

CAPITAL FACILITIES PLAN 2015

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 accordance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, Kirkland and Woodinville, is the Capital Facilities Plan (CFP) of the Northshore School District (NSD). This CFP is intended to provide a snapshot of projected student enrollment, site capacities, service over the long term (2015-2025), capital project schedules and capital financing over the next six years (2014-2020). The role of impact fees in funding school construction is addressed in Section 9 of this report.

Summary

Continued growth in elementary enrollment has now pushed most schools in the northern and central service areas of the District into capacity deficit positions. Approval by the community of our 2014 bond allows the district to implement grade reconfigurations (K-5, 6-8 and 9-12) that will provide some elementary capacity relief. That transition is currently scheduled for the 2017 school year. Grade reconfiguration, construction and opening of a new high school (North Creek High School) and other associated actions were part of a comprehensive plan recommended 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.

The 2015 CFP includes the construction and opening of North Creek High School and implementation of grade reconfiguration in the 2017-2018 school year. Until grade reconfiguration occurs, portable capacity at impacted elementary schools will be maximized with increases based on the projected enrollment growth, program requirements, site security, site circulation and gym/library capacities. State projections of a continued increase in birthrates could necessitate further increases in elementary or junior high capacity needs within the next five years.

The CFP does not assume mandatory Full Day Kindergarten in its projections nor any change in the K-3 class size ratios; either of which would create significant capacity challenges. If the State Legislature funds implementation, future updates to the Capital Facilities Plan will reflect those adjustments.

Overview of the Northshore School District

The District services six jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, the City of Kirkland 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 has a population of approximately 122,000 and an enrollment of 19,672 FTE. The District has twenty elementary schools, six junior high schools, three high schools, one alternative schools program, and one early childhood center. The current grade configuration is K-6, 7-9 and 10-12 with a planned transition in the fall of 2017 to a K-5, 6-8 and 9-12 model. The Urban Growth Area boundary line (UGA) splits the District, exacerbating capacity utilization challenges. Generally, schools on the east side of the UGA line are seeing stable or declining enrollment while schools on the west side are seeing increasing enrollment. To optimize instructional program flexibility and maximize service levels in the most cost effective way possible, the District maintains 10%-15% of its total classroom capacity in relocatables (portables).

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Introduction

Elementary enrollment has been growing steadily over the past few years, primarily due to larger birth cohorts and improvement in the real estate market. This wave of elementary enrollment growth has not yet moved into the high schools, where enrollments have fluctuated within a narrower range.

Projections, based on state and local jurisdiction provided data, indicate that this trend of an improved real estate market and increased birth cohorts will continue to fuel higher enrollments over the next decade. The birth cohorts since 2006 have been substantially larger than the numbers seen between 1996 and 2005. As a result, continued growth is expected in K-12 enrollment; especially elementary enrollment. It is expected that a marked increase in K-12 enrollment between 2015 and 2025 will be seen.

The local real estate market has also been much stronger in the past two years. Since 2007 when home sales and prices began dropping, enrollment trends in the region have been transformed. Urban job centers, like Seattle, Bellevue, and Kirkland, saw better than expected population and K-12 enrollment gains between 2007 and 2011, primarily due to the fact that fewer people were leaving these areas to buy houses in the outlying regions of the Puget Sound. In the past two years this has reversed with population and K-12 enrollment gains from more people being willing to buy houses away from the urban job centers. During this time, Northshore, Shoreline, Auburn, and Federal Way, which saw declines in enrollment between 2007 and 2011, have all shown enrollment increases.

Similar to past years, this year's District projections considered regional and local trends in population growth and housing, along with consideration of any market share gains or losses that might be attributable to private schools. In addition,

assumptions and corresponding projections were analyzed down to the 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 both headcount and FTE 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 grade. At kindergarten two methodologies are generally used: First, one can use a linear extrapolation from the previous five years, assuming that there is a trend. Or, alternatively, one can compare the kindergarten enrollment to births from five years prior to calculate a "birth-to-k" ratio. For example, kindergarten enrollment in 2014 is divided by the total births in King and Snohomish counties in 2009 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 districts in the state. 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. To date, these suggestions have not been implemented. The latest forecast from OSPI for the District continues to use cohort survival with a linear extrapolation at the kindergarten level.

Table 2-1 shows a projection for Northshore School District using the headcount projection provided by OSPI. This model converts the OSPI headcount forecast to an FTE forecast based on the latest data comparing headcount to FTE enrollment in Northshore. The OSPI forecast predicts a gradual increase in FTE enrollment over the next 6 years, with growth at all levels. The forecast also shows a strong increase of kindergarten enrollment over time.

**TABLE 2-1
OSPI Cohort Forecast - FTE converted from OSPI Headcount Projection**

October FTE						
Grade	Actual	Projections				
	14/15	15/16	16/17	17/18	18/19	19/20
K	743	773	791	826	844	861
1	1669	1638	1704	1783	1822	1861
2	1620	1711	1680	1788	1827	1867
3	1663	1658	1751	1788	1829	1870
4	1605	1705	1700	1762	1832	1875
5	1557	1641	1743	1835	1801	1874
6	1582	1580	1670	1764	1862	1828
7	1510	1619	1617	1810	1804	1905
8	1572	1540	1648	1736	1843	1837
9	1528	1594	1559	1669	1760	1870
10	1621	1571	1639	1718	1716	1810
11	1469	1538	1490	1520	1630	1628
12	1532	1443	1510	1526	1493	1600
Total K-6	10439	10706	11038	11544	11818	12037
Total 7-9	4610	4753	4824	5215	5408	5612
Total 10-12	4622	4552	4639	4764	4839	5038
District Total	19671	20010	20501	21524	22064	22687
Change		339	491	1023	541	623
% Change		1.7%	2.5%	5.0%	2.5%	2.8%
Grade Reconfiguration						
Total K-5	8857	9126	9368	9781	9956	10209
Total 6-8	4664	4739	4935	5310	5510	5571
Total 10-12	6150	6146	6198	6433	6599	6908
	19671	20010	20501	21524	22064	22687

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. 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 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.

