CAPITAL FACILITIES PLAN
2020 - 2026

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

"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

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Adopted by NSD School Board July 13, 2020

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SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington State Growth Management Act outlines thirteen broad goals including the adequate provision of necessary public facilities and services. Public schools are among these necessary facilities and services. Public school districts adopt capital 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 (District) has prepared this six-year Capital Facilities Plan (CFP) in accordance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, and Woodinville. This CFP is intended to provide these jurisdictions with a description of projected student enrollment and school capacities at established levels of service over the six-year period 2020-2026. 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 update was adopted by the Board of Directors in July 2019.

Summary

Over the past six years, District enrollment has grown by 2,360 students – averaging nearly 400 new students each year – just short of the equivalent of one average-size new elementary school each year for the last six years. For 2019, the District experienced a more normal growth rate at 1.4 percent. This rate was just slightly under the District's projection. Continued growth in enrollment has resulted in capacity deficits at most schools in the northern and central service areas of the District.

Similar to the 2019 CFP, there are questions about future growth and whether or not it will continue at a rate at or above projections, or if growth will begin to stabilize. The sale of new homes in the District dropped from the prior two years. However, it still exceeds the home sales in seven of the previous eight years. The sale of existing homes continues to be strong, with over 2,000 existing homes sold in the last six years. Many of the single family housing projects in the north end of the District are reaching completion and the pipeline of new single family housing is currently shrinking. There are, however, townhome and some multi-family projects that could produce enrollment gains. New townhome and multi-family projects tend to have at least 3-bedrooms. At the present time, student generation rates from townhome units more closely resemble student generation rates from apartments and condominiums. The District is closely monitoring the actual student generation from these units.

The 2018 capital bond as approved by the voters includes three new projects to add capacity:

- A new elementary school is under construction at an undeveloped site on Maltby Road. That school has now been named Ruby Bridges Elementary.

- Another project involves additions to Canyon Creek Elementary and Skyview Middle school. These campuses are adjacent. This growth project added a new two story 30 classroom building. The 14 classrooms on the second floor of this building are for Canyon Creek Elementary classes (with four rooms for music instruction). The 12 classrooms on the first floor are for Skyview. Along with this new classroom building, each campus had some renovations and additions to other buildings. At Canyon Creek, there is a gymnasium addition. At Skyview, there were two new health classrooms attached to the gym.

- Finally, the 2018 bond proposal included a new concert hall with added instructional space at Inglemoor High School.

The District is also constructing a new choice high school (currently referred to as Innovation Lab High School) in the Canyon Park Business Center. Innovation Lab High School is an adaptive re-use of an existing building and will be funded in large part with school impact fee revenue.

The 2018 Capital Bond Planning Task Force discussed the potential inclusion of funding for a school adjacent to Ruby Bridges Elementary School in a future bond.

Growth in the District has largely been accommodated in recent years through the construction of new capacity, limiting waivers at most schools, converting special-use portables and non-classroom spaces into classroom space, and placement of additional portable classrooms.

Overview of the Northshore School District

The Northshore School District spans 60 square-miles and primarily serves five jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, and the City of Woodinville. There are some addresses located in the cities of Brier, Kirkland and Redmond, but they are either in areas not expected to experience any new residential development or in very small areas with previously developed residential areas. For the purposes of the District's CFP and long-term projections, those areas are considered de minimis impacts on the District's grade bands. The King-Snohomish county line divides the District such that roughly two-thirds of the District is in King County and one-third in Snohomish County. The District has a total population of approximately 140,000 and a 2019 student enrollment of 22,943 There are presently twenty elementary schools, six middle schools, four comprehensive high schools, one alternative high school program, one Home

Schooling Program, and one early childhood (pre-K) center. The current grade configuration is K-5, 6-8 and 9-12.

The Urban Growth Area boundary (UGA) divides the District, creating capacity utilization challenges. As new residential development continues to occur even at more moderate rates, land for potential new school sites continues to be scarce. King County does not allow for school siting outside the UGA, but Snohomish County does provide for school siting via a Conditional Use Permit (CUP) process. The new Ruby Bridges Elementary School and a planned new middle school are on property located outside the UGA in unincorporated Snohomish County.

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-19A of the King County Countywide Planning Policies. 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 appreciates any opportunity for cooperative planning efforts with its jurisdictions.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Background

Elementary enrollment has been growing over the past several years, primarily due to larger birth cohorts and a consistent increase in new residential development. This wave of elementary enrollment growth is beginning to move into the middle and high school grades and is anticipated to continue over the next 5 to 10 years.

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

Trends/Projections

While new single family home construction and sales within the District are continuing to slow, there is a marked increase in the development of townhomes and continued strong development of apartments and condominiums. The new townhome developments include units with 3 bedrooms or more. From a student generation perspective, it could take a few years for enrollment numbers to be affected, as those townhomes complete construction, sell and become occupied.

As of October 2019, development data shows 1,035 single family homes and 2,675 multi-family units in the development pipeline within the District. This data excludes short plat development.

Methodology

Numerous methodologies are available for projecting long-term 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 2019 is divided by the total births in King and Snohomish counties in 2014 to produce a “birth-to-K” ratio. The average ratio for the last five years can then be applied to births in subsequent years to estimate kindergarten enrollment.

