

Capital Facilities Plan 2023-29

Northshore School District
June 2023



CAPITAL FACILITIES PLAN

2023 - 2029

NORTHSHORE SCHOOL DISTRICT NO. 417

3330 Monte Villa Parkway, Bothell, Washington 98021-8972

STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION

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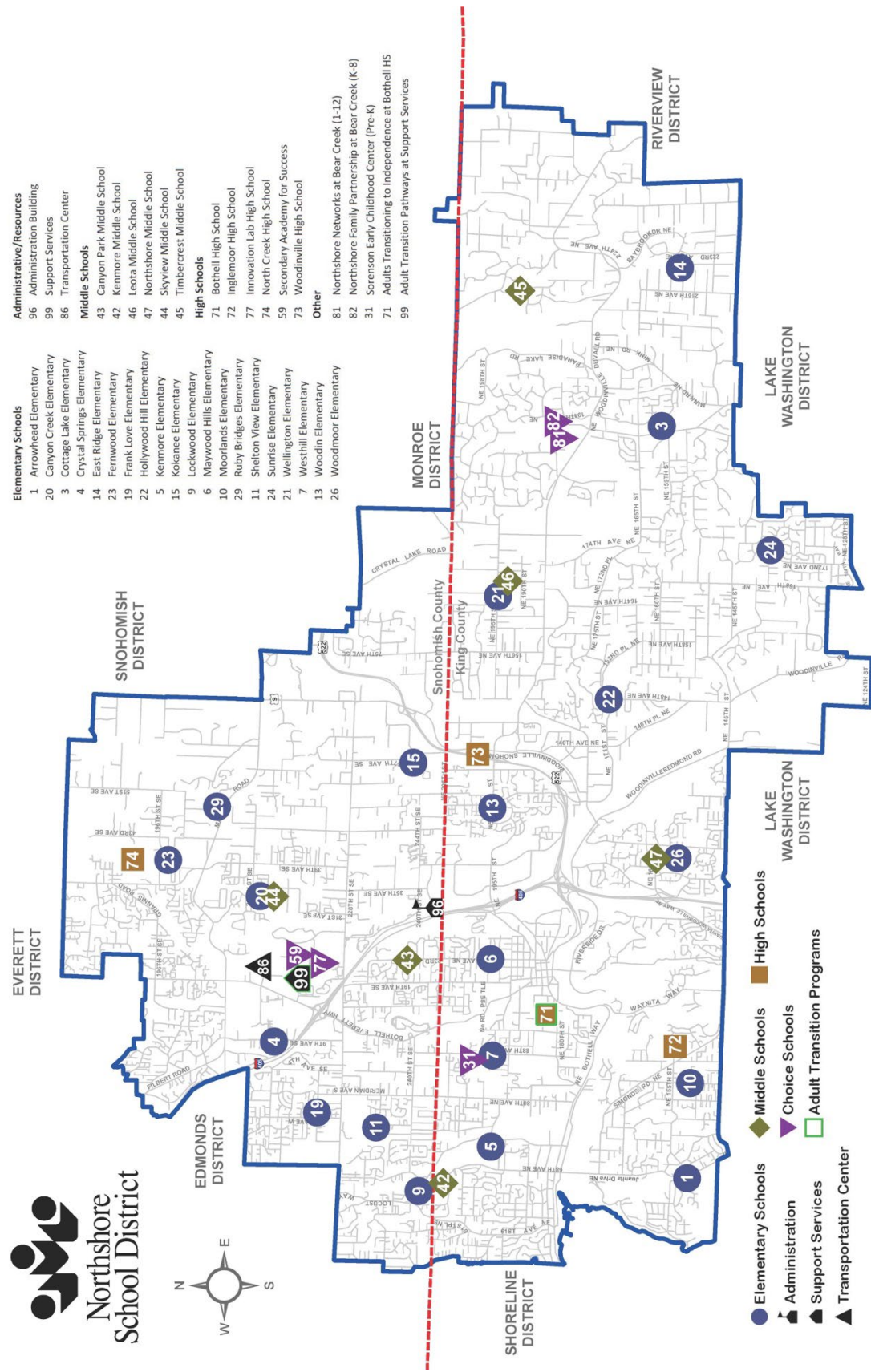
Michael Tolley



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2023 Northshore School District Map



Introduction

Section 1

Purpose of the Capital Facilities Plan

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

The Northshore School District (NSD/District) has prepared this six-year Capital Facilities Plan (CFP) in accordance with the Washington State Growth Management Act and the codes of King and Snohomish Counties and the cities of Bothell, Kenmore, and Woodinville. This CFP is intended to provide these jurisdictions with a description of projected student enrollment and school capacities at established levels of service over the six-year period 2023-2029. It also provides longer-term enrollment projections. The role of impact fees in funding school construction is addressed in **Section 7** of this report.

The District updates its Capital Facilities Plan on an annual basis. The most recent update previous to this version was adopted by the Board of Directors in June 2022.

Overview of the Northshore School District

Schools & Programs

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

Geographic

NSD spans 60 square-miles and primarily serves five jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, and the City of Woodinville. There are some addresses

located in the cities of Brier, Kirkland and Redmond, but they are either in areas not expected to experience any new residential development or in very small areas with previously developed residential areas. For the purposes of the District's CFP and long-term projections, those areas are considered de minimis impacts on NSD's grade bands. The King-Snohomish County line divides NSD such that roughly two-thirds of the District's geographic area is in King County and one-third in Snohomish County.

Population

According to the Washington State Office of Financial Management (OFM), in 2022 the District had a total population of approximately 153,301. This is an increase of 2,319 residents from 2020. In 2022 the King County portion of the District had a total population of approximately 88,807 residents with a 911 (1.04%) increase in population from 2020. For the same years, the Snohomish County portion of the district had a total population of 63,494 people with a 1,408 (2.23%) increase in population. Growth continues within the district, and at a higher rate in Snohomish County than in King. County population projections also call for continued growth, although county-wide growth is at a higher rate in King County than in Snohomish. In 2027, OFM forecast Snohomish County population at 902,883 residents, an increase of 55,583 (2.4%) over a 5-year period. OFM forecast a similar picture for King County over the same 5-year period. In 2027 population is forecast to be 2,422,270 (4.32%), an increase of 104,570 residents.

Urban Growth Area & County Jurisdictions

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

Currently, *The Snohomish County 2024 Comprehensive Plan Update Draft* includes Motion 22-090. If the motion remains in the plan in its current form it will include an expansion of the Southwest County Urban Growth Area to include zoning changes for approximately 521 acres lying within the Northshore School District boundary. The expansion may occur in the "43rd Avenue Area" and the "45th Avenue Area." Motion 22-090 states:

43rd Avenue Area

For the residential areas, the future land use designations should be the higher of the densities proposed in the docket applications, mainly Urban Medium Density Residential (UMDR) and some Urban High Density Residential (UHDR). Public/Institutional Use (P/IU) is the appropriate designation for the school site and any other sites that PDS might determine as appropriate for this designation while finalizing the alternative.

Proposed Future Land Use Map designations/Zoning (approximate acreage)

- Urban Medium Density Residential/Low Density Multiple Residential (241 acres)
- Urban High Density Residential/Multiple Residential (30 acres)
- Public/Institutional Use/R-9,600 (30 acres)

45th Avenue Area

The total expansion proposed south of Maltby Road to the King County line and generally on the east side of 45th Ave SE would be approximately 220 acres. Approximately 185 acres would receive the Urban Low Density Residential designation. This motion also identifies around 35 acres for uses that qualify for the Public/Institutional Use designation. Proposed zoning for this entire area is R-7,200.

Snohomish County's Countywide Planning Policies direct jurisdictions in Snohomish County to "ensure the availability of sufficient land and services for future K-20 school needs." Policy ED-11. The district will continue to monitor the progress of *The Snohomish County 2024 Comprehensive Plan Update Draft* and Motion 22-090, assessing the potential for further growth into the future.