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 building permit information provided by the respective jurisdiction. Table 2-2 shows the forecast based on this methodology.

This forecast produces a result that is lower than the OSPI forecast. This is primarily due to the kindergarten projection. The linear extrapolation method that OSPI uses does not consider the predicted changes in birth trends, or any assumptions about Northshore's share of future cohorts. The District model predicts a lower kindergarten enrollment over time than the OSPI forecast, because it assumes that Northshore's share of the county birth cohorts will remain relatively consistent over the course of the forecast.

In addition to kindergarten, the other main difference pertains to housing. Building permit information that the District has received from the jurisdictions shows relatively strong enrollment gains in the first four years of the forecast, with a tapering off of this growth in the last two years. This reflects the fact that the recent pipeline housing data shows fewer new projects in the pipeline. Once the current wave of housing development is finished we will need to see more new housing growth if enrollment is going to continue to grow in a similar fashion to recent trends. It should be noted, however, that the K-12 enrollment in the District is likely to continue growing beyond the six years of this forecast, because of continued gains in the K-12 population in the county (from births). Northshore will see some share of this future K-12 growth, though it may be lower than recent years, if new housing development lags the current trends.

Looking at the results of the model specifically, overall enrollment is predicted to increase between 2015 and 2020. In the initial years of the forecast, the largest gains are expected at the elementary level. Junior high and high school enrollment are expected to grow more strongly in the latter part of the forecast period as the larger elementary classes from recent years roll up through the grades.

Elementary enrollment is predicted to grow from 10,439 FTE in October 2014 to 10,923 FTE by October 2020. Junior high enrollment is projected to increase from 4,610 FTE in October 2014 to 5,507 FTE by October 2020. High school enrollment is projected to increase from 4,622 FTE in October 2014 to 4,959 FTE by October 2020.

TABLE 2-2
FTE Forecast
October Medium Case

October FTE

Grade	Actual	Projections					
	14/15	15/16	16/17	17/18	18/19	19/20	20/21
K	743	727	728	739	741	739	742
1	1669	1637	1598	1599	1624	1627	1625
2	1620	1722	1671	1631	1632	1658	1662
3	1663	1648	1757	1704	1663	1665	1691
4	1605	1711	1680	1790	1736	1695	1697
5	1557	1627	1739	1708	1819	1765	1723
6	1582	1574	1644	1757	1725	1838	1783
7	1510	1621	1609	1680	1796	1762	1878
8	1572	1533	1646	1633	1706	1822	1789
9	1528	1590	1548	1662	1649	1722	1840
10	1621	1569	1632	1588	1705	1692	1766
11	1469	1543	1484	1544	1503	1613	1600
12	1532	1453	1524	1466	1525	1484	1593
Total K-6	10439	10646	10817	10928	10940	10987	10923
Total 7-9	4610	4744	4803	4975	5151	5306	5507
Total 10-12	4622	4565	4640	4598	4733	4789	4959
District							
Total	19671	19955	20260	20501	20824	21082	21389
	Change	284	305	241	323	258	307
	%Change	1.4%	1.5%	1.2%	1.6%	1.2%	1.4%
Grade Reconfiguration							
Total K-5	8857	9072	9173	9171	9215	9149	9140
Total 6-8	4664	4728	4899	5070	5227	5422	5450
Total 10-12	6150	6155	6188	6260	6382	6511	6799
	19671	19955	20260	20501	20824	21082	21389

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 enrollment in the period between 2019 and 2025 will grow at a rate that is similar to the overall 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 above. 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 the medium range county growth management 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 2020 and 2025. This factor was based on a forecast of 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 2020 to 2025. FTE enrollment in 2020 is projected to be 21,388 and projected FTE enrollment for 2025 is predicted to be 22,038 FTE. This longer range model assumes that the State forecasts of more births, more K-12 growth, and continued population growth for the Puget Sound are reasonably accurate.

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.

**TABLE 2-3
Projected FTE Enrollment**

Level	2015	2020	2025
Elementary:	10,647	10,922	11,031
Jr. High:	4,745	5,506	5,465
High School:	4,564	4,959	5,541
Total:	19,956 FTE	21,388 FTE	22,038 FTE

COUNTY/OFM PROJECTIONS

Using OFM/County data as a base, the District projects a 2035 student FTE population of 26,027. This is based on the OFM/County data for the years 2000 through 2013 and the District’s average fulltime equivalent enrollment for the corresponding years. For the years 2000 to 2013, the District’s actual enrollment averaged 39.35% of the OFM/County population estimates. However, this figure is misleading in that it assumes that all of the District’s students reside in Snohomish County. This is not the case given that the District’s boundaries include both King and Snohomish County. As such, the projections are highly speculative and are used only for general planning purposes.

**TABLE 2-3.1
Projected FTE Enrollment - 2035 OFM Estimates**

Level	2014	2035
Elementary (K-5):	8,857	11,626
Jr. High (6-8):	4,664	6,132
High School (9-12):	6,150	8,269
Total:	19,671 FTE	26,027 FTE

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

Note: Snohomish County Planning and Development Service provided the underlying data for the 2035 projections.¹

¹ The District has chosen to use Alternative #2 of the Snohomish County 2035 Population Forecast since it contains the medium range forecast of potential growth.