The cohort survival method has been used by OSPI to predict enrollment for all school districts in the state for the limited purpose of the School Construction Assistance Program. 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 District has, for several years, worked with a professional demographer to combine the cohort survival methodology with other information about births, housing, regional population trends, and even trends in service area and private school enrollment. This modified cohort survival methodology has provided the District with a more accurate forecast. ***Table 2-1 below*** includes the enrollment projections based on this model.

TABLE 2-1
FTE Enrollment Projections (medium range), incl. housing permit & birth rate data

	Actual	Projections					
Grade	19/20	20/21	21/22	22/23	23/24	24/25	25/26
K	1718	1712	1751	1698	1647	1694	1693
1	1805	1798	1783	1814	1759	1706	1755
2	1814	1856	1849	1833	1865	1809	1746
3	1777	1834	1876	1869	1853	1885	1819
4	1901	1792	1850	1902	1885	1869	1902
5	1817	1908	1799	1866	1909	1892	1876
6	1896	1822	1913	1810	1877	1920	1893
7	1787	1907	1826	1914	1810	1884	1927
8	1835	1800	1924	1842	1932	1814	1887
9	1795	1888	1852	1970	1886	1988	1867
10	1730	1803	1894	1857	1966	1885	1987
11	1646	1616	1658	1742	1699	1836	1770
12	1422	1588	1540	1581	1652	1640	1781
Total K-5	10,832	10,900	10,908	10,982	10,918	10,855	10,791
Total 6-8	5,518	5,529	5,663	5,566	5,619	5,618	5,707
Total 9-12	6,593	6,895	6,944	7,150	7,203	7,349	7,405
Total	22,943	23,324	23,515	23,698	23,740	23,822	23,903

The modified cohort survival methodology in ***Table 2-1 above*** shows continued enrollment increases within the District through the six year planning period. The methodology uses a "mid-range" projection. In total, the projected K-12 increase in enrollment is 959 students over the six-year period. While elementary enrollment is expected to grow before leveling off some at the end of the next six years, the grade span continues to show overall enrollment growth immediately beyond the six-year planning period. The District intends to watch K-5 enrollment closely and will update the projections and related planning as necessary based on actual experience. However, given recent trends and knowledge of development within the pipeline, the District expects to see continued growth at the K-5 level throughout the six year planning period and beyond.

Long Range Projections

The modified cohort methodology described above was extrapolated to 2030 to produce a longer- range forecast ***(Table 2-2).*** Using this methodology, the District's enrollment shows continued growth to 2030. This longer range model assumes that the State forecasts of births, K-12 growth, and continued population growth for the Puget Sound are reasonably accurate.

TABLE 2-2
Projected FTE Enrollment

grade band	2019	2025	2030
Elementary:	10,832	10,791	11,107
Middle School:	5,518	5,707	5,637
High School:	6,593	7,405	7,855
Total:	22,943	23,903	24,599

Future growth trends are uncertain. Changes in population growth, fertility rates, new housing development slowdown, or a sharp downturn in the economic conditions in the Puget Sound region could have a major impact on long term enrollment, making it significantly lower or higher than the current estimate. Given this uncertainty, the current projection should be considered a reasonable estimate based on the best information available, but subject to change as newer information about trends becomes available.

SNOHOMISH COUNTY/OFM PROJECTIONS

Using OFM/County data provided by Snohomish County, the District projects a 2035 student FTE population of 24,887 **(*Table 2-2.1*).** For the six year period between 2014 and 2019, the District's actual enrollment averaged 39.7% 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 and comparative purposes.

TABLE 2-2.1
Projected FTE Enrollment – 2035 OFM Estimates*

grade band	2019	2025	2035
Elementary:	10,832	11,277	11,749
Middle School:	5,518	5,744	5,985
High School:	6,593	6,864	7,153
Total:	22,943	23,885	24,887

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

SECTION 3 -- DISTRICT STANDARD OF SERVICE

Primary Objective

Optimizing student learning is the heart of what the Northshore School District strives for in establishing its service standard for classroom capacity utilization. This requires a constant review and assessment of programs, curriculum and instructional changes, student learning behaviors, learning environments, technological innovations and program development. Equitable access to programs for all students is also a school board driven goal and the District is continually striving for process and methods in which all students have the ability to access the best learning environment. Additional variables include changes in mandatory requirements dictated by the state, such as 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

The District currently provides traditional educational programs and nontraditional programs ***(See Table 3-1)***. 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 noise, level of physical activity, teacher to student ratios, privacy and/or the need for physical proximity to other services/facilities. Adequate space must exist for program flexibility, differing learning styles, program changes, project/problem based learning and pre- and post-school activities. For example, service level capacities in rooms utilized for programs such as special education would reflect lower capacities of the defined service levels ***(See Table 3-2)*****,** eight students per classroom instead of 24 students per classroom.