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

Section 2

Forecast Methodology

Cohort Survival Methodology

Numerous methodologies are available for projecting enrollments. The most common method is known as the cohort survival method. This method tracks groups of students through the system and adjusts the population 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, for which there is no previous year data. For kindergarten, two methodologies are generally used:

- A linear extrapolation from the previous five years of kindergarten enrollment, assuming that there is a trend; or
- Alternatively, a comparison of the kindergarten enrollment to births from five years prior can be used to calculate a "birth-to-K" ratio. For example, kindergarten enrollment in 2021 is divided by the total births in King and Snohomish counties in 2016 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.

OSPI uses the cohort survival method to predict enrollment for all school districts in the state for the limited purpose of funding decisions under the School Construction Assistance Program (SCAP). The cohort survival method generally works well for districts that have a consistent trend of gradual increases or declines in enrollment. It is less reliable in districts where spikes in demographic trends (especially a marked increase or decrease in new housing) can lead to dramatic swings in enrollment from one year to the next. In addition, the use of the linear extrapolation method at the kindergarten level can result in a distorted trend since it does not consider changes in birth rate trends. The influence of COVID on enrollment trends has contributed to the cohort survival method not being as accurate as it has prior to the pandemic. This may continue for several years as changes driven by social and economic impacts settle into more consistent patterns.

Data Factors

Similar to past years, this year's forecasts consider regional and local trends in population growth, birth rates, and housing development, analyzing corresponding projections down to the school

feeder pattern level. Growth rates were adjusted based on permit information specific to those respective areas. The resulting trends were used to further refine the projection methodology for enrollment forecasts.

NSD works with professional demographers to combine the cohort survival methodology with other information about births, housing, regional population trends, mobility, and even trends in service area, homeschooling, and private school enrollment.

Forecast Data Factors

Births

Falling birth rates across the state do not yet appear to impact the district. **Table 2.1** illustrates fluctuations in NSD Births from 2014 – 2021. Figures range from approximately 1,500 – 1,700. A trend is not yet discernable.

NSD Kindergarten Enrollment and District-Wide Births

Table 2.1

Birth Year	NSD Births	NSD Kinder Year	NSD Kinder Enrollment	% NSD K Enrollment to NSD Births
2014	1,587	2019	1,718	108.25%
2015	1,713	2020	1,536	89.67%
2016	1,776	2021	1,622	91.33%
2017	1,638	2022	1,532	93.53%
2018	1,627	2023		
2019	1,719	2024		
2020	1,570	2025		
2021	1,715	2026		

There is a trend in the recovery of Kindergarten enrollment after the pandemic. After the drop in 2020 of the Percent of Kindergarten Enrollment to NSD Births (**Table 2.1**), we see a steady increase in the percentage of families choosing NSD rather than other options. We anticipate this percentage to increase as more families return.

Home Sales

With the residual impact of the pandemic and fluctuating economy, there are questions about future growth in NSD and whether or not it will continue at a rate at or above forecasts, or if growth will begin to stabilize. Home sales across the state were impacted in 2022 by the substantial rise in interest rates by the Federal Reserve. However, the sale of existing homes in NSD continues to remain stable, with over 2,150 sold in 2022. This is comparable to the average sales of 2,117 from the prepandemic years of 2012-2018. Looking forward, we anticipate existing home sales to

experience moderate growth. The District is recognized for its excellence in education, contributing to the value of homes, and is a desirable place to live.

Planned Residential Development

While new single-family home construction and sales within NSD slowed in 2022, there continues to be strong growth in new townhome and multi-family projects that may produce enrollment gains. There were a record number of 4,800 multi-family projects in the pipeline in 2022, compared to just 3,537 in 2021 and 4,108 in 2020. New townhome developments include units with 3 bedrooms or more.

We continue to see more students generated from townhomes than from apartments, condos, and duplexes as families find that townhomes may be more affordable than a single family home. Recent figures allow us to segregate how many new students are generated from townhomes and to calculate a separate impact fee for those jurisdictions that have a separate townhome fee category. This year, townhomes generate fewer students than in previous years. For example, in Spring of 2022, approximately 38 students were generated for every 100 townhomes. As of Spring 2023, that figure dropped to 27. See **Appendix A**. The District plans to continue to monitor townhome student generation closely.

As of December 2022, development data shows 759 single-family homes in the development pipeline within the District, compared to 887 in 2021. This data excludes short plat development. As larger tracts of land become more rare for developers to acquire within NSD, there is a trend towards more short plats as infill lots are purchased. The increasing number of short plats are beginning to impact enrollment in some areas, contributing to greater student yield factors than what is forecast. With a focus in each jurisdiction on higher density infill, we expect to see short plats play a greater role in the future when forecasting enrollment. In addition, if future adjustments are made to the UGA in Snohomish County, larger lots may once again become available to developers with the potential of increased NSD student enrollment.

Student Yield Factors

A student yield factor (or student generation rate) is used to identify the approximate number of students generated by a newly constructed residential dwelling unit. It measures the average number of students generated by each new (sold and occupied) housing type (single-family dwelling units, townhomes, and multi-family dwelling units). When the student yield factor is applied to development in the planning and construction stages, a forecast can also be made for future growth from new residential development. NSD updates its student yield factor for single-family, multi-family, and townhome units each year. The student yield factor analysis for NSD is included in **Appendix A**, and is based on all newly constructed, sold, and occupied units (using a period of the previous five (5) years).

Student Enrollment Trends and Forecasts

Section 3

Enrollment

Enrollment Summary

NSD enrollment grew by 297 students between 2017 and 2022, with an average growth rate of .80%. As a comparison, for the years 2016 to 2021, District enrollment grew by 1,134 students, with an average growth rate of 1.15%. Although growth is still forecast, the effects of the global pandemic and the fluctuating housing market have impacted enrollment.

However, loss of enrollment appears to be slowing. In 2020 the district experienced a 1.1% loss in enrollment, and in 2021 there was a 1.2% loss. 2022 experienced just a .7% loss, resulting in .5% loss recovery from 2021. We expect Fall of 2023-24 enrollment to continue stabilizing after the impact of the pandemic, and thereafter experience modest gains to reflect continued residential development within the District. Enrollment growth from new development in the northern, central, and southern service areas of the District continues at a moderate pace.

Enrollment Trends

We also anticipate the wave of elementary enrollment growth we experienced as a result of development to move into the middle and high school grades. This growth at the secondary level is anticipated to continue over the next 10 years. With continued recovery from the pandemic and steady new development across the district, growth at the secondary levels will be a capacity focus.

Forecasts

High-Range Enrollment Forecast

The modified cohort survival methodology in **Table 3.1** shows continued enrollment increases within the District through the six-year planning period. The methodology uses a “high range” projection. In total, the projected K-12 increase in enrollment is 1,269 students over the six-year period. The District’s enrollment projections were updated in February 2023 to consider the impacts of the global pandemic and fluctuating economy. However, the forecast does not include the impact of Motion 22-090 within the *Snohomish County Comprehensive Plan Update* (see page 6 above). If the motion remains in the plan in its current form it will include an expansion of the Southwest County Urban Growth Area to include zoning changes for approximately 521 acres lying within the Northshore School District boundary. For this reason, NSD is using high enrollment forecast figures in planning for future capacity needs.

