort survival with other information about housing, regional population trends, and even trends in service area and private school enrollment can sometimes provide for a more accurate forecast. New home construction and sales, for example, have declined dramatically in Northshore and the rest of the region since 2007. A 5-year average of historical trends from the past 5 years could well miss the significance of this trend going forward. Data from New Home Trends, for example, indicates that new home sales in Northshore in 2009 were about half of what they were between 2005 and 2007.

Table 2-2 shows an alternative to the OSPI forecast that combines cohort survival methodology with information about new housing, the District's predicted share of the King and Snohomish County birth cohort, and any predicted gains or losses in the District's market share. Market share refers to the District's share of the K-12 public school population in the region as well as any expected effect from private schools. For this forecast, the average rollup at existing grades was combined with estimates of growth that might be expected from new housing, and assumptions about market share gains or losses that the District is likely to see at certain grade levels. Estimates of housing growth for this model were obtained from Northshore's housing development database. Table 2-2 shows the forecast based on this methodology.

This forecast produces a result that is somewhat different from the cohort model. Overall, enrollment is predicted to decline through 2011 and then gradually increase from 2011 to 2015. Similar to the cohort forecast the growth is expected to be concentrated at the elementary level. Elementary enrollment is predicted to grow from 9,118 FTE in October 2009 to 9,971 FTE by October 2015. Junior high enrollment is projected to decline to 4,327 FTE by 2014 before starting to increase again. High school enrollment is projected to decline from 4,738 FTE in 2009 to 4,386 FTE in 2015.

TABLE 2-2

FTE Forecast							
Facilities Forecast -- OCTOBER MEDIUM							
October FTE	Actual	Projections					
Grade	09/10*	10/11	11/12	12/13	13/14	14/15	15/16
K	661	660	700	724	735	730	729
1	1,397	1,392	1,402	1,479	1,531	1,554	1,544
2	1,356	1,428	1,432	1,444	1,523	1,576	1,600
3	1,401	1,348	1,434	1,439	1,451	1,531	1,584
4	1,397	1,407	1,367	1,456	1,461	1,474	1,555
5	1,487	1,391	1,413	1,375	1,464	1,470	1,482
6	1,420	1,480	1,397	1,420	1,381	1,471	1,477
7	1,516	1,428	1,500	1,417	1,440	1,401	1,492
8	1,466	1,534	1,456	1,532	1,447	1,471	1,431
9	1,630	1,465	1,542	1,465	1,541	1,455	1,479
10	1,579	1,660	1,501	1,581	1,502	1,580	1,492
11	1,590	1,512	1,598	1,446	1,522	1,446	1,521
12	1,570	1,501	1,434	1,516	1,372	1,445	1,373
Total K-6	9,118	9,106	9,144	9,337	9,547	9,806	9,971
Total 7-9	4,612	4,427	4,498	4,413	4,428	4,327	4,402
Total 10-12	4,738	4,674	4,532	4,543	4,396	4,471	4,386
District Total	18,469	18,207	18,175	18,293	18,371	18,604	18,760
		-262	-32	118	78	233	156
		-1.4%	-0.2%	0.6%	0.4%	1.3%	0.8%

Note: Figures include SAS, Home School Network and other Special Programs.

Long Range Projections

The methodology described above was extrapolated to 2020 and 2025 to produce a longer-range forecast. In general, this model assumes that the period between 2016 and 2025 will have slightly better population and housing growth than is expected between 2010 and 2015. 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 above. Longer-range kindergarten projections were arrived at by applying an assumed birth rate to the population projections produced by the State's Office of Financial Management (OFM) for King and Snohomish counties. This provided a projection of the number of births expected in the coming years. 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 population and housing growth in future years. This factor was based on an analysis of future population growth for neighborhoods in and around the District obtained from the Puget Sound Regional Council.

Using this methodology the District's enrollment shows continued growth from 2015 to 2025. FTE enrollment in 2020 is projected to be 20,270 and projected FTE enrollment for 2025 is predicted to be 21,181 FTE. Elementary enrollment is expected to grow more dramatically between 2015 and 2025 when the birth cohorts entering school are expected to be larger. In fact, the State of Washington is predicting a marked increase in K-12 enrollment between 2015 and 2025 as the grandchildren of baby boomers reach school age. The State model assumes a stable fertility rate (number of births per female in her child-bearing years), and a generally positive economic outlook that will continue to bring new residents into the area.

TABLE 2-3
Projected FTE Enrollment

	2015	2020	2025
Elementary:	9,971	10,635	10,956
Jr. High:	4,402	5,044	5,173
High School:	4,386	4,591	5,052
Total:	18,759 FTE	20,270 FTE	21,181 FTE

SECTION 3 -- DISTRICT STANDARD OF SERVICE

Optimizing student learning is the heart of what the District strives for in establishing its service standard for capacity utilization. This requires a constant refinement and review of instructional techniques, environment and programs. These elements are combined with demographic projections and cost considerations in determining service levels.