SECTION 3 -- DISTRICT STANDARD OF SERVICE

Primary Objective

Optimizing student learning is the heart of what Northshore School District strives for in establishing its service standard for classroom capacity utilization. This requires a constant review and assessment of instructional practices, student learning behaviors, learning environments and program development. Additional variables include changes in mandatory requirements dictated by the state, such as those being discussed for full day kindergarten and reduction in K-3 class sizes. These elements as well as demographic projections and cost considerations are weighed when determining service levels.

Grade Reconfiguration and Instructional Program Changes

In the fall of 2017, the District is planning on implementing a reconfiguration of its instructional model to a four year high school (9-12) program, a 6-8 middle school and a K-5 elementary school model. While the District has been successful in generating high graduation rates and test scores with its current grade configuration, the changing learning patterns, developmental needs and maturity level of our students will be more effectively met with this grade reconfiguration as well as provide a more effective match of resources with the needs of students. Specific room standards are not expected to change based on the new grade reconfiguration itself. Changes mandated by the State affecting the highly capable program will likely further complicate site capacity issues. Assessment of that impact is still in progress.

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 bilingual education, remediation, alcohol and drug education, preschool and daycare programs, home school, computer labs, music programs, movement programs, etc. These programs and the associated learning environments are regularly reviewed to determine the optimum instructional method and learning environment at each school. 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 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 versus 24 (for a standard size room or relocatable/portable). 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 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	
Elementary Advanced Placement (EAP)	X	
Advanced Academic Placement (AAP)		X
All Day Kindergarten	X	
Parents Active in Cooperative Education (PACE)	X	
Special Education	X	X
Special Education – Mid Level/Functional Skills & Academics	X	X
Learning Centers (LC)	X	X
Learning Assistance Program (LAP)/Title I (Elementary)	X	X
English Language Learners (ELL)	X	X
Dual Language (DL)	X	
Home School	X	X
Alternative School Program		X
Career Technical Education		X
International Baccalaureate (IB) & 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. Special programs usually require space modifications and sometimes have lower class sizes than other, more traditional programs; this potentially translates into greater space requirements. These requirements are part of the difference we see between design capacity and scheduled capacity (see page 14).

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

TABLE 3-2
Standard of Service –Class Size (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 – Mid Level	12	12	12
Special Education – Functional Skills and Academics	8	8	8
Integrated - Regular & Special Education (15 regular & 6 special education students)	21	NA	NA
Special Education Preschool	8 (Sorenson & Cottage Lake)	NA	NA
Transitional Kindergarten	10 (Hollywood Hill & Lockwood)	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. Table 3-3 shows the District’s average students per teaching station as a measurement of its minimum levels of service as of October 31, 2014.

TABLE 3-3
Average Students per Scheduled Teaching Station

Grade Level	# of Scheduled Teaching Stations	FTE Scheduled Capacity	Calculated Standard of Service (1)	FTE Enrollment	Average FTE / Teaching station
K - 6	530	12,128	23	10,474	19.7
7 - 9	237	6,558	27	4,577	19.3
10 - 12	227	5,910	26	4,655	20.5
Total	994	24,596		19,671	

(1) Capacity divided by the number of teaching stations for the respective year

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. 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.

The capacity limit at each site will vary from year-to-year based on existing instructional programs, projected future programs and, where possible, the recommendation of local site administration. To monitor this, and for use in preliminary capacity planning, the District establishes classroom capacities. This is the maximum number of students a site can accommodate based on a standard room capacity of 54, 27, 24, or 12 FTE depending on room size. These figures are compared to the actual utilization or scheduled capacity on a regular basis. Scheduled 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 capacities of the defined service levels (see *Table 3-2*), eight versus 24 (for a standard size room or relocatable/portable). 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 where recent modernizations have added more teacher preparation space, the utilization percentage is higher.

Schools

The District currently operates twenty elementary schools, six junior high schools, and three comprehensive high schools. The District also has one alternative secondary school program, a home school program and an early childhood center.

**TABLE 4-1
2014-15 School Capacity Inventory (including relocatables)**

School	Year Built	Last Modernization or addition	# Class-rooms	Students/ Room	Permanent Classroom Capacity	Relocatables			Total Capacity
						Total #	Classroom Capacity	% of Total	
Arrowhead	1957	1994/2011	18	23.9	430	4	0	0.0%	430
Bear Creek	1988	2011	20	24.0	479	0	0	0.0%	479
Canyon Creek	1977	1999/2008	34	23.2	550	11	240	43.6%	790
Cottage Lake	1958	2005	15	22.3	334	0	0	0.0%	334
Crystal Springs	1957	2002/2010	26	24.0	432	10	192	44.4%	624
East Ridge	1991		14	23.9	406	0	0	0.0%	406
Fernwood	1988	2002/2010	34	23.9	619	14	192	31.0%	811
Frank Love	1990		28	22.9	424	10	216	50.9%	640
Hollywood Hill	1980	2001	17	23.9	406	2	0	0.0%	406
Kenmore	1955	2002/2011	20	23.9	478	5	24	5.0%	502
Kokanee	1994		32	22.8	515	10	216	41.9%	731
Lockwood	1962	2004/2011	23	24.4	561	2	24	4.3%	585
Maywood Hills	1961	2002	26	23.8	487	7	144	29.6%	631
Moorlands	1963	2002/2011	28	23.0	573	6	72	12.6%	645
Shelton View	1969	1999/2011	21	24.0	431	3	72	16.7%	503
Sorenson ECC *	2002								
Sunrise	1985		13	22.9	346	1	0	0.0%	346
Wellington	1978	2000/2011	22	23.9	526	3	0	0.0%	526
Westhill	1960	1995/2011	23	22.9	406	5	120	29.6%	526
Woodin	1970	2003	25	23.8	476	6	120	25.2%	596
Woodmoor	1994		41	21.3	873	0	0	0.0%	873
Subtotal			480	23.1	9,752	99	1,632	16.7%	11,384
Canyon Park	1964	2000/2005	42	26.0	1,063	4	54	5.1%	1,117
Kenmore	1961	2002/2008/2012	38	25.4	940	1	27	2.9%	967
Leota	1972	1998	35	26.6	904	8	81	9.0%	985
Northshore	1977	2004	40	26.7	1,066	4	54	5.1%	1,120
Skyview	1992		45	25.4	994	6	162	16.3%	1,156
Timbercrest	1997		37	26.2	943	1	27	2.9%	970
Subtotal			237	26.0	5,910	24	405	6.2%	6,315
Bothell	1953	2005	78	24.9	1,948	6	24	1.2%	1,972
Inglemoor	1964	2000	71	26.4	1,873	6	108	5.8%	1,981
Woodinville	1983	1994/2008/2011	66	26.3	1,765	0	0	0.0%	1,765
Subtotal			215	25.8	5,586	12	132	2.4%	5,718
SAS	2010		12	14.8	177	0	0	0.0%	177
Total K-12 All			944	24.4	21,248	135	2,169	9.8%	23,417