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 (eliminating the only 2 left at elementary – moving to "one to one" next year)		X
Group Activities Rooms	X	
Early Childhood Headstart (Federal) ECEAP (State)	X	
Elementary Advanced Placement (EAP)	X	
Advanced Academic Placement (AAP)		X
Parents Active in Cooperative Education (PACE)	X	
Dual Language (DL)	X	
Special Education: • Learning Centers (LC) • Mid-Level (Sensory; Social Emotional at elementary. Positive Behavior Support at secondary) • Blended • Functional Skills & Academics • Adult Transitions Program (ATP) for 18-21 year olds	X	X
Learning Assistance Program (LAP)/Title I (Elementary & Middle School)	X	X
English Language Learners (ELL)	X	X
Title I	X	
Northshore Network Northshore Family Partnership	X	X
Alternative School Program		X
Career Technical Education (CTE) – including specialized programs such as Automotive, Composites, Culinary Arts, Robotics, Sustainable Engineering and Design, Project Lead the Way)		X
International Baccalaureate (IB) & Advanced Placement (AP)		X
Running Start		X
College in the High School		X

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

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

TABLE 3-2
Standard of Service –Class Size

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

Snohomish County requires that the District's plan include a report regarding the District's compliance with the District's minimum levels of service for the school years 2017-19. ***Table 3-3*** 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.

TABLE 3-3
Average Students per Scheduled Teaching Station
(regular classrooms)

Grade Level	# of Scheduled Teaching Stations	Minimum Level of Service	2017-18	2018-19	2019-20
K-5	505	24	21.5	21.8	21.4
6-8	241	24	21.2	22.0	22.9
9-12	288	27	22.0	22.6	22.9
Total	**1,034**		**21.6**	**22.0**	**22.2**

total all teaching stations per grade band

SECTION 4 – CAPITAL FACILITIES INVENTORY

Inventory

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

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

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

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

Schools

The District currently operates twenty elementary schools, six middle schools, and four comprehensive high schools. The District also has one alternative secondary school program, a home school program and an early childhood center. ***Table 4-1*** shows the District's permanent and portable student capacity for the 2019-20 school year. In the 2020-21 school year, Bear Creek Elementary School will transition to housing only programs for the Northshore Family Partnership and Northshore Network. Bear Creek, in addition to providing K-5 regular capacity, has been used in recent years for highly capable and functional skills academy programs. The latter two programs will continue in District with students participating in the programs at their "home" elementary schools.

TABLE 4-1
2019-20 School Capacity Inventory

School	Year Built	Last Modernization or addition	Permanent Classroom Capacity	Portables	Interim Capacity	% of Total	Total Capacity
Arrowhead	1957	1994/2011	359	3	72	17%	431
Bear Creek	1988	2011	406	0	0	0%	406
Canyon Creek	1977	1999/2008	502	10	219	30%	721
Cottage Lake	1958	2005	365	0	0	0%	365
Crystal Springs	1957	2002/2010	402	8	171	30%	573
East Ridge	1991		367	0	0	0%	367
Fernwood	1988	2002/2010	512	14	322	39%	834
Frank Love	1990		420	10	212	34%	632
Hollywood Hill	1980	2001	347	0	0	0%	347
Kenmore	1955	2002/2011	381	5	106	22%	487
Kokanee	1994		446	12	260	37%	706
Lockwood	1962	2004/2011	534	5	99	16%	633
Maywood Hills	1961	2002	400	8	192	32%	592
Moorlands	1963	2002/2011	537	7	192	26%	729
Shelton View	1969	1999/2011	407	4	82	17%	489
Sorenson ECC *	2002			3	0		-
Sunrise	1985		369	0	0	0%	369
Wellington	1978	2000/2011	505	2	41	8%	546
Westhill	1960	1995/2011	354	8	260	42%	614
Woodin	1970	2003	402	5	120	23%	522
Woodmoor	1994		817	0	0	0%	817
Subtotal			**8,832**	**101**	**2,348**	**21%**	**11,180**
Canyon Park	1964	2000/2005	918	2	48	5%	966
Kenmore	1961	2002/2008/2012	826	1	24	3%	850
Leota	1972	1998	803	7	168	17%	971
Northshore	1977	2004	895	4	96	10%	991
Skyview	1992		872	4	96	10%	968
Timbercrest	1997		826	0	0	0%	826
Subtotal			**5,141**	**18**	**432**	**8%**	**5,573**
Bothell	1953	2005	1584	0	0	0	1,584
Inglemoor	1964	1993/95/98	1492	6	162	10%	1,654
Woodinville	1983	1994/08/11/16	1561	0	0	0	1,561
North Creek	2016	2016	1446	0	0	0	1,446
SAS	2010		217	0	0	0	217
Subtotal			**6,299**	**6**	**162**	**3%**	**6,461**
Total K-12 All			**20,272**	**125**	**2,942**	**13%**	**23,214**

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

Relocatable Classroom Facilities (Portables)

Portable classrooms provide temporary/interim classroom space to house students until permanent facilities can be constructed and to prevent over-building of permanent capacity. Traditionally, the District has aimed to keep its total capacity provided by portables at or below 10% to a maximum of 15% percent of its total capacity. This percentage fluctuates, impacted by growth and changes in instructional program needs.

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, the District anticipates a continued need for portables as a part of the capacity solution. In some cases, portables may be moved from one grade band to another to address capacity needs. Future updates to the CFP will note any adjustments.

A typical portable classroom provides capacity for 24 students at the elementary level or 27 at the secondary level. Portables are used to meet a variety of instructional needs. Of the 155 portable classrooms that the District owns, 125 are currently being used as classrooms for scheduled classes. The District's Enrollment Demographics Task Force (EDTF) has recommended that the District begin to phase out older portables as capacity allows, but with recent growth trends, the District continues to be reliant on this interim capacity. All portables are inspected regularly and upgraded as needed, or as systems require.