The District provides traditional educational programs and nontraditional programs (See Table 3-1) such as special education, expanded bilingual education, remediation, alcohol and drug education, preschool and daycare programs, home school, computer labs, music programs, movement programs, etc. Programs and the learning environment are constantly reviewed to determine the optimum instructional method and learning environment. Required space for these programs 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 experimentation and pre and post school activities. Such site capacities are established based on existing programs, known future programs and capacity to empower local site administration. To monitor this and for use in preliminary capacity planning the District establishes design capacities or the maximum number of students given a simple definition of room capacity at either 54, 27, 24, or 12 FTE, depending on room size, to arrive at a total Design Capacity for the site. This figure is then compared on a regular basis to actual utilization or Scheduled Capacity. Scheduled Capacity takes into consideration the specific programs that actually take place in each of the rooms, so for example capacities in rooms utilized for programs such as special education would reflect capacities of the defined service levels (See Table 3-2), 8 versus 24 (for a standard size room or relocatables/portables). A second example is the Dual Language program with two dedicated classrooms at each grade level in addition to the regular education classrooms. These classes have a scheduled use of 24 students per room.

Special teaching stations and programs offered by the Northshore School District at specific school sites include:

**TABLE 3-1
Programs and Teaching Stations**

	<u>Elementary:</u>	<u>Secondary:</u>
Computer Labs	X	X
Group Activities Rooms	X	
Elementary Advanced Placement (EAP)	X	
All Day Kindergarten	X	
Parents Active in Cooperative Education (PACE)	X	
Special Education	X	X

Contained Learning Centers (CLC)	X	X
Learning Centers (LC)	X	X
Learning Assistance Program (LAP)	X	X
English Language Learners (ELL)	X	X
Dual Language (DL)	X	
Home School	X	X
Alternative Senior High School		X
Career Technical Education		X
International Baccalaureate (IB) and Advanced Placement (AP)		X
School-to-Work		X
Running Start		X
College in the High School		X

A number of the above programs affect the design capacity of some of the buildings housing these programs. Some students, for example, leave their regular classrooms for a short period of time to receive instruction in these special programs. Providing space to allow site administrators the flexibility to balance these program dynamics is beneficial. Special programs usually require space modifications and sometimes have less density than other more traditional programs; this potentially translates into greater space requirements. These requirements are part of the difference that we see between design capacity and scheduled capacity.

Teaching station loading is identified on Table 3-2. Class sizes are averages based on actual utilization as influenced by state funding and instructional program standards. The District's standard of service is based on state and/or contractual requirements.

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

Classroom Type	Elementary – Average Students Per Classroom	Junior High – Average Students Per Classroom	High School – Average Students Per Classroom
Kindergarten	23	NA	NA
Regular, Alternative, EAP	24	27	27
Regular (portables)	24	27	27
Special Education (CLC)	12	12	12
Special Education – Severe/Profound (CLC)	8	8	8
Integrated - Regular & Special Ed(15 regular & 6 special ed students)	21	NA	NA

Special Education	8 (Sorenson & Woodmoor)	NA	NA
Vocational	NA	27	27
Dual Language Assuming 2 classes Per grade level	24	NA	NA

Snohomish County has requested that the District's plan include a measurement of the current levels of service to compare to the District's minimum levels of service. A possible indicator of that is summarized in Table 3-3 which shows the District's average students per teaching station as a measurement of its minimum levels of service as of October 31, 2009.

**TABLE 3-3
Average Students Per Scheduled Teaching Station**

Grade Level	# of Teaching Stations	FTE Capacity	Calculated Standard of Service (1)	FTE Enrollment	Average FTE/Teaching Station
K – 6	489	11,202	22.9	9,118	18.6
7 – 9	247	6,371	25.8	4,612	18.7
10 – 12	237	5,829	24.6	4,738	19.9
Total		23,402		18,469	

(1) Capacity divided by the # of teaching Stations

SECTION 4 -- CAPITAL FACILITIES INVENTORY

Under the Growth Management Act, a public entity must periodically determine its capacity by conducting an inventory of its capital facilities. This section summarizes the capacity owned and operated by the Northshore School District including permanent classrooms, relocatable classrooms (portables), developed school sites, undeveloped land and support facilities.

Schools

The Northshore School District currently operates 20 elementary schools (grades K-6), six junior high schools (grades 7-9), and three high schools (grades 10-12). The District also has one alternative high school (grades 10-12), a Home School program and an early childhood center.

TABLE 4-1
Elementary School Capacity Inventory (Including Relocatables)

2009 Inventory							
	# of Rooms -----		Capacity -----		# of Students/Room-----		Relocatables
School	Schedule	Design	Schedule	Design	Schedule	Design	% of Scheduled
Elementary Schools							
Arrowhead	19	25	427	598	22.5	23.9	6%
Bear Creek	22	22	499	502	22.7	22.8	0%
Canyon Creek	28	35	642	825	22.9	23.6	7%
Cottage Lake	20	23	427	550	21.4	23.9	0%
Crystal Springs	25	29	573	669	22.9	23.1	17%
East Ridge	21	27	499	646	23.8	23.9	5%
Fernwood (Note 1)	28	29	660	681	23.6	23.5	22%
Frank Love	21	29	499	670	23.8	23.1	5%
Hollywood Hill	21	27	463	645	22.0	23.9	0%
Kenmore	22	27	525	646	23.9	23.9	4%
Kokanee	28	34	640	766	22.9	22.5	8%
Lockwood	23	30	544	718	23.7	23.9	4%
Maywood Hills	25	27	598	646	23.9	23.9	12%
Moorlands	28	34	643	790	23.0	23.2	6%
Shelton View	21	24	485	562	23.1	23.4	4%
Sunrise	19	26	428	622	22.5	23.9	6%
Wellington	27	29	642	682	23.8	23.5	11%
Westhill	21	27	455	622	21.7	23.0	0%
Woodin	25	29	593	668	23.7	23.0	20%
Woodmoor	45	47	960	1,113	21.3	23.7	0%
Subtotal	489	580	11,202	13,621	22.9	23.5	7%
JR High Schools							
Canyon Park	46	48	1,228	1,282	26.7	26.7	4%
Kenmore	41	50	1,037	1,351	25.3	27.0	0%
Leota	40	47	1,005	1,254	25.1	26.7	4%
Northshore	40	41	1,014	1,107	25.4	27.0	5%
Skyview	43	46	1,102	1,234	25.6	26.8	7%
Timbercrest	37	38	985	1,072	26.6	28.2	0%
Subtotal	247	270	6,371	7,300	25.8	27.0	4%
High Schools							
Bothell	73	81	1,901	2,123	26.2	26.4	0%
Inglesmoor	82	83	2,059	2,179	25.1	26.3	7%
Woodinville	63	66	1,609	1,741	25.5	26.4	4%
Subtotal	218	230	5,569	6,043	25.6	26.3	4%
Alternative School	19	23	260	314	13.7	13.7	8%
Total K-12 ALL	973	1,103	23,402	27,278	24.1	24.7	5%