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

High-Range Enrollment Forecast

Table 3.1

Grade	Actual	Projections					
	22/23	23/24	24/25	25/26	26/27	27/28	28/29
K	1,532	1,517	1,517	1,483	1,514	1,531	1,550
1st	1,723	1,647	1,630	1,633	1,586	1,619	1,646
2nd	1,651	1,785	1,706	1,692	1,706	1,657	1,700
3rd	1,746	1,680	1,817	1,740	1,742	1,756	1,714
4th	1,753	1,774	1,707	1,849	1,798	1,801	1,825
5th	1,708	1,770	1,791	1,727	1,898	1,845	1,857
6th	1,733	1,721	1,783	1,808	1,773	1,949	1,905
7th	1,750	1,751	1,739	1,805	1,865	1,829	2,020
8th	1,713	1,762	1,763	1,754	1,847	1,907	1,876
9th	1,858	1,798	1,850	1,838	1,825	1,921	1,984
10th	1,792	1,877	1,817	1,874	1,861	1,848	1,945
11th	1,741	1,695	1,775	1,751	1,806	1,794	1,781
12th	1,618	1,715	1,670	1,766	1,742	1,796	1,784
Total	22,318	22,491	22,564	22,720	22,962	23,254	23,587
K - 5th	10,113	10,172	10,167	10,124	10,244	10,210	10,291
6th - 8th	5,196	5,234	5,285	5,368	5,485	5,685	5,801
9th - 12th	7,009	7,085	7,111	7,228	7,233	7,359	7,495

Long Range Forecasts

The modified cohort methodology described above was extrapolated to 2032 to produce a longer-range forecast (**Table 3.2**). Using this methodology, NSD's enrollment shows continued growth from 2023 to 2032 of 2,706 students. This longer range model assumes that the Washington State forecasts of births, K-12 growth, and continued population growth for the Puget Sound area are reasonably accurate.

The wave of increased secondary students can also be observed in **Table 3.2** with significant middle school growth by 2028 and high school by 2032. In addition, elementary growth accelerates after 2028.

10-Year High-Range Enrollment Forecast
Table 3.2

Grade Band	October 2023	October 2028	October 2032	10-Year Total Growth
Elementary	10,172	10,291	10,906	734
Middle	5,234	5,801	5,975	741
High	7,085	7,495	8,316	1,231
Total	22,491	23,587	25,197	2,706

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

Snohomish County/OFM Forecasts

Using Washington State Office of Financial Management (OFM) and Snohomish County data, NSD projects a 2044 student FTE population of 30,924 (**Table 3.3**). For the six year period between 2016 and 2021, the District's enrollment averaged 39.7% of the OFM/County population estimates. Based on the 2020 Census data, the District's enrollment averaged 35.54% of the OFM/County population estimates. However, these figures assume that all of the District's students reside in Snohomish County. This is not the case given that the NSD's boundaries include both King and Snohomish County. As such, the projections are highly speculative and are used only for general planning and comparative purposes.

The October 2028 the total forecast figure provided by OFM is 2,425 higher than the high-range forecast number used by NSD found in Table 3.2.

FTE Enrollment Forecast – 2044 OFM Estimates*
Table 3.3

Grade Band	October 2021	October 2028	October 2044
Elementary	10,212	11,319	14,086
Middle	5,322	5,914	7,341
High	6,885	7,648	9,497
Total	22,419	24,881	30,924

*Assumes that percentage per grade span will remain constant through 2044

District Standard of Service

Section 4

Primary Objective

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

Existing Programs and Standards of Service

NSD provides traditional educational programs and nontraditional programs (**Table 4.1**). These programs are reviewed regularly to determine the optimum instructional methods and learning environments required at each school, with added attention to equitable access across the District. The required space for these programs, as well as any supporting space, is determined by teacher to student ratios, privacy, the need for physical proximity to other services/facilities, noise, and level of physical activity. Adequate space must exist for program flexibility, differing learning styles, program changes, project/problem-based learning, and pre- and post-school activities. For example, service level capacities in rooms utilized for programs such as Special Education Functional Skills and Academics would reflect lower capacities of the defined service levels (**Table 4.2**), with eight students per classroom instead of an average 25 students per classroom.

Capacity and Programs

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

Special teaching stations and programs offered by NSD at specific school sites are included in **Table 4.1**.

[Programs and Teaching Stations](#)
Table 4.1

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

[Standard of Service](#)

The Growth Management Act (GMA) is primarily codified under RCW 36.70A.020. Public facilities and services are one of the 13 goals the GMA addresses. This is designed to ensure that public facilities, like schools, maintain the level of service necessary to support development at the time the development is available for occupancy. These “minimum levels of service” in the Northshore School District are established as an average class size no larger than those listed in **Table 4.2**.

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

Standard of Service

Table 4.2

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

Utilization Rates

100% utilization of teaching stations for K-5 grade-level content is not possible as some rooms are necessary for music and art classes, in addition to supporting programs such as Special Education, Learning Assistance Program, and English Learners. Based on analysis of the actual utilization of elementary schools, the utilization rate to achieve optimal instructional capacity is approximately 88%, resulting in the targeted class sizes found in **Table 4.2**.

As a result of scheduling conflicts for student programs, and the need for teachers to have a workspace during planning periods at the middle and high school level, it is not possible to achieve 100% utilization of teaching stations at the secondary level. Based on analysis of actual utilization of secondary schools, the utilization rate to achieve instructional capacity is approximately 85%, resulting in the targeted class sizes found in **Table 4.2**.

To achieve these levels, the District evaluates capacity and utilization as an integrated system. Strategies like portables, boundary adjustments, or program moves to balance capacity are considered by the District's Board of Directors following review by the Enrollment Demographics Task Force (EDTF) and appropriate public review and comment. If adopted, strategies are implemented to meet specific needs, both school-by-school as well as across the District.

Snohomish County

Snohomish County requires that the District's plan include a report regarding NSD's compliance with the District's minimum levels of service for the school years 2019-2021. **Table 4.3** shows the District's average students per teaching station as a measurement of its minimum levels of service as of October 1 for each year.

Average Students per Scheduled Teaching Station

(In classrooms without special programs)

Table 4.3

Grade Level	# of Scheduled Teaching Stations	Minimum Level of Service	2019-2020	2020-2021	2021-2022
K – 5	489	24	22.2	21.4	20.9
6 – 8	212	26	26.0	25.4	25.1
9 – 12	303	26	21.8	22.5	22.7
Total / Average	1,004		23.3	23.1	22.9