Table 4-1 includes the portables used for scheduled classrooms. Not included in the interim classroom capacity are portables that are used for daycare, PTA, conference rooms/resource rooms, OT/PT, LAP, science or other labs, ASB, music or other non-instructional uses. ***Table 4-2*** shows all portables and identifies those used for regular classroom purposes at each school.

TABLE 4-2
2019-2020 Interim Classroom Capacity

	Portables	Grades	Grades	2019 Interim Student Capacity*
Elementary School		***Grades 4-5***	***Grades K-3***	
Arrowhead	5	3	0	72
Bear Creek	0	0	0	-
Canyon Creek	12	7	3	219
Cottage Lake	0	0	0	-
Crystal Springs	10	5	3	171
East Ridge	0	0	0	-
Fernwood	17	12	2	322
Frank Love	14	6	4	212
Hollywood Hill	2	0	0	-
Kenmore	9	3	2	106
Kokanee	12	8	4	260
Lockwood	6	2	3	99
Maywood Hills	10	8	0	192
Moorlands	9	7	0	192
Shelton View	4	2	2	82
Sorenson ECC**		0	0	-
Sunrise	2	0	0	-
Wellington	4	1	1	41
Westhill	8	4	4	260
Woodin	6	5	0	120
Woodmoor	0	0	0	-
Subtotal	**130**	**73**	**28**	**2,348**
Middle School		***Grades 6-8***		
Canyon Park	2	2		48
Kenmore	1	1		24
Leota	7	7		168
Northshore	4	4		96
Skyview	4	4		96
Timbercrest	1	0		-
Subtotal	**19**	**18**		**432**
High School		***Grades 9-12***		
Bothell	0	0		-
Inglemoor	6	6		162
North Creek	0	0		-
Woodinville	0	0		-
SAS	0	0		-
Subtotal	**6**	**6**		**162**
Total K-12	**155**		**125**	**2,942**

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

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

Other Facilities

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

The District is constructing Ruby Bridges Elementary School and planning for a new middle school on the 20521 48th Drive SE (formerly known as the "Maltby Road" site). The District also repurposing the Canyon Park 3-story commercial building the new Innovation Lab High School.

TABLE 4-3
Inventory of Support Facilities & Underdeveloped Land

Facility Name	Building Area (Sq. Feet)	Site Size (Acres)
Administrative Center (Monte Villa)	49,000	5
Support Services Building	41,000	5
Warehouse	44,000	2
Transportation	39,000	9
Ruby Bridge ES/MS#7 – 20521 48th Drive SE		33
CP4 – Canyon Park 3-story Commercial Bldg. - Renovation to Choice Program High School 2020 224th St SE Bothell, WA	68,000	6
19827 88th Ave NE		10
18416 88th Ave NE		50,011 sf
15215,15123, 15127 84th Ave NE (3 parcels adjacent to Moorlands ES)		30,500 sf
Paradise Lake Site*		26
Wellington Hills Site**		104

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

***Note: The Wellington property is located in Snohomish County, adjacent to the Maltby Urban Growth Area. In 2015, a purchase and sale agreement was signed and entered into between Snohomish County and Northshore School District, but legal challenges ensued and closing of the property sale was delayed until October 2017. A settlement agreement was reached in 2019 and recorded under Snohomish County Recording No. 201906210221. 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.*

SECTION 5 – PROJECTED FACILITY NEEDS

Planning History

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

Over the past six years, District enrollment has grown by over 11% or 2,360 new students. The elementary grade span has grown by over 1,200 new students in that time; an equivalent of 2-3 new elementary schools. To accommodate that growth, EDTF identified the following strategies (in order of priority) for the District to employ when addressing existing and future capacity needs.

Capacity Mitigation Tools Used

Shorter Lead Time	***Task***	***Complete***
	Utilize existing spaces more creatively	***X***
	Adjust waiver policies	***X***
	Adjust program placements	***X***
	Move classes to schools with capacity	***X***
	Move existing portables	***X***
	Install new portables	***X***
	Lease space	***X***
Longer Lead Time		
	Adjust service areas	***X***
	Adjust feeder patterns	***X***
	New construction (North Creek High School)	***X***
	Acquire new property	***X***
	New construction (Ruby Bridges ES, Skyview/CC, ILHS, MS#7)	***In progress***

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

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

The 2016 EDTF recommendations are in progress following the voter's approval of the 2018 Bond, with the Skyview/Canyon Creek campus addition opening in early 2020.

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. Growth continues to outpace school capacity. Growth has been concentrated in northern and central portions of the District.

This 2020 CFP update includes the construction of a new elementary school (Ruby Bridges Elementary School) and planning for a new middle school at that same site. Classroom additions at Canyon Creek Elementary School and Skyview Middle School are projected to be complete for the 2020-21 school year. The development of Ruby Bridges Elementary has been complicated and expensive due to necessary extension of utilities, large on-site sewer/septic, complicated easements with residents and with city, county and state jurisdictions, and storm water management. The District also is renovating a 3-story commercial building and 6-acre lot in the Canyon Park Business Center for the Innovation Lab High School and adding capacity at Inglemoor High School. The District may also purchase additional portable facilities to address growth needs. See ***Table 5-1.***

Long-term projections indicate growth of 1,657 new students in the next ten years. The District will continue to monitor the factors that shape our capacity needs, i.e.; statewide legislative changes, instructional delivery requirements, the economy, changes in planned land use, changes in mandated program requirements, equitable access to programs, building permit activity, and birth rates, in order to help ensure needed instructional space is available when/where needed and will pursue additional land acquisition should construction of additional sites be necessary to accommodate those needs. Future updates to this CFP will include relevant information.