* Sorenson ECC has 10 classrooms with 142 students that do not count toward district FTE.

Relocatable Classroom Facilities (Portables)

Traditionally the District has kept 10% to 15% percent of its design capacity in relocatables. This percentage fluctuates, impacted by growth and changes in instructional program needs. Relocatables 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 relocatables are reassessed.

A typical portable classroom provides capacity for 24 students at the elementary level or 27 at the secondary level. Relocatables are used to meet a variety of instructional needs. Of the 135 relocatable classrooms that the District owns, 106 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 first group. Their actual use may reflect loads that are less than the standards of service identified in Section 3. Not included in the scheduled capacity are approximately 16 relocatables that are used for daycare, PTA, conference rooms/resource rooms, temporary housing in conjunction with pending modernizations or recently vacated as a result of the consolidation of some programs within other existing permanent space. A summary of relocatables is presented in Table 4-2.

Table 4-2 Relocatable Classroom Summary

School	Total # of Portables	Portables Scheduled (Note 1)	Designed Student Capacity	Classroom Student Capacity	"Pull Out" Programs (Note 2)
Arrowhead	4	1	96	24	2
Bear Creek	0	0	0	0	0
Canyon Creek	11	10	264	240	1
Cottage Lake	0	0	0	0	0
Crystal Springs	10	8	240	192	1
East Ridge	0	0	0	0	0
Fernwood	14	10	336	192	3
Frank Love	10	9	240	216	0
Hollywood Hill	2	0	48	0	0
Kenmore	5	1	120	24	3
Kokanee	10	9	240	216	0
Lockwood	2	1	48	24	0
Maywood Hills	7	6	168	144	1
Moorlands	6	3	144	72	0
Shelton View	3	3	72	72	0
Sorenson ECC**	0	0	0	0	0
Sunrise	1	0	24	0	0
Wellington	3	0	72	0	2
Westhill	5	5	120	120	0
Woodin	6	5	144	120	1
Woodmoor	0	0	0	0	0
Subtotal	99	70	2,376	1,632	14
Canyon Park	4	2	108	54	0
Kenmore	1	1	27	27	0
Leota	8	3	216	81	0
Northshore	4	2	108	54	0
Skyview	6	6	162	162	0
Timbercrest	1	1	27	27	0
Subtotal	24	15	648	405	0
Bothell	6	2	162	24	1
Inglemoor	6	4	162	108	0
Woodinville	0	0	0	0	0
SAS	0				
Subtotal	12	6	324	132	1
Total K-12 All	135	91	3,348	2,169	15

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

Note 2: "Pull Out" programs include OTPT/LAP/Science Labs/Computer Labs/Admin/ASB/Music but exclude Day Care/PTA/Resource/Conference Rooms/Counseling/Storage

Other Facilities

In addition to 32 school sites, the District also owns and operates sites that provide transportation, administration, maintenance and operational support to the 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.

North Creek High School is being built on 61 acres adjacent to the north of Fernwood Elementary. The remaining two undeveloped sites are located in the eastern and northern areas of the District respectively. As grade reconfiguration, boundary changes, program changes and future growth occur, one or more of these sites may become an elementary or secondary school site.

TABLE 4-3
Inventory of Support Facilities & Undeveloped Land

Facility Name	Building Area (Sq. Feet)	Site Size (Acres)
Administrative Center (Monte Villa)	49,000	5
Support Services Building	41,000	5
Paradise Lake Site		26
Warehouse	44,000	2
Transportation	39,000	9
“Anderson” site - possible site for additional capacity in the district’s northern growth corridor		33
North Creek High School (New High School #4 construction site)		61

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

Capacity needs resulting from changes in demographic growth patterns, instructional program or other variables 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, student impacts, cost impacts, program choices, etc., and recommends potential solutions to the Board. If approved by the Board, these recommended actions are implemented by the District and then incorporated into the Capital Facilities Plan.