Note 1: Figures for Fernwood don't reflect the capacity addition currently in progress

RELOCATABLE CLASSROOM FACILITIES (Portables)

To achieve efficient facility utilization, the District maintains about ten - fifteen percent of its Design Capacity in relocatables (portables). The use of relocatables is an effective way to meet the need of providing capacity on relatively short notice in order to support the dynamic nature of the process. This provides a cost effective route to encourage innovation and new approaches, particularly for non-core or pilot programs. As programs stand the test of time, they are incorporated into permanent facility requirements with each site modernization. Given the dynamic nature of space needs and the costs involved in removing relocatables, changes in capacity requirements must be seen as long term before capacity is usually reduced.

A typical portable classroom provides capacity for 24 students at the elementary level and 27 at the secondary level. Relocatables are used for special programs and other needs. The District has 133 relocatable classrooms (portables), of which 92 are used as classrooms housing students for scheduled classes or for pull out programs. Within the financial capabilities of the District, the intent is to minimize the size of the second group. Their actual use may reflect loads that are less than the standards of service identified in Section 3. Other relocatables are utilized for daycare, PTA, Conference Rooms/Resource Rooms which are not counted as Scheduled Capacity. Approximately twenty three relocatables are utilized for these purposes. A summary of relocatables is presented in Table 4-2.

TABLE 4-2
Relocatable Classroom Facilities

School	Total # of Portables	Note 1	Schedule Student Capacity	Design Student Capacity	Note 2
		Scheduled			"Pull Out" Programs
<u>Elementary Schools</u>					
Arrowhead	6	1	24	144	2
Bear Creek	-	-	-	-	-
Canyon Creek	8	2	45	192	3
Cottage Lake	-	-	-	-	-
Crystal Springs	8	4	96	192	2
East Ridge	5	1	24	120	-
Fernwood	6	6	144	144	-
Frank Love	5	1	24	120	2
Hollywood Hill	2	-	-	48	-
Kenmore	5	1	23	120	4
Kokanee	6	3	48	144	3
Lockwood	2	1	24	48	-
Maywood Hills	4	3	72	96	1
Moorlands	5	2	36	120	1
Shelton View	3	1	21	72	1
Sunrise	5	1	24	120	2
Wellington	4	3	68	96	1
Westhill	5	1	1	120	1
Woodin	6	5	117	144	1
Woodmoor	-	-	-	-	-
Subtotal	85	36	791	2,040	24
<u>JR High Schools</u>					
Canyon Park	4	2	54	108	-
Kenmore	7	1	1	189	2
Leota	9	2	39	243	-
Northshore	4	3	51	108	1
Skyview	4	3	81	108	1
Timbercrest	1	-	-	27	1
Total Junior Highs	29	11	226	783	5
<u>High Schools</u>					
Bothell	6	-	-	162	3
Inglemoor	6	6	144	162	-
Woodinville	5	5	72	135	-
SAS	2	2	20	54	-
Total High Schools	19	13	236	513	3
Total K-12 ALL	133	60	1,253	3,336	32

Note 1: Excluded from Scheduled Capacity are portables used for OPTP/LAP/Science Labs/Computer Labs/Admin/ASB

Note 2: "Pull Out" programs include the above but exclude day care/PTA/resource/Conference Rooms/Counseling/storage

Other Facilities and Land

In addition to schools, the Northshore School District owns and operates facilities which either provide operational support to the schools or are surplus properties. An inventory of those facilities is provided in Table 4-3 below. The District owns one undeveloped site, Paradise Lake, which is located in the east portion of the District. It was purchased for a future elementary school. Property that has been sold to the City of Bothell has "sold" next to the respective name. Ownership of these buildings and related land will transfer on August 1, 2010.

**Table 4-3
Inventory of Support Facilities**

Facility Name	Status	Building Area (Sq Feet)	Site Size (Acres)
Downtown Properties		80,000	26
Ricketts Building	Sold		
W.A. Anderson Building	Sold		
Transportation	Sold		
Maintenance	Sold		
Warehouse	Sold		
Pop Keeney Stadium			
Administrative Center (Monte Villa)		49,373	5
Support Services Building & Warehouse	Warehouse under conversion for relocation of alternative school program (SAS)	41,913 44,919	5
Paradise Lake Site			26
Warehouse	Previously leased to DHL, currently vacant	44,786	2
New Transportation Site	Under construction		13

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

Changing capacity needs as well as shifts in demographic growth patterns are reviewed by District staff and a group of parents, educators, administrators and consultants who comprise the Enrollment Demographic Task Force (EDTF). The EDTF examines enrollment projections, capacity considerations, program choices, etc. and recommends solutions to enrollment issues. These recommendations, as they are approved by the Board and implemented by the District, are incorporated into the Capital Facilities Plan.