Capital Facilities Inventory

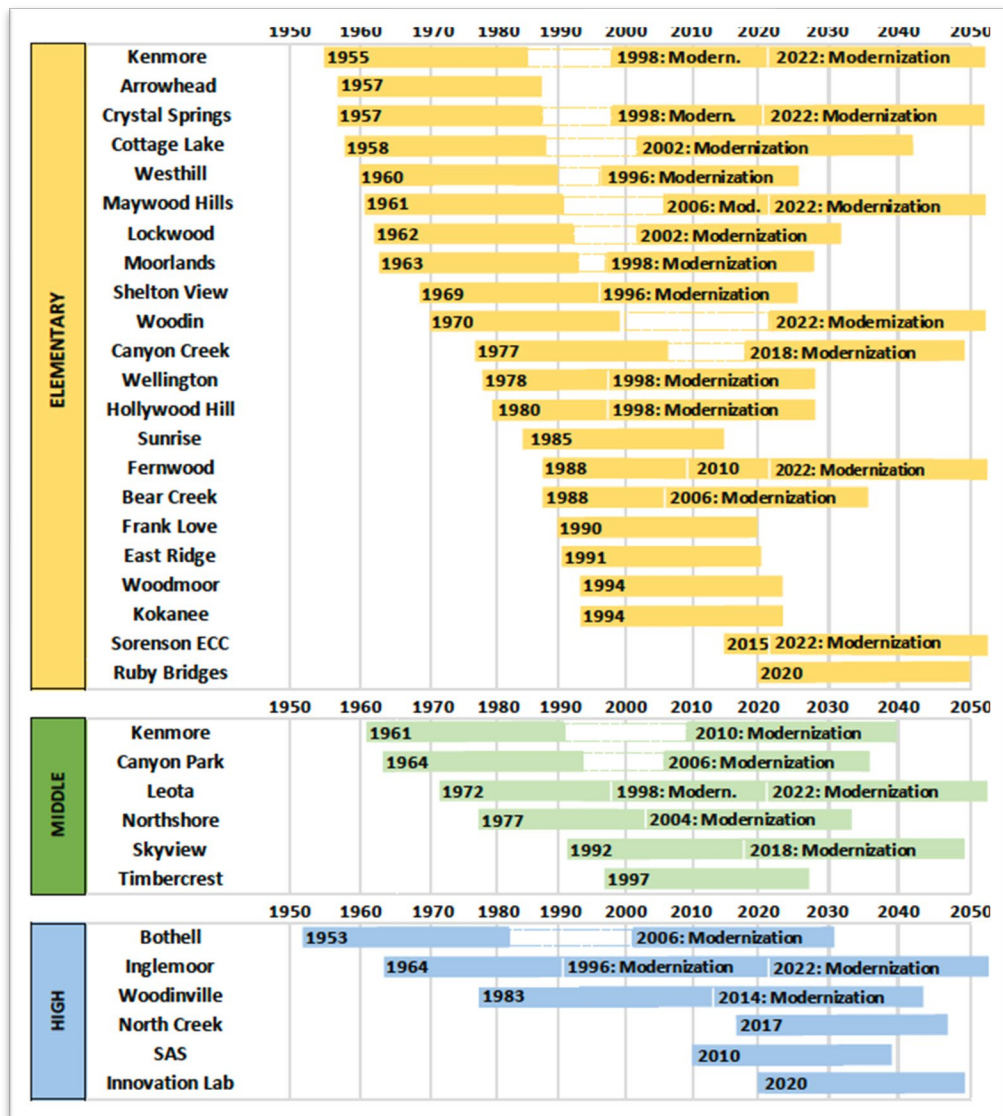
Section 5

Inventory History

Of our current schools in the Northshore School District, Bothell High School is the oldest, originally constructed in 1953. This was followed by Kenmore Elementary in 1955, and Arrowhead and Crystal Springs Elementary Schools in 1956. Kenmore Middle School was built in 1961 during a growth boom that ran from 1953 – 1964. **Table 5.1** Illustrates the age of each school, the dates of modernizations and added capacity, and the historical timeline.

Historical Timeline of School Construction and Modernization

Table 5.1



Capacity Definitions

The Growth Management Act requires a capacity analysis based on an inventory of existing capital facilities. *Capacity* can be used in 3 different ways for school facilities:

Design Capacity

The design capacity of a school is *the number of students a school was designed to hold*.

Instructional Capacity

The design capacity is impacted at buildings that house special programs or different grade levels. Some programs and grades require space modifications and frequently have lower class sizes. As a result, instructional capacity – *The true, functional capacity of a school for students*, is often lower than design capacity. Instructional capacity is also referred to as functional capacity.

For example, an elementary school with 10 classrooms may have been designed for 300 students with 25 students in a classroom. However, the site might not be able to support the design capacity of 300 students for two primary reasons. The first is class size for different grade levels. For example, full-day Kindergarten classes become overloaded at 23 students. Instructional capacity can also be affected by programs in a school. Special Education often has several programs offered at each site. These programs have limited class sizes. The instructional capacity of a school must be recalculated every year to reflect the number of classrooms at different grade levels and the classrooms that hold special programs with limited class sizes.

Available Capacity

When the enrollment of a school is subtracted from the instructional capacity, the remaining number is the available capacity. *It represents how much room is left at a school for new students*. If the available capacity is a negative number, that represents a school that has exceeded its instructional capacity. When this happens, class sizes may rise, or teachers may need to travel to find a room that is available for instruction.

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

Capacity takes into consideration the specific programs that take place in each of the classrooms in a school every year. For example, capacities in rooms utilized for programs such as special education would reflect the defined service levels (**Table 4.2**), ranging from 8 to 26 students per room. Because of the need to provide planning time and space for teacher preparation or other required services, some facilities will only support a capacity utilization of 85%. In secondary schools, the utilization percentage may be higher. Capacities are updated annually in the CFP to reflect current program needs and classroom utilization.

Inventory

Support Facilities & Underdeveloped Land

In addition to 34 school sites, the District owns and operates sites that provide transportation, administration, maintenance and operational support to schools. The District also holds undeveloped properties that were acquired for potential development of a facility for instructional use. An inventory of these facilities is provided in **Table 5.2** below.

Inventory of Support Facilities & Underdeveloped Land
Table 5.2

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

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

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

Inventory of Instructional Capacity

Table 5.3 summarizes the instructional capacity owned and operated by the District, including the current permanent and relocatable classroom (portable) instructional student capacity.

2022-23 Instructional Capacity Inventory

Table 5.3

	Permanent Instructional Capacity	Number of Instructional Portables	Total Number of Portables	Instructional Portable Capacity	Instructional Portable % of Total Capacity	Total Instructional Capacity
Elementary						
Arrowhead	406	-	-	-	0%	406
Canyon Creek	782	10	12	240	23%	1,022
Cottage Lake	431	-	-	-	0%	431
Crystal Springs	430	5	10	120	22%	550
East Ridge	463	-	-	-	0%	463
Fernwood	517	15	18	360	41%	877
Frank Love	366	10	14	240	40%	606
Hollywood Hill	451	-	-	-	0%	451
Kenmore	390	4	9	96	20%	486
Kokanee	461	11	13	264	36%	725
Lockwood	523	4	6	96	16%	619
Maywood Hills	387	9	10	216	36%	603
Moorlands	505	8	9	192	28%	697
Ruby Bridges	568	-	-	-	0%	568
Shelton View	427	3	4	72	14%	499
Sunrise	463	-	-	-	0%	463
Wellington	485	-	-	-	0%	485
Westhill	472	7	9	48	9%	520
Woodin	430	5	6	120	22%	550
Woodmoore	855	-	-	-	0%	855
Elementary Totals	9,812	91	120	2,064	17%	11,876
Middle School						
Canyon Park	932	4	6	56	6%	988
Kenmore	799	1	1	23	3%	822
Leota	796	7	7	160	17%	956
Northshore	864	4	4	102	11%	966
Skyview	1,152	4	4	102	8%	1,254
Timbercrest	796	-	-	-	0%	796
Middle School Totals	5,339	20	22	443	8%	5,782
High School						
Bothell	1,515	-	7	-	0%	1,515
Inglesmoor	1,369	6	6	125	8%	1,494
North Creek	1,404	-	-	-	0%	1,404
Woodinville	1,470	-	-	-	0%	1,470
Innovation Lab	468	-	-	-	0%	468
SAS	270	-	-	-	0%	270
High School Totals	6,496	6	13	125	2%	6,621
K12 Totals	21,647	117	155	2,632	11%	24,279

- The Bear Creek campus provides programs for the Northshore Family Partnerships, Northshore Network, and Northshore Virtual Academy and does not provide regular capacity.
- Sorenson Early Childhood Center serves students age 3-5 yrs. and does not provide capacity for K-12 grades;

Relocatable Classroom Facilities (Portables and Modulares)

Purpose & Data

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

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

Table 5.3 records the number of instructional portables at each school. Not included in the total classroom instructional capacity are portables that are used for restrooms, Special Education Resource Rooms, OT/PT, LAP, EL, music, or other instructional uses. Those being used by PTA, daycare, offices and conference rooms, and storage are counted as instructional capacity as these rooms are available to convert to a classroom, if necessary.

Recent Capacity Adjustments: High School Modulares

With increasing enrollment and shrinking capacity at North Creek, Bothell, and Woodinville High Schools, it was determined that a study by the Enrollment Demographics Task Force (EDTF) was necessary to provide an analysis and recommendations.

The EDTF reviewed a range of applicable data, including comprehensive reports from demographers Dr. Les Kendrick and Davis Demographics, enrollment reports and forecasts, building utilization reports, census data, residential development data, and historical data. This data and information were used to develop capacity mitigation recommendations. A presentation was given to the NSD Board at a special study session on November 21, 2022, to review the data and possible considerations. Utilizing Board feedback, a final recommendation was created to deliver short-term mitigation to address the capacity needs at BHS and NCHS, and to consider a long-range option for WHS in the future.