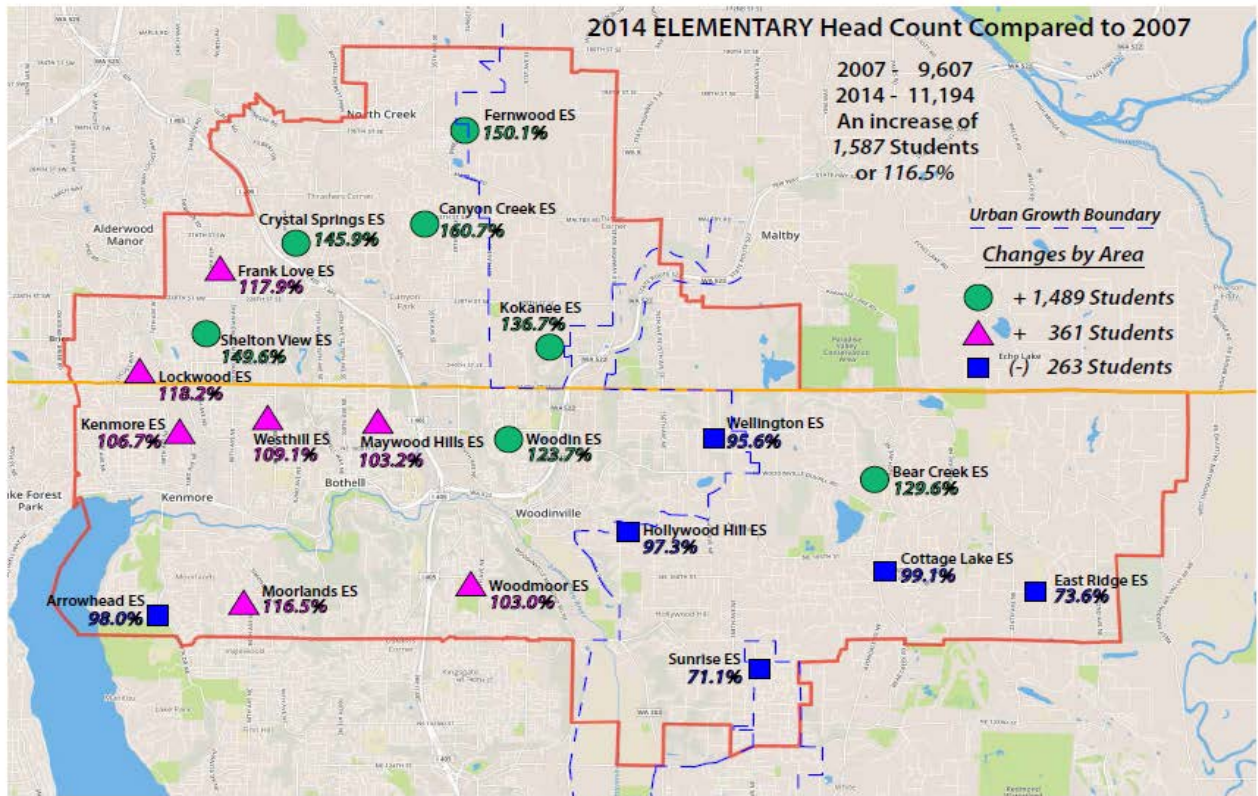
As noted earlier, the Urban Growth Boundary Line (UGA) splits the District service area, exacerbating capacity utilization challenges. Developers generally favor building inside the UGA since it allows for a higher number of homes per acre. The growth seen by the District reflects this, with schools outside the UGA declining in enrollment while schools inside the UGA (on the northern/western sides) see increased enrollment. This contributes to a situation where, in total, the District has excess capacity (Table 5-1) because capacity for schools outside the UGA see lower enrollment growth while schools inside the UGA see significantly higher growth. Table 5-2 depicts enrollment growth at the elementary level over the period 2007-2014 and shows the geographic differences relative to the UGA boundary.

**TABLE 5-1
School FTE Enrollment & Classroom Capacity***

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary Enrollment (FTE)	10,474	10,647	10,818	9,171	9,216	9,149	9,139
Permanent Capacity - Existing	9,752	9,752	9,752	9,752	9,752	9,752	9,752
Capacity in New Permanent Facilities							
Capacity in Relocatables	1,632	1,824	1,824	1,824	1,824	1,824	1,824
# of Relocatables included in Capacity	70	78	78	78	78	78	78
Total Capacity with Relocatables	11,384	11,576	11,576	11,576	11,576	11,576	11,576
Surplus Capacity	910	929	758	2,405	2,360	2,427	2,437
Junior High School Enrollment (FTE)	4,577	4,708	4,767	5,052	5,208	5,404	5,430
Permanent Capacity - Existing	5,910	5,910	5,910	5,910	5,910	5,910	5,910
Capacity in New Permanent Facilities							
Capacity in Relocatables	405	405	405	405	405	405	405
# of Relocatables included in Capacity	15	15	15	15	15	15	15
Total Capacity with Relocatables	6,315	6,315	6,315	6,315	6,315	6,315	6,315
Surplus Capacity	1,738	1,607	1,548	1,263	1,107	911	885
High School Enrollment (FTE)	4,655	4,598	4,675	6,278	6,399	6,528	6,819
Permanent Capacity - Existing	5,586	5,586	5,586	5,586	7,186	7,186	7,186
Capacity in New Permanent Facilities				1,600			
Capacity in Relocatables	132	132	132	132	132	132	132
# of Relocatables included in Capacity	6	6	6	6	6	6	6
Total Capacity with Relocatables	5,718	5,718	5,718	7,318	7,318	7,318	7,318
Surplus Capacity	1,063	1,120	1,043	1,040	919	790	499
Total Enrollment (FTE)	19,706	19,954	20,260	20,501	20,824	21,081	21,388
Permanent Capacity - Existing	21,248	21,248	21,248	21,248	22,848	22,848	22,848
Capacity in New Permanent Facilities	-	-	-	1,600	-	-	-
Capacity in Relocatables	2,169	2,361	2,361	2,361	2,361	2,361	2,361
# of Relocatables included in Capacity	135	143	143	143	143	143	143
Total Capacity with Relocatables	23,417	23,609	23,609	25,209	25,209	25,209	25,209
Surplus Capacity	3,711	3,655	3,349	4,708	4,385	4,128	3,821

*Reflects total current classroom capacities; Grade Reconfiguration in 2017; Opening of North Creek High School in 2017. Does not reflect any school boundary/service area changes.