The District implemented the recommendation of the EDTF in 2008 to adjust boundaries in the northern, fast-growing urban portion of the District to balance enrollments particularly at the elementary level. The District is currently experiencing a steady decline in enrollment in the eastern, largely rural side, while also addressing significant budget shortfalls. After discussions with the EDTF, the District submitted a School Closure Analysis to the Board that was considered by the Board and tabled for the current time.

If enrollment increases in the Canyon Creek and Fernwood area continue, additional capacity added in the last several years through permanent facility additions, changes in service areas and additional relocatables will need to be supplemented with additional capacity. Possible alternatives continue to be reviewed including possible service area changes, additional capacity additions as well as other possibilities. As an additional fallback, the 2010 bond included funds for planning a new elementary site. This would allow the option of including in the 2014 bond a request for funds for the construction of a new elementary school to service this area.

Due to the need to provide planning time and space for teacher preparation, some facilities will only support a design capacity utilization of 85%. In secondary schools where recent modernizations have added more teacher preparation space, the utilization percentage should be higher. Those schools projected by 2014 to have either a high design capacity utilization (75% or more) or those projected to have a low capacity utilization (55% or less) are overlaid on a District map in Table 5-3.

Should unexpectedly high growth occur in the next six years, the District would retain relocatables that would otherwise be declared surplus, convert special-use relocatables into additional classrooms, review feeder patterns and/or convert some specialized permanent spaces for use as classrooms. The latter action would involve revising the District's Standard of Service and also be reflected in the next updated CFP.

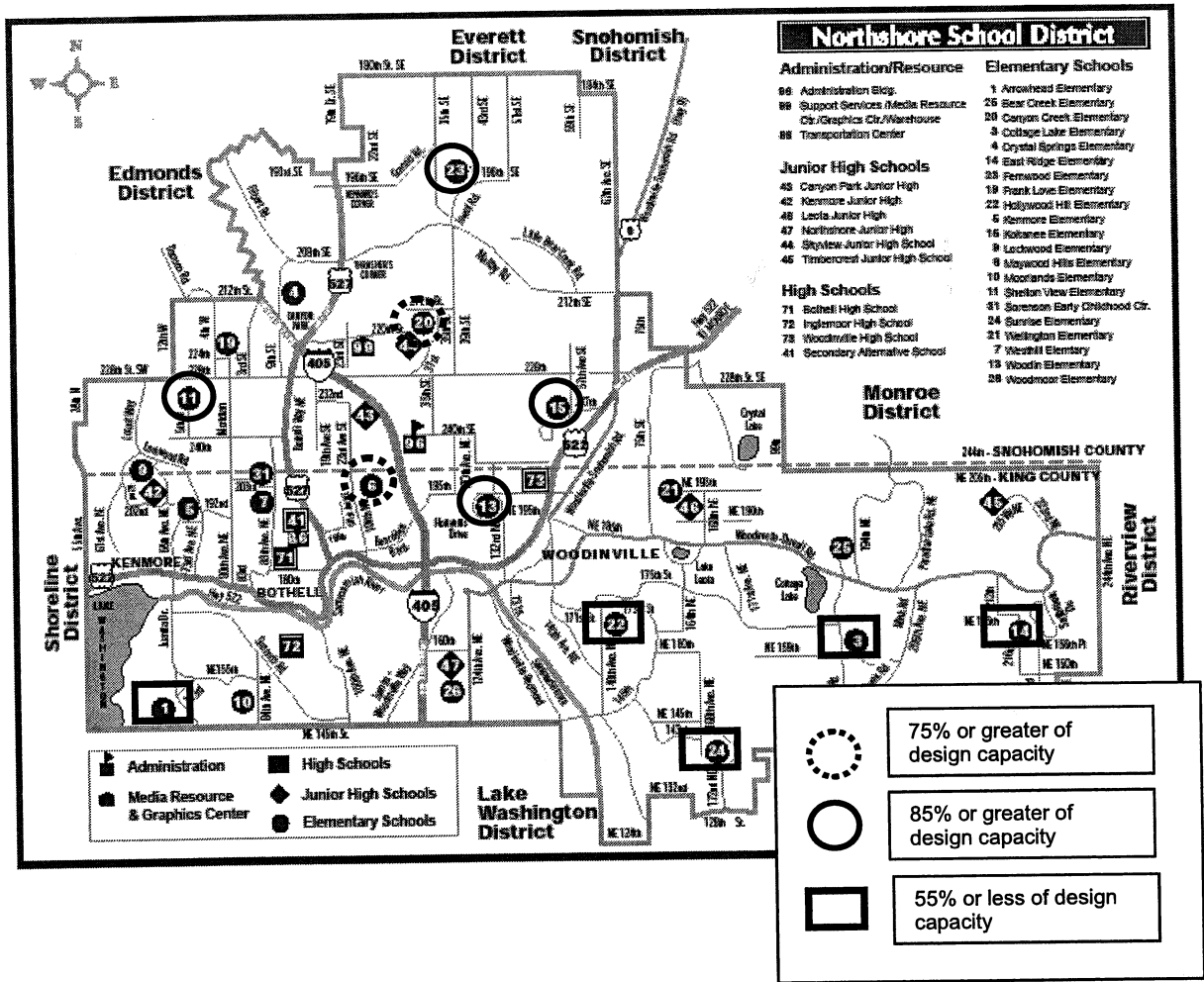
TABLE 5-1
School Enrollment/Scheduled Capacity