The two mitigation strategies to address growth currently being implemented at BHS and NCHS are to adjust waiver policies to limit nonresidential student enrollment, and to construct a modular building on each campus to house classrooms. The modular building at BHS will be shared with the

Adults Transitioning to Independence (ATI) program, generating 3 new classrooms for Bothell High School students. The modular building at NCHS will create 4 new classrooms.

Modular buildings appear to offer new options for the school district, including a longer life span of approximately 40-50 years, and environmental features that contribute to the possibility of LEED Platinum certification, resulting in efficiencies with maintenance over time. These advantages may make them a more cost-effective option for a longer-term investment. They also have the option of being installed as a permanent or portable structure. Although modulares are frequently used in place of portables, the current intent with these two buildings is to install them as permanent structures.

These two modulares will help address growth at BHS and NCHS in the short-term. EDTF is conducting a study this year on the potential for longer-term mitigation at the high school level. A recommendation is anticipated this fall.

Recent Capacity Adjustments: Elementary Portables

In some cases, portables may be moved from one school to another to address capacity needs. During the fall of 2022, the EDTF determined a need to adjust capacity at five elementary schools (Sunrise, Kokanee, Canyon Creek, Shelton View, and Lockwood) where enrollment was growing. Each school was at a 91.6% - 96.4% utilization rate and with the exception of Lockwood, had no available classrooms. An extensive study was conducted, including comprehensive reports from demographers Dr. Les Kendrick and Davis Demographics, enrollment reports and forecasts, building utilization reports, census data, residential development data, and historical data. This data and information were used to develop capacity mitigation recommendations.

A presentation was given to the NSD Board at a special study session on February 13, 2023, to review the data and possible considerations. Utilizing Board feedback, a final recommendation was created to deliver mitigation addressing the capacity needs at the five elementary schools. (Crystal Springs Elementary was also noted as a school needing capacity mitigation, however, it is currently undergoing modernization from the 2022 bond that should address growth needs.) The strategies adopted to mitigate growth in the 2023-24 school year include:

- Kokanee
 - Adjust waiver policies to limit nonresidential enrollment
- Lockwood
 - Adjust waiver policies to limit nonresidential enrollment
 - Adjust program placement to limit nonresidential enrollment

- Sunrise
 - Adjust waiver policies to limit nonresidential enrollment
 - Adjust program placement
- Canyon Creek
 - Adjust waiver policies to limit nonresidential enrollment
 - Adjust program placement
- Shelton View
 - Adjust waiver policies to limit nonresidential enrollment
 - Adjust program placement
 - Move 2 portables from Fernwood Elementary to Shelton View

The movement of portables is planned to take place in time for the fall of 2023-24. The data in this report does not reflect that movement. These movements will not impact the overall number of portables in the District. Future updates to the CFP will note these and any other capacity adjustments.

[Aging Inventory](#)

A typical portable classroom provides capacity for an approximate average of 25 students at the elementary level or 27 at the secondary level. Portables are used to meet a variety of instructional needs. Of the 155 portable classrooms that the District owns, 117 are currently being used as classrooms for scheduled classes.

The lifespan of a portable is approximately 20 years, and up to 25 years with aggressive maintenance. Portables have been an effective method for meeting capacity needs in a district that has experienced rapid increases in enrollment. At this time, the District's inventory is aging with 97 of the 155 portables the district owns having reached 20 years of service.

Although the current bond is intended to replace approximately 67 aging portables, total capacity at schools with portables will be impacted in the future as the need to retire aging portables increases. The EDTF has recommended that the District begin to phase out the increasing number of older portables as capacity allows. Despite the slowing of growth due to the impact of COVID, the District continues to be reliant on this interim capacity.

Projected Facility Needs

Section 6

Planning History

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

Mitigation

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

Using October 2022 enrollment figures, District enrollment grew by over 1.3% or 297 new students during the previous six-year period. The high school grade span has grown by 645 new students in that time; a 9.2% increase. October 2022 enrollment figures were down due to the impacts of the pandemic on enrollment but are beginning to recover, with more significant growth in the secondary grade band and in schools most impacted by residential development. EDTF continues to monitor development and growth across the District and, although development has slowed in some northern areas of the District, it is increasing in the western and southern regions. EDTF identifies mitigation strategies (in order of priority) to address existing and future capacity needs (**Table 6.1**).

Capacity Mitigation Tools

Table 6.1

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

Planned Improvements - Construction to Accommodate New Growth

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

The \$425 million 2022 capital bond approved by the District's voters includes eight new projects to add permanent capacity across the District at all grade levels. Note that the number of new permanent classrooms is an early planning estimate. The District will be spending the next year working with architects and contractors to develop specific plans for each site. NSD will also take into consideration recent and future growth within each school's boundaries to inform any potential changes to the number of proposed classrooms.

- Inglemoor High School (IHS)
 - IHS currently has 6 portables on site. 5 portables are used for regular instruction and 1 is used for Special Education instruction. This modernization project proposes replacing the 6 portables on site with permanent classrooms, and adding 6 additional permanent classrooms. Also proposed are a new athletic support space, a new commons, and a new main office complex to support increased capacity. Inglemoor is planned to be a two-phase replacement, with the second phase scheduled to go before the voters in the 2026 bond. There is an anticipated need to bring temporary portables on campus to deliver instruction during construction. At completion of the classroom additions, the school's permanent capacity will increase by 324 students.

- Leota Middle School (LMS)
 - LMS currently has 7 portables on site. 4 portables are used for regular classroom instruction, 1 is used for SPED instruction, and 2 are for auxiliary classes. The modernization project proposes replacing the 7 portables with permanent classrooms, and adding 4-5 additional permanent classrooms. Also proposed are a new gym, commons, main office complex and improved site circulation to support increased capacity. The school's permanent capacity will increase by 297 students.
- Kenmore Elementary School
 - Kenmore currently has 9 portables on site. 5 portables are used for regular instruction. 4 are used for specialists and programs. The modernization project proposes replacing the 9 portables with permanent classrooms, adding 2 multipurpose rooms. Also proposed are a fully inclusive playground, and improved site circulation to support increased capacity. The school's permanent capacity will increase by 100 students.
- Crystal Springs Elementary School
 - Crystal Springs currently has 10 portables on site. 8 portables are used for regular classroom instruction. 2 are used for specialists and programs. The modernization project proposes replacing those 10 portables with permanent classrooms, and offices. Also proposed are a new gym, commons, and stage, a fully inclusive playground, and additional parking and improved site circulation to support increased capacity. The school's permanent capacity will increase by 150 students.
- Fernwood Elementary School
 - Fernwood currently has 18 portables on site. 14 are used for regular classroom instruction. 1 is a restroom portable. 3 are used for specialists and programs. The modernization project proposes replacing those 18 portables with permanent classrooms, offices, and 2 multi-purpose spaces. Also proposed are an inclusive playground, additional parking, and improved site circulation to support increased capacity. The front office will also be remodeled to accommodate a new footprint. Although functional capacity at Fernwood will be reduced by 50 students, the addition of two multi-purpose rooms will give the school flexibility. The new capacity will meet enrollment needs. If enrollment increases significantly, the multipurpose rooms may be converted to classrooms, increasing functional capacity at that time. The school's permanent capacity will increase by 325 students.
- Maywood Hills Elementary School
 - Maywood Hills currently has 10 portables on site. 8 are used for regular classroom

instruction. 2 are used for specialists and programs. The modernization project proposes replacing those 10 portables with permanent classrooms, and adding 1 additional permanent classroom and 2 multipurpose rooms for flexibility. Also proposed are a fully inclusive playground, and improved site circulation to support increased capacity. The school's permanent capacity will increase by 250 students.