TABLE 5-2 Elementary Enrollment Growth – 2007-2014 – by area



Once school service area boundary changes and transportation options become prohibitive in rehousing students to areas of available capacity, the challenge becomes greater. Elementary capacity in the District’s higher growth northern central corridor has been increased by the equivalent of more than an elementary school through permanent capacity additions, additional portables and changes in service boundaries. Despite these actions, projections indicate that the elementary capacity in this area will probably be insufficient to meet service levels within the next several years. Grade reconfiguration implementation will provide capacity relief for the current growth at the majority of the elementary sites but as growth continues, Elementary capacities will remain tight at most northern corridor schools even after grade reconfiguration. If population growth continues or as legislative changes are mandated that affect space needs for full day Kindergarten or class size reductions, the area may require additional elementary and/or secondary capacity.

To meet continued growth in the central and northern corridors of the district, waivers have been limited and special-use permanent/relocatables are being converted into classroom space. Other options to address possible mandated changes in programs or unexpected high growth, such as leasing non-district space and considering boundary changes, are being implemented or under review. Table 5-3 depicts capacity and projected enrollment geographically as shown on the map in Table 5-2.

**TABLE 5-3
Capacity and Enrollment (Head Count) by Region**

SNOHOMISH COUNTY	Current Classroom	K-6 Grade Configuration Student Head Count			K-5 Grade Configuration Student Head Count			
ELEMENTARY	Capacity	2014	2015	2016	2017	2018	2019	2020
Canyon Creek	790	840	840	849	737	745	736	736
Crystal Springs	624	738	764	790	727	730	729	725
Fernwood	811	793	854	948	859	874	887	863
Frank Love	640	547	553	569	502	531	538	522
Kokanee	731	782	824	879	823	861	846	840
Lockwood	585	552	550	551	460	460	449	453
Shelton View	503	550	571	586	485	458	425	438
Subtotal Elementary	4,684	4,802	4,956	5,172	4,593	4,659	4,610	4,577

JR/MIDDLE	Capacity	7-9 Grade Configuration			6-8 Grade Configuration			
Canyon Park	1,117	794	799	810	852	873	896	911
Skyview	1,156	917	972	1,003	1,116	1,219	1,312	1,390
Subtotal Jr/Middle	2,273	1,711	1,771	1,813	1,968	2,092	2,208	2,301

HIGH SCHOOL	Capacity				9-11	9-12 Grade Configuration		
North Creek (2017 Open)	1,600	0	0	0	TBD*	TBD*	TBD*	TBD*
Subtotal High School	1,600	0	0	0	0	0	0	0

KING COUNTY (West of UGA)		K-6 Grade Configuration			K-5 Grade Configuration			
ELEMENTARY	Capacity	2014	2015	2016	2017	2018	2019	2020
Arrowhead	430	386	405	402	341	346	328	327
Kenmore	502	476	478	459	383	368	375	379
Maywood Hills	631	555	564	550	449	442	444	437
Moorlands	645	663	682	709	610	615	602	597
Westhill	526	516	527	532	456	454	457	461
Wellington	526	527	512	502	404	386	383	395
Woodin	596	601	606	593	509	513	517	511
Woodmoor	873	845	838	824	709	726	710	702
Subtotal Elementary	4,729	4,569	4,612	4,571	3,861	3,850	3,816	3,809

JR/MIDDLE	Capacity	7-9 Grade Configuration			6-8 Grade Configuration			
Kenmore	967	665	650	679	743	759	784	758
Northshore	1,120	687	716	732	753	743	768	762
Subtotal Jr/Middle	2,087	1,352	1,366	1,411	1,496	1,502	1,552	1,520

HIGH SCHOOL*	Capacity	10-12 Grade Configuration			9-12 Grade Configuration*			
Bothell*	1,972	1,571	1,587	1,629	2,682	2,711	2,767	2,946
Inglemoor*	1,981	1,563	1,525	1,482	1,644	1,722	1,772	1,813
Woodinville*	1,765	1,417	1,383	1,548	1,952	1,966	1,989	2,060
Subtotal High School*	5,718	4,551	4,495	4,659	6,278	6,399	6,528	6,819

KING COUNTY (East of UGA)		K-6 Grade Configuration			K-5 Grade Configuration			
ELEMENTARY	Capacity	2014	2015	2016	2017	2018	2019	2020
Bear Creek	479	508	516	512	387	374	392	414
Cottage Lake	334	336	333	332	263	259	258	258
East Ridge	406	345	337	330	270	270	272	271
Hollywood Hill	406	363	350	348	281	285	284	285
Sunrise	346	271	276	288	261	265	265	273
Subtotal Elementary	1971	1823	1812	1810	1462	1453	1471	1501

JR/MIDDLE	Capacity	7-9 Grade Configuration			6-8 Grade Configuration			
Leota	985	720	795	788	791	810	859	890
Timbercrest	970	799	784	763	808	815	795	729
Subtotal Jr/Middle	1,955	1,519	1,579	1,551	1,599	1,625	1,654	1,619

Total Elementary	11,384	11,194	11,380	11,553	9,916	9,962	9,897	9,887
Total Jr/Middle	6,315	4,582	4,716	4,775	5,063	5,219	5,414	5,440
Total High School	5,718	4,551	4,495	4,659	6,278	6,399	6,528	6,819
Total High School (2017)	7,318							

- *Projected head counts do not reflect changes to district-wide school boundary/service areas which will be implemented in 2017 when the new high school opens.*

Long-term Facility Needs (Year 2025)

A long-term projection of un-housed students and facilities needs is shown in Table 5-4 below. The capacity shown assumes the construction of North Creek High School, resulting from the successful February 2014 bond measure. 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. The data below does not reflect the challenges noted earlier in high growth areas where projected growth continues to challenge existing capacity.