	09-10	10-11	11-12	12-13	13-14	14-15	15-16
<u>Elementary Enrollment</u>	9,118	9,106	9,144	9,337	9,547	9,806	9,971
Scheduled Permanent Capacity - Existing	10,411	10,411	10,507	10,507	10,507	10,507	10,507
Scheduled Capacity in New Permanent Facilities		96					600
Schedule Capacity in Relocatables	791	791	791	791	791	791	791
# of Relocatables included in Scheduled Capacity	36	36	36	36	36	36	36
Total Scheduled Capacity with Relocatables	11,202	11,298	11,298	11,298	11,298	11,298	11,898
Surplus Capacity	2,084	2,192	2,154	1,961	1,751	1,492	1,927
<u>Junior High Enrollment</u>	4,612	4,427	4,498	4,413	4,428	4,327	4,402
Scheduled Permanent Capacity - Existing	6,145	6,145	6,145	6,145	6,145	6,145	6,145
Scheduled Capacity in New Permanent Facilities							
Schedule Capacity in Relocatables	226	226	226	226	226	226	226
# of Relocatables included in Scheduled Capacity	11	11	11	11	11	11	11
Total Scheduled Capacity with Relocatables	6,371	6,371	6,371	6,371	6,371	6,371	6,371
Surplus Capacity	1,759	1,944	1,873	1,958	1,943	2,044	1,969
<u>High School Enrollment</u>	4,738	4,674	4,532	4,543	4,396	4,471	4,386
Scheduled Permanent Capacity - Existing	5,593	5,593	5,593	5,593	5,593	5,593	5,593
Scheduled Capacity in New Permanent Facilities							
Schedule Capacity in Relocatables	236	236	236	236	236	236	236
# of Relocatables included in Scheduled Capacity	13	13	13	13	13	13	13
Total Scheduled Capacity with Relocatables	5,829	5,829	5,829	5,829	5,829	5,829	5,829
Surplus Capacity	1,090	1,155	1,296	1,286	1,432	1,357	1,442
<u>Total Enrollment</u>	18,469	18,207	18,175	18,293	18,371	18,604	18,760
Scheduled Permanent Capacity - Existing	22,149	22,149	22,245	22,245	22,245	22,245	22,245
Scheduled Capacity in New Permanent Facilities		96					600
Schedule Capacity in Relocatables	1,253	1,253	1,253	1,253	1,253	1,253	1,253
# of Relocatables included in Scheduled Capacity	60	60	60	60	60	60	60
Total Scheduled Capacity with Relocatables	23,402	23,498	23,498	23,498	23,498	23,498	24,098
Surplus Capacity	4,933	5,291	5,323	5,205	5,127	4,894	5,338

TABLE 5-2
Capacity Utilization

School	Sites Approaching Full Capacity				Enrollment					Capacity	
	90%		90%	75%	Oct. 2009	Oct. 2008	Oct. 2014 Projected	Average (04 - 09)	Average (98 - 03)	2009 Schedule	2009 Design
	Oct 09 Enrollment 90% or more than Scheduled Capacity	Oct 09 Enrollment 90% or more than Design Capacity	Oct 14 Enrollment 90% or more than Scheduled Capacity	Oct 14 Enrollment 75% or more than Design Capacity							
Arrowhead	-	-	-	-	317	350	266	371	399	427	598
Bear Creek	-	-	-	76%	395	385	378	376	379	499	502
Canyon Creek	-	-	-	78%	553	524	642	501	437	642	825
Cottage Lake	-	-	-	-	289	300	281	322	399	427	550
Crystal Springs	-	-	-	77%	486	477	514	505	543	573	669
East Ridge	-	-	-	-	380	415	300	446	535	499	646
Fernwood	-	-	>= 90%	93%	534	512	723	549	548	660	661
Frank Love	-	-	-	-	412	401	474	378	426	499	670
Hollywood Hill	-	-	-	-	336	322	316	346	405	463	645
Kenmore	-	-	-	-	435	439	464	422	445	525	646
Kokanee	-	-	>= 90%	91%	505	527	700	467	439	640	766
Lockwood	-	-	-	-	446	448	465	451	529	544	718
Maywood Hills	-	-	-	77%	481	502	499	487	520	598	646
Moorlands	-	-	-	-	532	544	569	543	575	643	790
Shelton View	-	-	>= 90%	96%	391	355	539	338	340	485	562
Sunrise	-	-	-	-	332	352	284	358	418	428	622
Wellington	-	-	-	-	505	526	492	530	541	642	682
Westhill	-	-	-	-	401	416	424	433	397	455	622
Woodin	-	-	-	87%	521	476	583	448	405	593	668
Woodmoor	-	-	-	-	815	781	809	787	825	960	1,113
Total Elementary Schools	-	-	-	-	9,063	9,051	9,722	9,060	9,503	11,202	13,621
Canyon Park	-	-	-	-	753	728	710	797	830	1,228	1,282
Kenmore	-	-	-	-	743	718	637	772	826	1,037	1,351
Leota	-	-	-	-	712	699	681	673	737	1,005	1,254
Northshore	-	-	-	-	717	752	663	849	902	1,014	1,107
Skyview	-	-	-	-	834	865	860	870	869	1,102	1,234
Timbercrest	-	-	-	-	785	719	730	712	749	985	1,072
Total Junior Highs	-	-	-	-	4,544	4,480	4,281	4,674	4,913	6,371	7,300
Bothell	-	-	-	-	1,587	1,651	1,492	1,620	1,483	1,901	2,123
Inglesmoor	-	-	-	-	1,715	1,810	1,479	1,822	1,687	2,059	2,179
Woodinville	-	-	-	-	1,195	1,203	1,266	1,277	1,395	1,609	1,741
Total High Schools	-	-	-	-	4,497	4,664	4,237	4,719	4,565	5,569	6,043
Other	-	-	-	-	365	426	364	448	422	260	314
Total K-12	-	-	-	-	18,469	18,621	18,604	18,901	19,404	23,402	27,278
Total Enrollment Including SAS/Other											