Portable Location Adjustments

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

The District plans to add portables at Canyon Park Middle School for the 2020-21 school year. See ***Section 4*** for more detail regarding portables.

New Facilities and Additions

TABLE 5-1
Planned Construction Projects – Growth Related

Growth Projects	Estimated Completion Date	Projected Student Capacity Added
4709 Maltby Rd, Woodinville		
New Elementary Capacity Phase I (Ruby Bridges Elementary At 20521 49th Drive SE)	2020	500
Potential New School Capacity - Phase II	2023-2024	700
21404 35th Ave SE, Bothell - Skyview MS/Canyon Creek		
Canyon Creek Elementary Expansion	2020	336
Skyview Middle School Expansion	2020	321
15500 Simonds Rd NE, Kenmore - Inglemoor High School		
Concert Hall & Instructional Space	2021-2022	100
2020 224th St SE, Bothell - Canyon Park Business Park		
Innovation Lab High School	2020- 2022	550
Portable Facilities	2019-2025	TBD

Capacity Analysis

The District's six-year capacity analysis, considering projected enrollment and planned new capacity, is shown in ***Table 5-2***. As with any long-term projections, many assumptions and estimates on housing must be made, increasing the risk associated with the accuracy of the enrollment projections. However, the District 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.

TABLE 5-2
School Enrollment & Classroom Capacity

	*2019-20**	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Elementary Enrollment	10,832	10,900	10,908	10,982	10,918	10,855	10,791
Permanent Capacity**	8,832	8,426	9,262	9,262	9,262	9,262	9,262
New Permanent Capacity – Ruby Bridges Elem.		***500***					
New Permanent Capacity – Canyon Creek		***336***					
Capacity in Portables	2,348	2,348	2,348	2,348	2,348	2,348	2,348
Total Capacity including Portables	11,180	11,610	11,610	11,610	11,610	11,610	11,610
Permanent Capacity over/(short)	(2,000)	(1,638)	(1,646)	(1,720)	(1,656)	(1,593)	(1,529)
Total Capacity (w/portables)	348	710	702	628	692	755	819
Middle School Enrollment	5,518	5,529	5,663	5,566	5,619	5,618	5,707
Permanent Capacity - Existing	5,141	5,141	5,462	5,462	5,462	5,462	6,162
New Permanent Capacity – Skyview; Potential Maltby Site School		***321***				***700***	
Capacity in Portables	432	432	432	432	432	432	432
Total Capacity with Portables	5,573	5,894	5,894	5,894	5,894	6,594	6,594
Permanent Capacity over/(short)	(377)	(67)	(201)	(104)	(157)	544	455
Total Capacity (w/portables)	55	365	231	328	275	976	887
High School Enrollment	6,593	6,895	6,944	7,150	7,203	7,349	7,405
Permanent Capacity - Existing	6,299	6,299	6,449	6,949	6,949	6,949	6,949
New Perm. Capacity – Inglemoor; ILHS		***150***	***500***				
Capacity in Portables	162	162	162	162	162	162	162
Total Capacity with Portables	6,461	6,611	7,111	7,111	7,111	7,111	7,111
Permanent Capacity over/(short)	(294)	(446)	5	(201)	(254)	(400)	(456)
Total Capacity (w/portables)	(132)	(284)	167	(39)	(92)	(238)	(294)
Total Enrollment	22,943	23,324	23,515	23,698	23,740	23,822	23,903
Permanent Capacity - Existing	20,272	19,866	21,173	21,673	21,673	21,673	22,373
Capacity in New Permanent Facilities	-	***1,307***	***500***	-	-	***700***	-
Capacity in Portables	2,942	2,942	2,942	2,942	2,942	2,942	2,942
Total Capacity with Portables	23,214	24,115	24,615	24,615	24,615	25,315	25,315
Permanent Capacity over/(short)	(2,671)	(2,151)	(1,842)	(2,025)	(2,067)	(1,449)	(1,530)
Total Capacity (w/portables)	271	791	1,100	917	875	1,493	1,412

**** Actual October 2019 enrollment***

*****Capacity change in 2020-21 due to repurposing of Bear Creek Elementary School. See discussion in Section 4.***

TABLE 5-3
Year 2030 - Long-term Projection of Enrollment and Capacity
Assumes added new capacity projects included in this CFP

Grade Level	Enrollment	Permanent Capacity	Total Capacity	Permanent surplus/(short)	Total surplus/(short)
Elementary	11,107	9,262	11,610	(1,845)	503
Middle School	5,637	6,162	6,594	525	957
High School	7,855	6,949	7,111	(906)	(744)
Total	24,599	22,373	25,315	(2,226)	716

Planned Improvements – Existing Facilities (Building Improvement Program)