TABLE 5-4
Year 2025 - Long-term Projection of Enrollment and Capacity

Grade Level	Capacity	Enrollment (FTE)
Elementary	11,576	9,283
Jr. High	6,315	5,447
High School	7,318	7,398
Total	25,209	22,128

SECTION 6 -- GROWTH RELATED PROJECTS

Planned Improvements - Construction to Accommodate New Growth

If, as projected, elementary enrollment continues to rise, capacity increases from building programs, portable additions and boundary changes will be fully exhausted within several years. This CFP assumes that some elementary capacity relief from grade reconfiguration will occur in the Fall of 2017, as 6th graders move into the middle school program and 9th graders into the four year high school model. The CFP reflects the construction and opening of North Creek High School, as shown in Table 6-1.

Long-term projections indicate growth of over 2,000 new students in the next ten years. The CFP assumes that new capacity at the elementary and junior high level will be required. The District will continue to monitor the multitude of factors that shape our capacity needs, i.e.; statewide legislative changes, instructional delivery, the economy, changes in planned land use, changes in mandated program requirements, 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 meets instructional needs and building structural integrity is good, individual building systems are targeted for replacement or modernization to extend the life of the overall site. Almost 37 building systems at 21 schools have been replaced with this program, extending the useful life of the overall site. Other planned projects include renovating play fields and athletic fields, providing and upgrading technology and replacing/upgrading building systems. See Section 7 for a list of projects.

Modernizations

Capacity additions at Canyon Creek Elementary and Fernwood Elementary were completed in the Fall of 2009 and Fall of 2010 respectively. The relocation of the alternative program (SAS) and Transportation was completed by the Fall of 2010. In 2012 modernizations were completed at Woodinville High School (Phase II) and Kenmore Junior High (Phase III).

New Facilities and Additions

Funding is included in the 2014 bond.

TABLE 6-1
Planned Construction Projects – Growth Related

Project	Estimated Completion Date	Projected Student Capacity Added
North Creek High School	2016/2017	1600 High School <i>(3721 188th St. SE Bothell)</i>

SECTION 7 – CAPITAL INSTRUCTIONAL FACILITIES PLAN

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

Year of Construction	Projects
2014/2015	North Creek High School WHS Modernization Phase III BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Portable Additions
2015/2016	North Creek High School WHS Modernization Phase III BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects
2016/2017	North Creek High School WHS Modernization Phase III BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects
2017/2018	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Elementary Capacity Addition Junior High Modernization/Capacity Addition
2018/2019	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Elementary Capacity Addition Junior High Modernization/Capacity Addition
2019/2020	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Elementary Capacity Addition Junior High Modernization/Capacity Addition

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 approved a bond of \$177.5 million in February 2014. 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 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. The District is currently ineligible for state match at the elementary level.

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 four cities in the District, the Capital Projects Office collects fees prior to recording of plats, or issuance of permits. The District continues to assess its eligibility regarding the collection of impact fees. See the discussion regarding the impacts of growth in Section 9. 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 assistance². However, since the timing and amounts of these supplemental sources are unpredictable, they have not been included in the District's internal budgeting.

**TABLE 8-1
Facilities Plan – Capital Budget**

2015 CAPITAL FACILITIES PLAN BUDGET *							
\$\$ in 000's	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
MODERNIZATIONS/BUILDING SYSTEMS REPLACEMENT							
Building Improvement Program	4,300	3,300	2,100		3,000	4,000	5,000
Woodinville H.S. Modernization Phase III	8,000	8,000					
SJH Modernization/Capacity				2,000	16,000	5,000	
New Elementary School				5,000	10,000	9,000	
Elementary School Modernization					5,000	5,000	5,000
NEW CONSTRUCTION							
New High School	47,000	56,100	5,000				
New Junior High Capacity (see above)					5,000	3,000	9,000
Technology	1,000	4,500			2,000	2,000	3,000
Fields	800	800		500	500	500	1,000
Code Compliance/Small Works	1,250	1,250	1,500	1,500	2,000	5,000	5,000
Site Purchase/Circulation	4,500						
Overhead	1,100	1,100	1,100	1,300	1,300	1,300	1,500
Bond Expenses	542	542		550	115	550	
TOTAL:	68,492	75,592	10,500	10,850	44,915	35,650	29,500
Bond Expenditures	68,492	75,592	10,500	10,850	44,915	35,650	29,500

²State 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 28, 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.

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	13/14*	14/15	15/16	16/17	17/18	Local Funds	State Financial Assistance	Impact Fees/Mit Payments
New High School Capacity – Growth Corridor/Grade Reconfiguration	21,100	47,000	56,100	5,800		130,000		
*Includes 2 million of spending from fiscal year 2012/2013								

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 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.¹

Methodology and Variables Used to Calculate School Impact Fees

Impact fees are 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 are 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 un-housed students.

The District is currently ineligible to assess impact fees based on current King County and Snohomish County code requirements. The District is pursuing grade reconfiguration and school service area boundary changes for implementation in 2017. As those changes, and any legislative changes requiring increased capacity for Full Day Kindergarten or class size reduction occur, the District will evaluate whether it may become eligible to collect impact fees for growth related projects. The District will update 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.