Table 5-3
 Sites with 2014 High and Low Design Capacity Utilization



Long-term Facility Needs (Year 2025)

If a new elementary school is constructed in the high growth north central area of the District, sufficient capacity will exist within the District at all grade levels through the year 2025. A long-term projection of unhoused students and facilities needs is shown in Table 5-4 below. As with any long term projections, many assumptions and estimates must be made which are subject to change.

**TABLE 5-4
Long-term Projection of Enrollment and Facility Needs Year 2025**

Grade Level	FTE Enrollment	Capacity
Elementary	10,956	11,890
Jr. High	5,173	6,371
High School	5,052	5,829
Totals	21,181	24,098

SECTION 6 -- GROWTH RELATED PROJECTS

Planned Improvements - Construction to Accommodate New Growth

In Snohomish County, growth is expected to continue while enrollment in other areas will be flat or declining. Insufficient residential growth to offset graduating classes and other normal elements affecting demographic attrition will be the primary cause.

Projected continued growth through 2015 in the Fernwood, Canyon Creek and Kokanee elementary schools will fully utilize recent capacity increases from capital projects and boundary adjustments that moved students to adjoining schools. While other options continue to be reviewed, this CFP includes the construction of a new elementary school.

Long term projections indicate growth with the District possibly experiencing an increase of up to 2,700 new students in the next fifteen years. The District will continue to monitor the multitude of factors that shape our capacity needs, e.g. instructional delivery, the economy, changes in planned land use, permit activity, and birth rates in order to help ensure needed instructional space is available when and where needed.

Planned Improvements – To Existing Facilities

Construction projects planned through 2014 include the replacement of facilities at two older sites where facilities are failing and no longer meet instructional program needs. In a number of other sites where the existing facility layout meets instructional needs and building structural integrity is relatively good, individual buildings systems are targeted for replacement or modernization to extend the life of the overall site. Other planned projects include renovating play fields and athletic fields, providing and upgrading technology, replacing/ upgrading building systems, and relocating our Transportation Center. See Section 7 for a list of projects.

Modernizations/Building Improvement Programs

The modernization at Bothell High School was completed in the fall of 2008. In 2009, modernizations of varying scopes were completed at Woodinville High School (Phase I), and Kenmore Junior High (Phase II). Capacity additions at Canyon Creek Elementary were completed the Fall of 2009 and additions at Fernwood Elementary capacity additions are projected for completion in the Fall of 2010. Phase II of the Woodinville High Modernization and Phase III of the Kenmore Junior High Modernization are expected to be completed by 2013. The relocation of the alternative program (SAS) and Transportation will be complete by the Fall of 2010. Planned modernizations or the replacement of one or more major building system (Building Improvement Program – BIP) are planned for Bear Creek Elementary, Crystal Springs Elementary, Shelton View Elementary, Canyon Creek Elementary and Leota Junior High.

New Facilities and Additions

Planning for needed new elementary capacity is included in the 2010 bond with construction funding planned for the 2014 bond.

**TABLE 6-1
Planned Construction Projects – Growth Related**

Project	Estimated Completion Date	Projected Student Capacity Added
New Elementary School – Growth Corridor	2016	550 - 650
Fernwood Elementary	2010	96

SECTION 7 – CAPITAL FACILITIES PLAN

Six Year Capital Instructional Facilities Construction Schedule

2010/2011 Construction

Fernwood Elementary Phase I Modernization

- Alternative Program (SAS)
- BIP – Building Improvement Projects
- Field Improvements
- Technology Improvements
- Special Projects
- Woodinville High School Phase II Modernization

2011/2012 Construction *

- Kenmore Junior High Phase III Modernization
- Woodinville High School Phase II Modernization (Continuation)
- Field Improvements
- Technology Improvements
- Special Projects

2012/2013 Construction *

- Woodinville High School Phase II Modernization (Continuation)
- Kenmore Junior High Phase III Modernization (Continuation)
- BIP – Building Improvement Projects
- Field Improvements
- Technology Improvements
- Special Projects

2013/2014 Construction *

- New Elementary School – Growth Corridor**
- BIP – Building Improvement Projects
- Field Improvements
- Technology Improvements
- Special Projects

2014/2015 *

- New Elementary School – Growth Corridor**
- BIP – Building Improvement Projects
- Field Improvements
- Technology Improvements
- Special Projects

2015/2016*

New Elementary School – Growth Corridor

BIP – Building Improvement Projects

Field Improvements

Technology Improvements

Special Projects

Note: All projects in bold indicate growth-related improvements.