- Woodin Elementary School
 - Woodin currently has 6 portables on site. 4 are used for regular classroom instruction. 2 are used for specialists and programs. The modernization project proposes replacing those 6 portables with permanent classrooms, and adding 3 additional permanent classrooms. Also proposed are a fully inclusive playground, additional parking, and improved site circulation to support increased capacity. A new gym will also be built with the current one converted to a multi-purpose space. The school's permanent capacity will increase by 200 students.
- Sorenson Early Childhood Center (SECC)
 - SECC currently has 2 portables on site. Both are used for regular instruction. The modernization project proposes replacing those 2 portables with permanent classrooms, and adding 2 additional permanent classrooms. Also proposed are a fully inclusive playground, additional parking and circulation improvements to support increased capacity.

In addition to the bond-funded projects listed above, the District plans to construct two modular buildings, one on the North Creek High School campus and one on the Bothell High School campus. Funded from bond allocations and impact fees, both are designed to mitigate accelerating growth at the high school level. Each building is a permanent structure and not designed to be moved.

- Bothell High School (BHS)
 - Currently, BHS has six portables on site. These include some of the oldest portables in the district and are not appropriate for student learning. The portables will be replaced by a new fully enclosed modular building that will house the District's Adults Transitioning into Independence (ATI) program with four new classrooms and create three new classrooms for use by BHS. In addition the building will contain an inclusive restroom, a conference/staff room and six offices.
- North Creek High School (NCHS)
 - There are no portables located on the NCHS campus. The school was recently built in response to expansive growth in the north end of the district. Although growth has slowed, it has not stopped. The school is currently over a 90% utilization rate.

To address the immediate need for classrooms, a fully enclosed modular building with four new classrooms, including a science lab, is being constructed.

Long-term high-range enrollment projections from 2022 – 2032 indicate growth of 2,706 new students. The District will address growth needs with permanent capacity and portables. The District will continue to monitor the factors that shape our capacity needs (such as statewide legislative changes, instructional delivery requirements, the economy, changes in planned land use, changes in mandated program requirements, equitable access to programs, building permit activity, and birth rates). This information will help to inform when/where instructional space and, as relevant, additional land, is needed. Future updates to this CFP will include relevant information.

Table 6.2 summarizes the schools that will undergo construction from 2022- 2026. Where applicable, second phase projected construction is included for 2026 – 2030. Projects include permanent student capacity growth and modernization of key systems and structures.

Planned Capital Construction Projects
Table 6.2

Capital Projects	Estimated Completion Date	2022-26 Projected Permanent Student Capacity Added	2026-30 Projected Permanent Student Capacity Added	2030 Projected Total Permanent Student Capacity Added
Partial renovations and modernization to Crystal Springs	2026	150	0	150
Partial renovations and modernization to Fernwood El.	2026	325	0	325
Partial renovations and modernization to Kenmore El.	2026	100	0	100
Partial renovations and modernization to Maywood Hills El.	2026	250	0	250
Partial renovations and modernization to Woodin El.	2026	200	0	200
Construct and equip Phase 1 of Leota Middle School	2026	297	0	297
Construct and equip Phase 2 of Leota Middle School	2030	0	0	0
Construct and equip Phase 1 of Inglemoor High School	2026	324	0	324
Construct and equip Phase 2 of Inglemoor High School	2030	N/A	0	0
Classroom addition at Sorenson Early Childhood Center	2026	30	0	30
Construct and equip modular building at Bothell High School	2023	81	0	81
Construct and equip modular building at North Creek High School	2024	108	0	108

Portable Location Adjustments

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

In addition, the District may adjust program space within permanent facilities to move programs to portables to free up space in permanent facilities for additional regular student capacity. See **Section 6** for more detail regarding portables.

Capacity Analysis

The District's eight-year capacity analysis, considering projected mid-range enrollment and planned new capacity, is shown in **Tables 6.3a – 6.3d**. The tables do not include all the potential projects for the 2026 bond, just projects with a second phase scheduled for that cycle.

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

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

Enrollment Forecast and Instructional Classroom Capacity

Table 6.3a: Elementary Schools

Elementary Analysis	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment Forecast	10,113	10,172	10,167	10,124	10,244	10,210	10,291	10,402
Permanent Capacity - Existing	9,812	9,812	9,812	9,812	10,837	10,837	10,837	10,837
New Permanent Capacity - Crystal Springs				150				
New Permanent - Fernwood				325				
New Permanent - Kenmore				100				
New Permanent Capacity - Maywood Hills				250				
New Permanent Capacity - Woodin				200				
Total Permanent Capacity	9,812	9,812	9,812	10,837	10,837	10,837	10,837	10,837
Total Capacity in Portables	2,064	2,064	2,064	1,906	1,906	1,906	1,906	1,906
Total Capacity Including Portables	11,876	11,876	11,876	12,743	12,743	12,743	12,743	12,743
Permanent Capacity over/(short)	-301	-360	-355	713	593	627	546	435
Total Capacity w/Portables over/(short)	1,763	1,704	1,709	2,619	2,499	2,533	2,452	2,341

Table 6.3b: Middle Schools

Middle School Analysis	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment Forecast	5,196	5,234	5,285	5,368	5,485	5,685	5,801	5,963
Permanent Capacity - Existing	5,325	5,325	5,325	5,325	5,622	5,622	5,622	5,622
New Permanent Capacity - Leota				297				
Total Permanent Capacity	5,325	5,325	5,325	5,622	5,622	5,622	5,622	5,622
Total Capacity in Portables	457	457	457	351	351	351	351	351
Total Capacity Including Portables	5,782	5,782	5,782	5,973	5,973	5,973	5,973	5,973
Permanent Capacity over/(short)	129	91	40	254	137	-63	-179	-341
Total Capacity w/Portables over/(short)	586	548	497	605	488	288	172	10

Table 6.3c: High Schools

High School Analysis	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment Forecast	7,009	7,085	7,111	7,228	7,233	7,359	7,495	7,608
Permanent Capacity - Existing	6,474	6,474	6,711	6,711	6,711	6,711	6,711	6,711
New Permanent Capacity - Bothell		81						
New Permanent Capacity - North Creek		108						
New Permanent Capacity - Inglesmoor				324				
Total Permanent Capacity	6,474	6,663	6,711	7,035	7,035	7,035	7,035	7,035
Capacity in Portables	147	147	147	147	0	0	0	0
Total Capacity Including Portables	6,621	6,810	6,858	7,182	7,035	7,035	7,035	7,035
Permanent Capacity over/(short)	-535	-422	-400	-193	-198	-324	-460	-573
Total Capacity w/Portables over/(short)	-388	-275	-253	-46	-198	-324	-460	-573

Table 6.3d: Total of all Schools

District Analysis	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment Forecast	22,318	22,492	22,564	22,720	22,962	23,254	23,587	23,973
Permanent Capacity - Existing	21,611	21,611	21,800	21,800	23,122	23,122	23,122	23,122
Capacity in New Permanent Facilities		189		1,322				
Total Permanent Capacity	21,611	21,800	21,848	23,494	23,494	23,494	23,494	23,494
Capacity in Portables	2,668	2,668	2,668	2,404	2,257	2,257	2,257	2,257
Total Capacity Including Portables	24,279	24,468	24,516	25,898	25,751	25,751	25,751	25,751
Permanent Capacity over/(short)	-707	-692	-716	774	532	240	-93	-479
Total Capacity w/Portables over/(short)	1,961	1,976	1,952	3,178	2,789	2,497	2,164	1,778

*Actual October 2022 enrollment

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

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

For long-term planning purposes, a ten-year capacity analysis can be created. **Table 6.4** utilizes demographers' NSD 10-year, high forecast to create the best possible projection given the data available to us. Note that the longer the period of time that a forecast covers, the less accurate it becomes. Factors such as unforeseen changes in population and development may impact actual results. An example of this is the recent COVID-10 pandemic and the influence it has had on demographic and development trends in school districts, including NSD.