In a number of other sites where the existing facility layout (building envelope) meets instructional needs and building structural integrity is good, individual building systems (such as HVAC, mechanical, flooring, roofing) are identified for replacement or modernization to extend the life of the overall site and ensure optimal learning environment for students. The District is implementing building improvement projects funded as a part of the 2018 Bond. *See **Table 6-1** in Section 6 below.*

SECTION 6 – CAPITAL FACILITIES FINANCING PLAN

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

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond issue. Bonds are sold as necessary to generate revenue. They are then retired through collection of property taxes. The District's Board of Directors, upon the recommendation of the Capital Bond Planning Task Force, sent a $275 million bond measure to the voters, in February 2018 to provide funding for growth-related projects included in this Capital Facilities Plan as well as other District-wide Building Improvement or capital infrastructure needs, as identified in Table 7-1. The voters approved the bond measure by 60.78%. The District's Board of Directors will consider sending a bond to the voters in 2022 to fund a new school on the undeveloped portion of the property shared with Ruby Bridges Elementary School.

State School Construction Assistance

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

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

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 6-1 is a summary of the budget that supports the Capital Facilities Plan. Each project budget represents the total project costs which include; construction, taxes, planning, architectural and engineering services, permitting, environmental impact mitigation, construction testing and inspection, furnishings and equipment, escalation, and contingency.

Table 6-1 identifies 2019 and future planned expenditures. It does not include project expenditures in previous years.

TABLE 6-1
6-Year Capital Expenditures Finance Plan

2020 - 2026 CAPITAL FACILITIES EXPENDITURES PLAN $$ in MILLIONS	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25	FY 25-26
PROJECTS ADDING CAPACITY							
Inglemoor HS Concert Hall & Instructional Space	7.0	18.0	5.0	3.0			
SMS/CC Elem & MS Capacity Addition	8.0	5.0	1.0				
Ruby Bridges Elementary (Maltby) capacity 2020	20.0	5.0	5.0				
New School capacity - future	1.0	1.0	50.0	12.0	40.0	40.0	
Innovation Lab High School (not bond funded)	20.0	7.0	2.0	1.0			
TOTAL PROJECTS ADDING CAPACITY	**56.0**	**36.0**	**63.0**	**16.0**	**40.0**	**40.0**	**0.0**
PROJECTS NOT ADDING CAPACITY							
Building Improvement Program	15.0	8.0	5.0	15.0	20.0	20.0	
Technology	2.0	2.0	2.0	2.0	2.0	2.0	
Fields	1.0	2.0	1.0		1.0	2.0	
Code Compliance/Small Works	1.0	1.0	2.0	0.0	1.0	1.0	
Site Purchase/Circulation		2.0	2.0	1.0	1.0	1.0	
Overhead/Bond Expenses	4.0	3.0	2.0	1.0	2.0	1.5	
Security	9.0	3.0	1.0	0.0	5.0	3.0	
TOTAL PROJECTS NOT ADDING CAPACITY	**32.0**	**21.0**	**15.0**	**19.0**	**32.0**	**30.5**	**0.0**
TOTAL PROJECT EXPENDITURES	88.0	57.0	78.0	35.0	72.0	70.5	0.0

SECTION 7 -- 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. The basic underlying assumption is that growth pays for growth.

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

Methodology and Variables Used to Calculate School Impact Fees

Impact fees may be calculated based on the District's cost per dwelling unit to purchase/acquire land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables), 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 the District's growth-related needs, are used in the calculation

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

The District's student-generation rate for multi-family dwelling units is much lower than the student generation rate for single-family homes. This likely reflects, in part, that most new development in recent years within the District has been in single family homes. Yet, as available land for single family development is beginning to be constrained, and multi-family development – most notably townhomes, is increasing, we anticipate continued increases in student generation rates from those units over time. 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. However, the District does not yet have a robust data set upon which to separate these units for purposes of the school impact fee calculation. The District will continue to collect and analyze this data and, if the trend continues, will likely request in future CFP updates that each jurisdiction 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 C.

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.

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

The impact fees requested in this year's Capital Facilities Plan are based on growth related construction projects, including: the new Ruby Bridges Elementary School capacity (500); the added capacity project at Skyview Middle School (321) and Canyon Creek Elementary (336); constructing a 700 student middle school at the Ruby Bridges Elementary School property; the addition of instructional space and capacity (100) at Inglemoor High School; and the newly acquired land and commercial building that is being adapted for reuse as the Innovation Lab High School (housing 550 high school students).

Proposed School Impact Fees
King County, cities of Bothell, Kenmore, Woodinville

Single Family Units	$17,080
Multi-Family Units	$1,504

Proposed School Impact Fees
Snohomish County

Single Family Units	$17,080
Multi-Family Units 1 bedroom/less	$0^
Multi-Family Units 2+ Bedroom	$1,504

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

^The District is not requesting that Snohomish County adopt a MF 1 bedroom/less fee on its behalf.