*Projects in 2011 thru 2016 are subject to passage of the corresponding bond by voters and approval of the Board with the submission of the 2014 bond/levy recommendations

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 retired through collection of property taxes. Voters in the Northshore School District passed a capital improvement bond for \$123 million in February 2006. A proposed bond of 149.2 million is being presented to voters in February 2010. Revenues from these bonds will be used to implement the Capital Facilities Plan set forth herein.

State Financial 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 funds or the State Board of Education can establish a moratorium on certain projects.

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 forces 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.

Impact Fees

Authorization to collect impact fees has been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. Impact fees are generally collected by the permitting agency at the time of final plat approval or when building permits are issued. In the case of the three cities in the District, the Capital Projects Office collects fees prior to recording of plats, or issuance of permits. The District will not request the collection of impact fees in 2010/2011. See the discussion regarding the impacts of growth in Section 6. The District may request impact fees in future CFP updates.

Budget and Financing Plan

Table 8-1 is a summary of the budget that supports the Capital Facilities Plan. Each project budget represents the total project costs which include: construction, taxes, planning, architectural and engineering services, permitting, environmental impact

mitigation, construction testing and inspection, furnishings and equipment, escalation, and contingencies.

The School District's planning for bond issues is outlined on Table 8-1. The District expects the proceeds of the bond sales to be supplemented by state financial assistance³ and impact fees. However, since the timing and amounts of these supplemental sources are unpredictable, they have not been included in the District's internal budgeting. Any funds from those external sources, when they become available, would allow the District to sell fewer bonds than were authorized by the voters or would permit the District, subject to community approval and school board authorization, to increase the scope of its program to include needed work that would otherwise be unfunded.

³State funding represents a significant challenge to the District. Although the District at times has a real need for additional classroom and support spaces, the criteria and formulas established by the state do not recognize this need, and as noted on page 24, the District has previously constructed growth-related additions without state financial assistance. Even where the District is eligible for State financial assistance, the present inadequate funding mechanism has resulted in significant delays in receiving the funds and a consequent reduction in their value.

TABLE 8-1
Facilities Plan Budget

2010 CAPITAL FACILITIES PLAN BUDGET						
\$s in 000s						
	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
MODERNIZATIONS/BUILDING SYSTEMS REPLACEMENT						
Woodinville High Modernization Phase II	20,000	52,000				
Kenmore Jr High Modernization Phase III	1,000	12,000	13,000			
Pop Keeney	2,000	2,000				
SAS	5,000 *					
Transportaton	7,000 *					
Fernwood Elementary	5,000					
Building Improvement Program	4,594	4,824	5,065	5,318	5,584	5,863
NEW CONSTRUCTION						
New Elementary School Growth Corridor- Planning/Design			1,000	1,500		
New Elementary School Growth Corridor- Construction						10,000
Technology	2,320	2,436	2,558	2,686	2,820	2,961
Fields	697	732	768	807	847	890
Code Compliance / Small Works	1,507	1,582	1,661	1,745	1,832	1,923
Site Purchase	465	488	513	538	565	593
Overhead	1,020	1,071	1,125	1,181	1,240	1,302
Bond Expenses	746	-	746	-	-	-
Special Projects	1,103 *	1,216 *	1,277 *	1,341 *	1,408	1,478
TOTAL:	52,452	78,349	27,713	15,115	14,296	25,011
BOND EXPENDITURES:	30,500	78,349	27,713	15,115	14,296	25,011
* Indicates partial or full funding from a source other than bond proceeds Assumes 5% annual escalation						

The financing plan in Table 8-2 addresses only the growth-related projects from Section 7.

TABLE 8-2
Financing Plan – Growth Projects

\$s in 000s	09/10	10/11	11/12	12/13	Total	Local Funds	State Financial Assistance	Impact Fees/Mit Payments
New Elementary School – Growth Corridor			1,000	1,500	2,500	2,500		
Fernwood Elementary	5,000							

SECTION 9 -- IMPACT FEES

School Impact Fees under the Washington State Growth Management Act

The Growth Management Act (GMA) authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate 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.¹

Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables). As required under GMA, credits have also been applied for State Match Funds to be reimbursed to the District, property taxes and capital project funds to be proposed for future bond measures. Credit may also be given for construction projects that will be built to accommodate current unhoused students.

The District has recently made several boundary adjustments to increase District wide facility utilization and accommodate planned growth. The District is evaluating the impact of these changes, and may at a later point in the next six years seek the collection of impact fees for growth related projects. The District will upgrade this CFP to reflect the new information.

Impact Fee Schedules

The impact fee calculations in accordance with the formulas applicable to all jurisdictions are shown below:

**TABLE 9-1
Impact Fee Schedule – All Jurisdictions**

Housing Type	Impact Fee per Unit
Single-family	\$0
Multi-family	\$0
Multi-family (2+ Bedroom)	\$0

¹ Paying for Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January, 1992

DEFINITIONS

Throughout the Capital Facilities Plan a number of terms are used which are defined as follows:

Boeckh Index. WAC 392-343-060 establishes guidelines for determining the per square foot area cost allowance for new school construction. Washington State uses what is called a "Boeckh Index." The Boeckh Index is the average of a seven-city building cost index for commercial and factory buildings in Washington State, as reported by the E.H. Boeckh Company. The index is adjusted every two months from a base index of \$74.87, which was established in 1984.¹

CFP. Capital Facilities Plan - refers to this document.

DCD. Washington State Department of Community Development

FTE (Full Time Equivalent). This is a means of measuring student enrollment based on the number of hours per day in attendance at District schools. A student is considered an FTE if he/she is enrolled for the equivalent of a full schedule each school day. Kindergarten students attending half-day programs are counted as 0.5 FTE.