2032 – Ten Year Forecast of Enrollment and Instructional Capacity

Table 6.4

Grade Level	Enrollment	Permanent Capacity	Total Capacity	Permanent surplus/(short)	Total surplus/(short)
Elementary	10,906	10,837	12,743	-69	1,837
Middle School	5,975	5,622	5,973	-353	-2
High School	8,316	7,035	7,035	-1,281	-1,281
Total	25,197	23,494	25,751	-1,703	554

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

Planned Improvements – Existing Facilities (Building Improvement Program)

In a number of sites (not identified for additional capacity in the 2022 bond) where the existing facility layout (building envelope) meets instructional needs and building structural integrity is good, individual building systems (such as HVAC, mechanical, flooring, roofing) are identified for replacement or modernization to extend the life of the overall site and ensure optimal learning environment for students. NSD continues to implement building improvement projects funded as a part of the 2018 Bond, and is currently planning implementation of improvements identified within the 2022 capital bond. See **Table 7.1** in Section 7.

Capital Facilities Financing Plan

Section 7

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

General Obligation Bonds

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

State School Construction Assistance

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

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

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

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

Budget and Financing Plan

Table 7.1 is a summary of the budget that supports the Capital Facilities Plan. Each project budget represents the total project costs which include; construction, taxes, planning, architectural and engineering services, permitting, environmental impact mitigation, construction testing and inspection, furnishings and equipment, escalation, and contingency. The table also identifies 2022 and future planned expenditures. It does not include project expenditures from previous years.

8-Year Capital Facilities Expenditures Finance Plan
Table 7.1

	Anticipated Year (\$ in Millions)										Potential Funding			
	FY22-23	FY23-24	FY24-25	FY25-26	FY26-27	FY27-28	FY28-29	FY29-30	Total	Bonds	Levy	SCAP	Impact Fees	Future
Projects Adding Capacity														
Inglesmoor - Phase 1	5.0	5.0	5.0	35.0	5.0	5.0	30.0	25.0	100.0	X		X	X	
Inglesmoor - Phase 2					30.0	35.0	30.0		120.0					X
Leota - Phase 1	3.0	3.0	30.0	21.0	3.0				60.0	X		X	X	
Leota - Phase 2					20.0	25.0	20.0	15.0	80.0					X
Cystal Springs	3.1	15.4	10.8	1.5					30.8	X		X	X	
Fernwood	3.1	15.4	10.8	1.5					30.8	X		X	X	
Kenmore	1.5	1.5	15.4	10.8	1.6				30.8	X		X	X	
Maywood	1.9	1.9	18.5	13.0	1.9				37.2	X		X	X	
Woodin	3.1	15.4	10.8	1.5					30.8	X		X	X	
Sorenson	1.2	6.0	4.2	0.6					12.0	X				
Future Middle School				1.0	5.0	60.0	30.0		96.0				X	X
Modular Buildings	7.0	2.0							9.0	X			X	
Total Capacity Projects	28.9	65.6	150.5	85.9	66.5	120.0	80.0	40.0	637.4					
Projects Not Adding Capacity														
Building Improvement	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	48.0	X		X		X
Technology	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	24.0	X	X			X
Fields/Inclusive Learning	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	24.0	X				X
Code Compliance/Small Works	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	32.0	X				X
Site Purchase/Circulation	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	8.0	X		X		X
Overhead/Bond Expense	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	24.0	X	X			X
Security	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	24.0	X				X
Swing Site					5.0	25.0			30.0			X		
Total Non-Capacity Projects	23.0	23.0	23.0	24.0	28.0	48.0	23.0	24.0	216.0					
Total All Projects	51.9	88.6	173.5	109.9	94.5	168.0	103.0	64.0	853.4					

Impact Fees

Section 8

School Impact Fees under the Washington State Growth Management Act

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

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

Methodology and Variables Used to Calculate School Impact Fees

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

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

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

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

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

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

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

The impact fees requested in this year's Capital Facilities Plan are based on growth related construction projects, including added permanent capacity at: Inglemoor High School (324), North Creek High School (108), Bothell High School (81), Leota Middle School (297), Kenmore Elementary (100), Crystal Springs Elementary (150), Fernwood Elementary (325), Maywood Hills Elementary (250), and Woodin Elementary (200).

[Proposed School Impact Fees](#)
[Snohomish County](#)

Snohomish County's Fee schedule carries over from 2022 CFP as adopted by Snohomish County.

[Proposed School Impact Fees](#)
[City of Woodinville](#)

Single Family Units	\$16,957
Townhome Units	\$0
Multi-Family Units – 2+ Bedrooms	\$0

[Proposed School Impact Fees](#)
[King County, Bothell, Kenmore*](#)

Single Family Units	\$16,957
Multi-Family Units (incl. Townhomes)	\$1,476

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

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Factors for Impact Fee Calculations

Student Generation Factors: Single Family

Elementary	0.324
Middle	0.118
High	0.120
K-12	0.562

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

Elementary	0.071
Middle	0.027
High	0.034
K-12	0.132

Student Generation Factors: Townhomes

Elementary	0.171
Middle	0.050
High	0.048
K-12	0.270

Student Generation Factors: Condos/Apartments

Elementary	0.031
Middle	0.015
High	0.020
K-12	0.066

Projected New Capacity

Inglemoor High School (324)
 Bothell High School (81)
 North Creek High School (108)
 Leota Middle School (297)
 Crystal Springs Elementary (150)
 Maywood Hills Elementary (250)
 Woodin Elementary (200)

Capacity/Construction Costs (in millions)

Inglemoor High School (phase 1)	\$100
Leota Middle School (phase 1)	\$60
Kenmore Elementary	\$30.8
Fernwood Elementary	\$30.8
Crystal Springs Elementary	\$30.8
Maywood Hills Elementary	\$37.2
Woodin Elementary	\$30.8

Capacity/New Property Costs

\$0.00

Temporary Facility Capacity Costs

\$0.00

(Portable costs not included in the formula)

Permanent Facility Square Footage

94.55%

Temporary Facility Square Footage

5.45%

School Construction Assistance Program Credit

Current SCAP percentage	42.54%
Current Construction Cost Allocation	246.83
OSPI Sq/Ft/Student	
ES:	90
MS:	108
HS:	130

Tax Payment Credit

Single Family AAV	\$1,180,645
Multi-Family Unit AAV	\$325,500

Debt Service Rate

Current/\$1,000	\$1.10660
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GO Bond Interest Rate – Bond Buyer Index

Avg – Feb. 2023	3.58%
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Developer Provided Sites/Facilities

None

APPENDIX A

2023 Student Generation Factors from New Development

All Units Constructed 2017 - 2021 (5 years)

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

Complete consultant data and reports on file with District.