FACTORS FOR IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family

Elementary	.328
Middle	.108
High	.101

Student Generation Factors – Multi Family

Elementary	.052
Middle	.019
High	.014

Projected New Capacity

Ruby Bridges ES - 500
Canyon Creek ES (add) – 336
Skyview MS (add) – 321
Maltby Site Phase II - 700
Inglemoor HS (add) – 100
Innovation Lab HS – 550

Capacity Costs (construction cost)

Ruby Bridges ES - $56,544,993
Canyon Creek ES/Skyview MS - $40,737,639
New Middle School - $62,123,849
Inglemoor HS - $10,369,215
Innovation Lab HS - $13,200,000

Permanent Facility Square Footage

94.55%

Temporary Facility Square Footage

5.45%

Property Costs – New Capacity

RBES/New MS – 33.23 acres
Cost/Acre - $175,758
Innovation Lab HS – 5.92 acres
Cost/Acre - $3,108108

Temporary Facility Capacity

Capacity/Cost
(Portable costs not included in formula)

School Construction Assistance Program Credit

Current SCAP Percentage	44.18%
Qualifying Project(s): Inglemoor HS addition	
Current Construction Cost Allocation	238.22

OSPI SqFt/Student
ES - 90
MS - 108
HS – 130

Tax Payment Credit

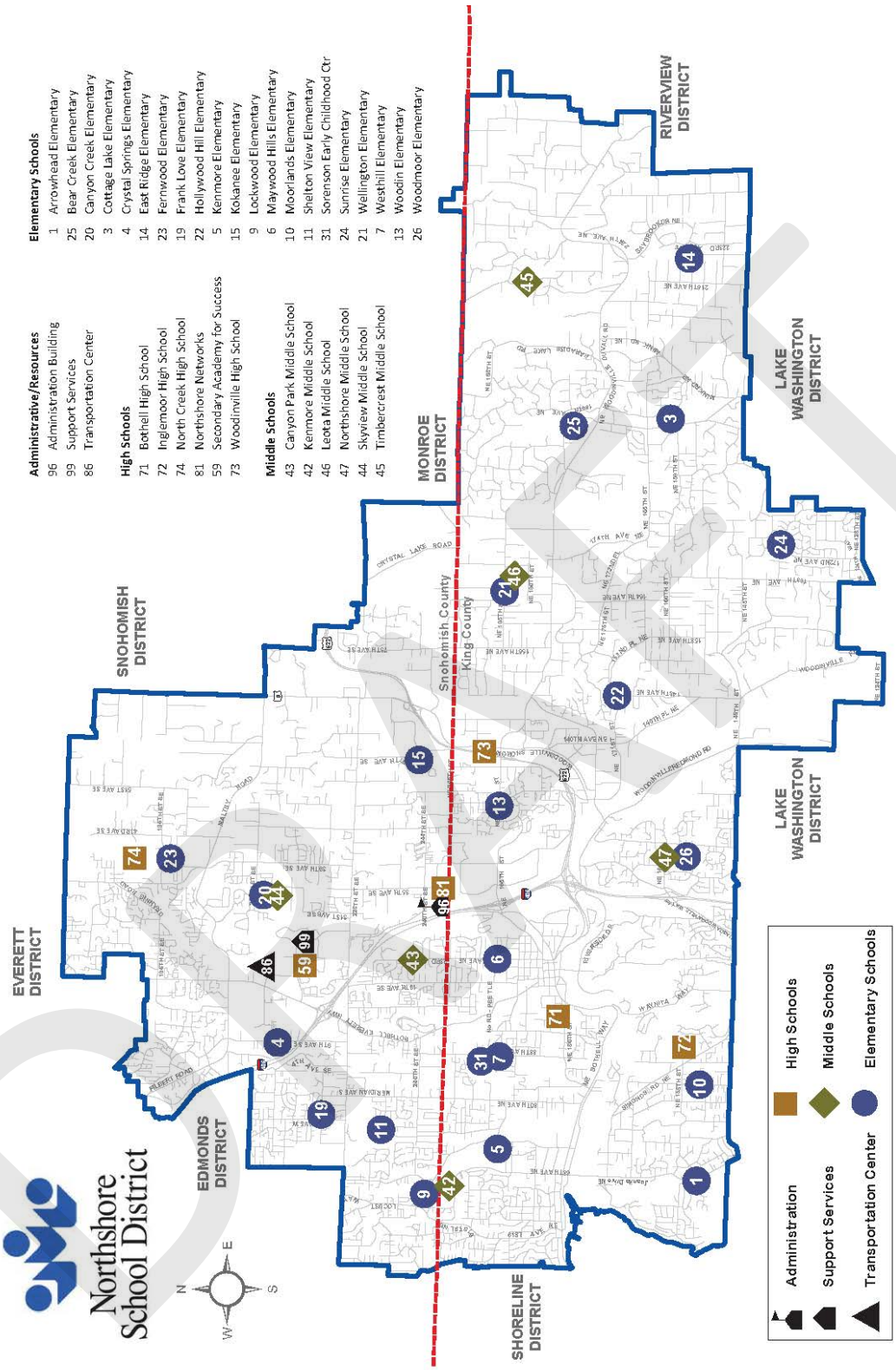
Single Family Unit AAV	$736,802
Multi-Family Unit AAV	$295,238

Debt Service Rate
Current/$1,000 $1.57

GO Bond Interest Rate – Bond Buyer Index
Avg – Feb. 2020 2.44%

Developer Provided Sites/Facilities

None



Administrative/Resources
96 Administration Building
99 Support Services
86 Transportation Center

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

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

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

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NSD Student Generation Summaries

Permit Years: **2015 - 2019**

Permitted Units Districtwide

	Total Units***	Single Family Units - Students Generated	
Single Family	3088	1656	**0.536**
Multi-Family	1658	139	**0.084**