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) typically generated by each housing type. Student Factors are calculated based on

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

a survey of all new residential units permitted by jurisdictions within the District during the most recent five-year period.

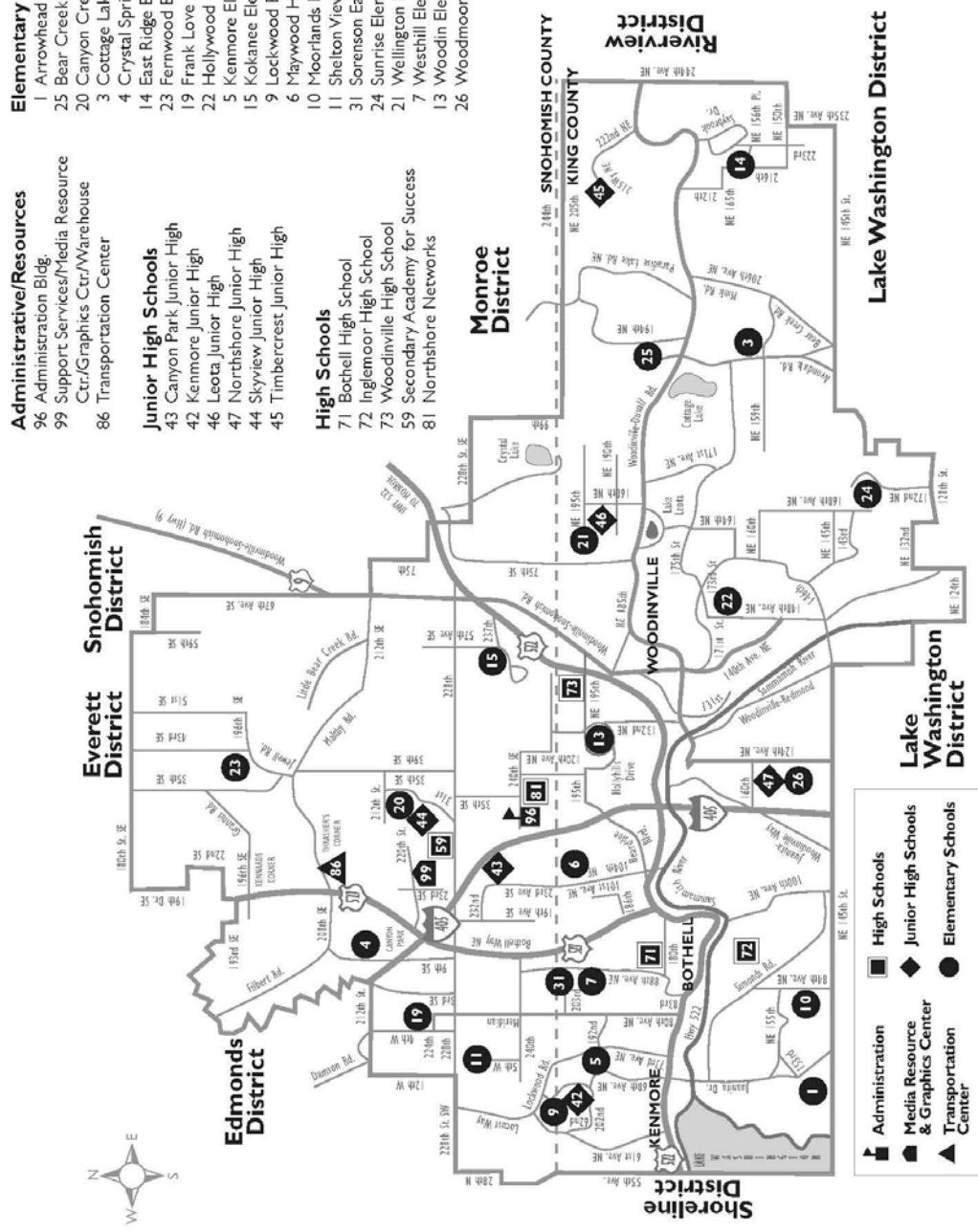
Teaching Station. A facility space (classroom) specifically dedicated to implementing the District's educational program. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms, other special education, and resource rooms.

Un-housed 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.

Northshore School District

- Administrative/Resources**
- 96 Administration Bldg.
 - 99 Support Services/Media Resource Ctr./Graphics Ctr./Warehouse
 - 86 Transportation Center
- Junior High Schools**
- 43 Canyon Park Junior High
 - 42 Kenmore Junior High
 - 46 Leota Junior High
 - 47 Northshore Junior High
 - 44 Skyview Junior High
 - 45 Timbercrest Junior High
- High Schools**
- 71 Bothell High School
 - 72 Inglemoor High School
 - 73 Woodinville High School
 - 59 Secondary Academy for Success
 - 81 Northshore Networks
- 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



SUMMARY OF CHANGES IN THIS YEAR'S CAPITAL FACILITIES PLAN

This year's Capital Facilities Plan is an updated document, based on the 2014 CFP. The significant changes reflected in the current Plan are identified below.

Section 2 - Student Enrollment Trends and Projections

Enrollment projections were updated to reflect recent enrollment trends for the years 2015 through 2020 and new long range projections for the year 2025.

Section 3 – District Standard of Service

Tables 3-2 & 3-3 were 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 and land acquisitions for possible additional capacity.

Section 5 - Projected Facility Needs

Table 5-1 was changed to reflect new enrollment forecasts, capacities, grade reconfiguration, pullout utilization and changes to capacity noted in Sections 4 & 6. Tables 5-2 and 5-3 were added to graphically depict geographic concentrations of enrollment growth. Table 5-4 was updated to the year 2025.

Section 6 - Growth Related Projects

Updated to reflect current growth projections.

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

Updated.