GFA (per student). Gross floor area per student.

GMA. Washington State Growth Management Act.

Multi-Family Dwelling Unit. A residential dwelling unit contained in a building consisting of two or more attached residential dwelling units.

OFM. Washington State Office of Financial Management.

OSPI. Washington State Office of the Superintendent of Public Instruction.

SEPA. Washington State Environmental Policy Act.

Single-Family Dwelling Unit. A detached residential dwelling unit designed for occupancy by a single family or household, including mobile homes.

Student Factor or Student Generation Rate. The Student Factor is the average number of students by grade span (elementary, junior high, and high school)

¹ Paying For Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January 1992.

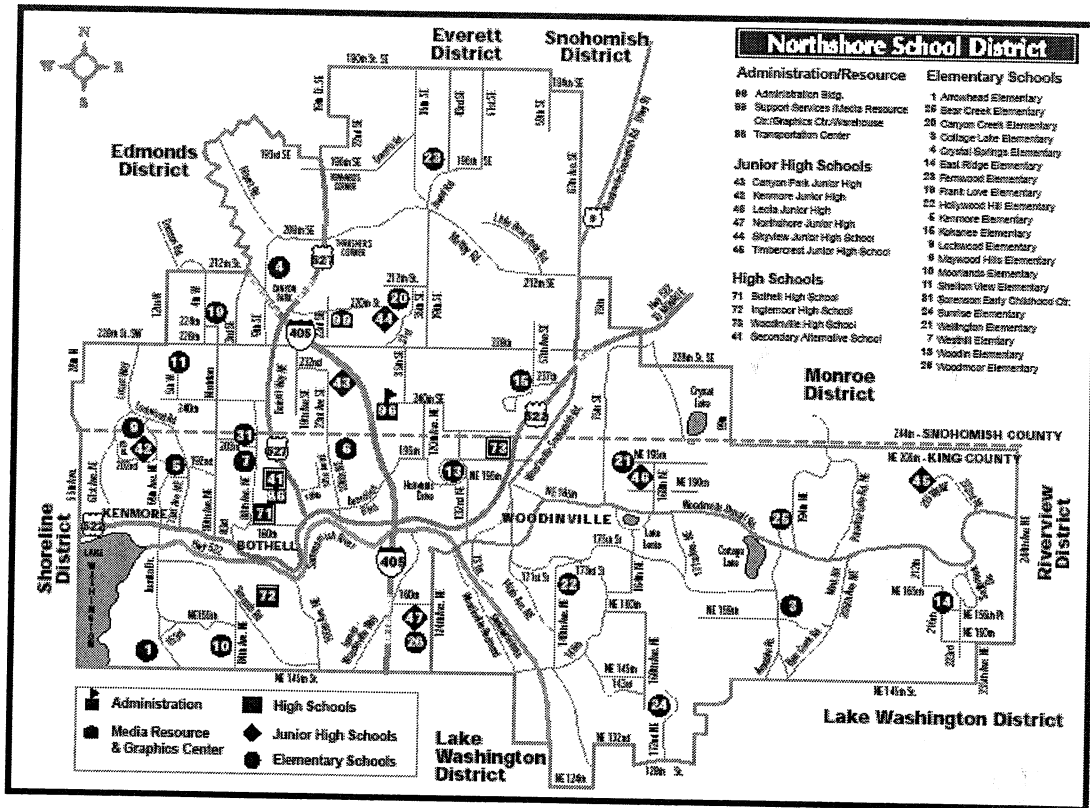
typically generated by each housing type. Student Factors are calculated based on a survey of all new residential units permitted by jurisdictions within the District during the most recent five-year period.

Teaching Station. A facility space (classroom) specifically dedicated to implementing the District's educational program. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

Unhoused Students. District enrolled students who are housed in portable temporary classroom space, or in permanent classrooms in which the maximum class size is exceeded.

WAC. Washington Administrative Code.

APPENDIX B



APPENDIX C**SUMMARY OF CHANGES IN THIS YEAR'S CAPITAL FACILITIES PLAN**

This year's Capital Facilities Plan is an updated document, based on the 2008 CFP. The significant changes reflected in the 2010 Plan are identified below. Please note that the tables have been renumbered.

Section 2 - Student Enrollment Trends and Projections:

Enrollment projections were updated to reflect recent enrollment trends for the years 2010 through 2016 and new long range projections for the year 2025.

Section 3 – District Standard of Service:

Table 3-3 was updated.

Section 4 - Capital Facilities Inventory:

Tables 4-1, 4-2 and 4-3 were revised to reflect reallocation of classroom utilization, movement of relocatable classrooms and design/schedule capacity as well as the sale of surplus District property.

Section 5 - Projected Facility Needs:

Table 5-1 was changed to reflect new enrollment forecasts noted in Section 2, schedule/design capacity, pullout utilization and changes to capacity noted in Sections 4 & 6.

Table 5-2 was added to overlay those specific sites where projected 2014 enrollment indicates high/low design capacity utilization.

Table 5-4 was updated to the year 2025.

Section 6 - Growth Related Projects:

Table 6-1 updated for the possible construction of a new elementary school in the District's northern growth corridor and the capacity addition in progress at Fernwood Elementary.

Section 7 - Capital Facilities Plan:

This section was updated to reflect changes in scheduled modernizations and non-growth related projects.

Section 8 – Finance Plan

The finance plan has been updated.

Section 9 – Impact Fees

Student Factors section removed.