Single Family Student Generation Rates by Grade

GRADE		MF Units Students Generated**	
K		176	0.057
1		194	0.063
2		189	0.061
3		169	0.055
4		146	0.047
5		139	0.045
6		110	0.036
7		119	0.039
8		103	0.033
9		94	0.030
10		93	0.030
11		72	0.023
12		52	0.017
Total		**1656**	**0.536**

Single Family

Level	Rate
K-5	0.328
6-8	0.108
9-12	0.101
Total	0.536

Multi-Family Student Generation Rates by Grade

GRADE		Multi-Family Units - Students Generated	
K		11	0.007
1		12	0.007
2		19	0.011
3		21	0.013
4		11	0.007
5		12	0.007
6		10	0.006
7		10	0.006
8		11	0.007
9		4	0.002
10		8	0.005
11		8	0.005
12		2	0.001
Total		**139**	**0.084**

Multi-Family

Level	Rate
K-5	0.052
6-8	0.019
9-12	0.014
Total	0.084

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School Impact Fee Calculation - Single Family Dwelling Unit

Northshore School District 2020 CFP

School Site Acquisition Cost:

	Site Size Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ SFDU
Elementary	13	$175,758	500	$4,570	0.3280	$1,499
Middle	20	$175,758	700	$5,022	0.1080	$542
Senior	5.92	$3,108,108	550	$33,455	0.1010	$3,379
				TOTAL		$5,420

School Construction Cost:

	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFDU
Elementary	94.55%	$76,913,812	836	$92,002	0.3280	$28,532
Middle	94.55%	$82,492,669	1021	$80,796	0.1080	$8,250
Senior	94.55%	$23,569,215	650	$36,260	0.1010	$3,463
				TOTAL		$40,245

Temporary Facility Cost:

	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFDU
Elementary	5.45%	$0	25	$0	0.3280	$0
Middle	5.45%	$0	25	$0	0.1080	$0
Senior	5.45%	$0	25	$0	0.1010	$0
				TOTAL		$0

State School Construction Funding Assistance Credit:

	Const Cost Allocation	OSPI Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ SFDU
Elementary	238.22	90.0	0.00%	$0	0.3280	$0
Middle	238.22	108.0	0.00%	$0	0.1080	$0
Senior	238.22	130.0	44.18%	$13,682	0.1010	$1,382
				TOTAL		$1,382

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School Impact Fee Calculation - Single Family Dwelling Unit

Northshore School District 2020 CFP

Tax Payment Credit Calculation:	
Average SFR Assessed Value	$736,802
Current Capital Levy Rate/$1000	$1.57
Annual Tax Payment	$1,153.10
Years Amortized	10
Current Bond Interest Rate	2.44%
Present Value of Revenue Stream	$10,123
Impact Fee Summary - Single Family Dwelling Unit:	
Site Acquisition Cost	$5,420
Permanent Facility Cost	$40,245
Temporary Facility Cost	$0
State SCFA Credit	($1,382)
Tax Payment Credit	($10,123)
Unfunded Need	$34,160
50% Required Adjustment	$17,080
Single Family Impact Fee	**$17,080**

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APPENDIX C

School Impact Fee Calculation - Multi-Family Dwelling Unit

Northshore School District 2020 CFP

School Site Acquisition Cost:

	Site Size Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ MFDU
Elementary	13	$175,758	500	$4,570	0.0520	$238
Middle	20	$175,758	700	$5,022	0.0190	$95
Senior	5.92	$3,108,108	550	$33,455	0.0140	$468
					TOTAL	$801

School Construction Cost:

	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFDU
Elementary	94.55%	$76,913,812	836	$92,002	0.0520	$4,523
Middle	94.55%	$82,492,669	1021	$80,796	0.0190	$1,451
Senior	94.55%	$23,569,215	650	$36,260	0.0140	$480
					TOTAL	$6,455

Temporary Facility Cost:

	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFDU
Elementary	5.45%	$0	25	$0	0.0520	$0
Middle	5.45%	$0	25	$0	0.0190	$0
Senior	5.45%	$0	25	$0	0.0140	$0
					TOTAL	$0

State School Construction Funding Assistance Credit:

	Const Cost Allocation	OSPI Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ MFDU
Elementary	238.22	90.0	0.00%	$0	0.0520	$0
Middle	238.22	108.0	0.00%	$0	0.0190	$0
Senior	238.22	130.0	44.18%	$13,682	0.0140	$192
					TOTAL	$192

APPENDIX C

School Impact Fee Calculation - Multi-Family Dwelling Unit

Northshore School District 2020 CFP

Tax Payment Credit Calculation:

Average MFR Assessed Value	$295,238
Current Capital Levy Rate/$1000	$1.57
Annual Tax Payment	$462.05
Years Amortized	10
Current Bond Interest Rate	2.44%
Present Value of Revenue Stream	$4,056

Impact Fee Summary - Multi-Family Dwelling Unit:

Site Acquisition Cost	$801
Permanent Facility Cost	$6,455
Temporary Facility Cost	$0
State SCFA Credit	($192)
Tax Payment Credit	($4,056)
Unfunded Need	$3,008
50% Required Adjustment	$1,504
Multi-Family Impact Fee	$1,504

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