APPENDIX B.1

School Impact Fee Calculation: **Single Family Dwelling Unit** Northshore School District, 2023 CFP

School Site Acquisition

Cost:

	<u>Site Size</u> <u>Acreage</u>	<u>Cost/</u> <u>Acre</u>	<u>Facility</u> <u>Size</u>	<u>Site Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	0	\$0	1	\$0	0.3240	\$0
Middle	0	\$0	1	\$0	0.1180	\$0
Senior	0	\$0	1	\$0	0.1200	\$0
TOTAL						\$0

School Construction Cost:

	<u>Sq. Ft. %</u> <u>Permanent</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	94.55%	\$21,560,000	630	\$34,222	0.3240	\$10,484
Middle	94.55%	\$42,000,000	297	\$141,414	0.1180	\$15,777
Senior	94.55%	\$70,000,000	324	\$216,049	0.1200	\$24,513
TOTAL						\$50,774

Temporary Facility Cost:

	<u>Sq. Ft. %</u> <u>Temporary</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	5.45%	\$0	25	\$0	0.3240	\$0
Middle	5.45%	\$0	25	\$0	0.1180	\$0
Senior	5.45%	\$0	25	\$0	0.1200	\$0
TOTAL						\$0

State School Construction Funding Assistance Credit:

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>SFDU</u>
Elementary	246.83	90.0	42.54%	\$9,450	0.3240	\$3,062
Middle	246.83	108.0	42.54%	\$11,340	0.1180	\$1,338
Senior	246.83	130.0	42.54%	\$13,650	0.1200	\$1,638
TOTAL						\$6,038

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

Tax Payment Credit Calculation:

Average SFR Assessed Value	\$1,180,645
Current Capital Levy Rate/\$1000	\$1.11
Annual Tax Payment	\$1,306.50
Years Amortized	10
Current Bond Interest Rate	3.58%

Present Value of Revenue Stream	\$10,822
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Impact Fee Summary - Single Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$50,774
Temporary Facility Cost	\$0
State SCFA Credit	(\$6,038)
Tax Payment Credit	(\$10,822)

Unfunded Need	\$33,914
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50% Required Adjustment	\$16,957
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Single Family Impact Fee	\$16,957
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APPENDIX B.2

School Impact Fee Calculation: Townhome Dwelling Unit Northshore School District, 2023 CFP

School Site Acquisition

Cost:

	<u>Site Size</u> <u>Acreage</u>	<u>Cost/</u> <u>Acre</u>	<u>Facility</u> <u>Size</u>	<u>Site Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>THDU</u>
Elementary	0	\$0	1	\$0	0.1710	\$0
Middle	0	\$0	1	\$0	0.0500	\$0
Senior	0	\$0	1	\$0	0.0480	\$0
TOTAL						\$0

School Construction Cost:

	<u>Sq. Ft. %</u> <u>Permanent</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>THDU</u>
Elementary	94.55%	\$21,560,000	630	\$34,222	0.1710	\$5,533
Middle	94.55%	\$42,000,000	944	\$44,492	0.0500	\$2,103
Senior	94.55%	\$70,000,000	1531	\$45,722	0.0480	\$2,075
TOTAL						\$9,711

Temporary Facility Cost:

	<u>Sq. Ft. %</u> <u>Temporary</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>THDU</u>
Elementary	5.45%	\$0	25	\$0	0.1710	\$0
Middle	5.45%	\$0	25	\$0	0.0500	\$0
Senior	5.45%	\$0	25	\$0	0.0480	\$0
TOTAL						\$0

State School Construction Funding Assistance Credit:

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>THDU</u>
Elementary	246.83	90.0	42.54%	\$9,450	0.1710	\$1,616
Middle	246.83	108.0	42.54%	\$11,340	0.0500	\$567
Senior	246.83	130.0	42.54%	\$13,650	0.0480	\$655
TOTAL						\$2,838

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

Tax Payment Credit Calculation:

Average SFR Assessed Value*	\$1,180,645
Current Capital Levy Rate/\$1000	\$1.11
Annual Tax Payment	\$1,306.50
Years Amortized	10
Current Bond Interest Rate	3.58%
Present Value of Revenue Stream	\$10,822

Impact Fee Summary - Townhome Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$9,711
Temporary Facility Cost	\$0
State SCFA Credit	(\$2,838)
Tax Payment Credit	(\$10,822)
Unfunded Need	(\$3,949)
50% Required Adjustment	(\$1,974)

Townhome Impact Fee	\$0
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APPENDIX B.3

School Impact Fee Calculation: Multi-Family Dwelling Unit (Townhome, Apartment, Condo blend) Northshore School District, 2023 CFP

School Site Acquisition

Cost:

	<u>Site Size</u> <u>Acreage</u>	<u>Cost/</u> <u>Acre</u>	<u>Facility</u> <u>Size</u>	<u>Site Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	0	\$0	1	\$0	0.0710	\$0
Middle	0	\$0	1	\$0	0.0270	\$0
Senior	0	\$0	1	\$0	0.0340	\$0
TOTAL						\$0

School Construction

Cost:

	<u>Sq. Ft. %</u> <u>Permanent</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	94.55%	\$21,560,000	630	\$34,222	0.0710	\$2,297
Middle	94.55%	\$42,000,000	297	\$141,414	0.0270	\$3,610
Senior	94.55%	\$70,000,000	1531	\$45,722	0.0340	\$1,470
TOTAL						\$7,377

Temporary Facility Cost:

	<u>Sq. Ft. %</u> <u>Temporary</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	5.45%	\$0	25	\$0	0.0710	\$0
Middle	5.45%	\$0	25	\$0	0.0270	\$0
Senior	5.45%	\$0	25	\$0	0.0340	\$0
TOTAL						\$0

State School Construction Funding Assistance Credit:

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	246.83	90.0	42.54%	\$9,450	0.0710	\$671
Middle	246.83	108.0	42.54%	\$11,340	0.0270	\$306
Senior	246.82	130.0	42.54%	\$13,650	0.0340	\$464
TOTAL						\$1,441

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

Tax Payment Credit Calculation:

Average MFR Assessed Value	\$325,506
Current Capital Levy Rate/\$1000	\$1.11
Annual Tax Payment	\$360.20
Years Amortized	10
Current Bond Interest Rate	3.58%
Present Value of Revenue Stream	\$2,984

Impact Fee Summary - Multi-Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$7,377
Temporary Facility Cost	\$0
State SCFA Credit	(\$1,441)
Tax Payment Credit	(\$2,984)
Unfunded Need	\$2,952
50% Required Adjustment	\$1,476

Multi-Family Impact Fee (Townhomes, Apts, Condos)	\$1,476
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APPENDIX B.4

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

Northshore School District, 2023 CFP

School Site Acquisition Cost:

	<u>Site Size</u> <u>Acreage</u>	<u>Cost/</u> <u>Acre</u>	<u>Facility</u> <u>Size</u>	<u>Site Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	0	\$0	1	\$0	0.0310	\$0
Middle	0	\$0	1	\$0	0.0150	\$0
Senior	0	\$0	1	\$0	0.0200	\$0
TOTAL						\$0

School Construction

Cost:

	<u>Sq. Ft. %</u> <u>Permanent</u>	<u>Facility</u> <u>Cost</u>	<u>Facility</u> <u>Size</u>	<u>Bldg. Cost/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	94.55%	\$21,560,000	630	\$34,222	0.0310	\$1,003
Middle	94.55%	\$42,000,000	297	\$141,414	0.0150	\$2,006
Senior	94.55%	\$70,000,000	1531	\$45,722	0.0200	\$865
TOTAL						\$3,873

Temporary Facility Cost:

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

State School Construction Funding Assistance Credit:

	<u>Const Cost</u> <u>Allocation</u>	<u>OSPI Sq. Ft./</u> <u>Student</u>	<u>Funding</u> <u>Assistance</u>	<u>Credit/</u> <u>Student</u>	<u>Student</u> <u>Factor</u>	<u>Cost/</u> <u>MFDU</u>
Elementary	246.83	90.0	42.54%	\$9,450	0.0310	\$293
Middle	246.83	108.0	42.54%	\$11,340	0.0150	\$170
Senior	246.82	130.0	42.54%	\$13,650	0.0200	\$273
TOTAL						\$736

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

Tax Payment Credit Calculation:

Average MFR Assessed Value	\$325,506
Current Capital Levy Rate/\$1000	\$1.11
Annual Tax Payment	\$360.20
Years Amortized	10
Current Bond Interest Rate	3.58%
Present Value of Revenue Stream	\$2,984

Impact Fee Summary - Multi-Family Dwelling Unit:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$3,873
Temporary Facility Cost	\$0
State SCFA Credit	(\$736)
Tax Payment Credit	(\$2,984)
Unfunded Need	\$154
50% Required Adjustment	\$77
Fee Requested	\$0

Multi-Family Impact Fee (Apts/Condos)	\$0
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