Olympia School District Capital Facilities Plan 2015-2020

Summer 2014

Executive Summary

The Olympia School District's 2015-2020 Capital Facilities Plan (CFP) has been prepared as the district's principal six-year facility planning document in compliance with the requirements of the Washington State Growth Management Act. This plan is developed based on the district's recent long range facilities master plan work, which looked at conditions of district facilities, projected enrollment growth, utilization of current schools and the capacity of the district to meet these needs from 2010 to 2025. The master plan report is the result of a volunteer Planning Advisory Committee who worked with the district and a consulting team for nearly a year. In addition to this CFP and the master plan, the district may prepare other facility planning documents, consistent with board policies, to consider other needs of the district as may be required.

This CFP consists of four elements:

1. An inventory of existing capital facilities owned by the Olympia School District including the location and student capacity of each facility.

2. A forecast of future needs comparing student enrollment projections against permanent facility student capacities. The basis of the enrollment forecast was developed by demographer W. Les Kendrick. An updated student generation rate for this plan and to calculate the impact fee was developed by demographer Michael McCormick.

3. The proposed locations and capacities of new and expanded facilities anticipated to be constructed or remodeled over the next six years and beyond.

4. A financing plan for the new and expanded facilities anticipated to be constructed over the next six years. This plan outlines the source of funding for these projects including state revenues, local bond revenue, local levy revenue, impact fees, mitigation fees, and other revenues.

5. This CFP contains updates to plans that address how the district will respond to state policies to reduce class size. The Legislature has recently enacted legislation that targets class size reduction by the 2017-18 school year (SY), the Supreme Court has mandated implementation of this legislation, and there is currently an initiative of the people (I-1351) gathering signatures and support that if enacted would significantly impact school housing needs. All three of these efforts/entities have included conversion of half-day kindergarten to full-day kindergarten as a high priority. Full-day kindergarten effectively doubles the number of classrooms needed for kindergarten.

The Master Plan contains multiple projects to expand the district's facility capacity and major modernizations. Specifically the plan includes major modernizations for Garfield (with expanded capacity), Centennial, McLane, and Roosevelt Elementary Schools; limited modernizations for Jefferson Middle School; and modernizations for Capital High School. The plan calls for the construction of a new elementary/intermediate school (serving grades 5-8) on the east side of the district and a new building, with expanded capacity, for the Olympia Regional Learning Academy. Further, the district will expand capacity at five elementary schools via pods of permanent construction of 10-12 classrooms. In addition, in order to nearly double Avanti High School enrollment, Avanti is scheduled to expand to use the entire Knox building; the administration would move to a different building. At Olympia High School, the district would replace 10 portables with a

permanent building. Finally, the plan includes a substantial investment in systems modernizations and major repairs at facilities across the district.

This plan is intended to guide the district in providing new capital facilities to serve projected increases in student enrollment as well as assisting the district to identify the need and time frame for significant facility repair and modernization projects. The CFP will be reviewed on an annual basis and revised accordingly based on the updated enrollment and project financing information available.

Capital Facilities Plan
2015-2020

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I. School Capacity, Methodology and Levels of Service

The primary function of calculating school capacities is to allow observations and comparisons of the amount of space in schools across the Olympia School District (OSD) and plan for growth in the number of students anticipated at each school. This information is used to make decisions on issues such as locations of specialty program offerings, enrollment boundaries, portable classroom units, new construction and the like.

School capacities are a general function of the number of classroom spaces, the number of students assigned to each classroom, how often classrooms are used, and the extent of support facilities available for students, staff, parents and the community. The first two parameters listed above provide a relatively straightforward calculation, the third parameter listed is relevant only to middle and high schools, and the fourth parameter is often a more general series of checks and balances.

The district's current guideline for the maximum number of students in elementary school classrooms is as follows:

	OSD Historical Guideline:	2014 I-1351 Guideline:	Square Footage Guideline:
Kindergarten	23 students	17 students	28 students
Grades 1-2	23 students	17 students	28 students
Grades 3	25 students	17 students	28 students
Grades 4-5	27 students	25 students	28 students

As the district constructs new classrooms, the class size square footage guideline is tentatively set to accommodate 28 students. Under the initiative (if enacted), the class size goal for 4th and 5th grade would be 25. Occasionally, class sizes for a class must exceed the guideline, and be in overload status. The district funds extra staffing supports for these classrooms when they are in overload status. In most cases, the district needs to retain flexibility to a) place a 4th or 5th grade into any physical classroom; and b) size the classroom square footage to contain a classroom in overload status where needed. In addition, there is the possibility that class sizes would be amended at a later time to increase or that state policy makers would never fully implement the guidelines of Initiative 1351. For these reasons, the district is maintaining its historical practice of constructing classrooms to hold 28 students comfortably.

Typically, OSD schools include a combination of general education classrooms, special education classrooms, and classrooms dedicated to supportive activities, as well as classrooms dedicated to enrichment programs such as art, music, language and physical education. Some programs, such as special education, serve fewer students but require regular-sized classrooms. An increased need for these programs at a given school can reduce that school's total capacity. In other words, the more regular sized classrooms that are occupied by smaller numbers of students, the lower the school capacity calculation will be. Any school's capacity, primarily at elementary level, is directly related to the programs offered at any given time.

Special education classroom use at elementary level includes supporting the Infant/Toddler Preschool Program, Integrated Kindergarten Program, DLC Program (Developmental Learning Classroom, which serves students with moderate cognitive delays), Life Skills Program (students with significant cognitive delays), LEAP Program (Learning to Engage, be Aware and Play Program for students with significant behavior disabilities) and the ASD Program (students with autism spectrum disorders.) At middle and/ or high level, special education classroom use includes supporting the DLC Program, Life Skills Program, HOPE Program (Help Our People Excel for students with significant behavior disabilities) and the ASD Program.

Classrooms dedicated to specific supportive activities include serving IEP's (Individual Education Plan) OT/PT services (Occupational and Physical Therapy), speech and language services, ELL services (English Language Learner), PATS services (Program for Academically Talented Students), as well as non-specific academic support for struggling students (primarily Title I of the No Child Left Behind Act.)

Of note, the district has a practice of limiting school size to create appropriately-sized learning communities. The district has a practice of limiting elementary school size to 500 students; middle school size to 800 students; and high school size to 1,800 students. These limits represent a guide, but not an absolute policy limit and in this CFP update the guideline is adjusted slightly.

Methodology for Calculating Building Capacity

Elementary Schools
For the purpose of creating an annual CFP, student capacity at individual elementary schools is calculated by using each school's current room assignments. (e.g. How many general education classrooms are being used, and what grade level is being taught? How many different special education classrooms are being used? How many classrooms are dedicated to supportive activities like the PATS Program, ELL students, etc.?)

Throughout the district's elementary schools, special programs are located according to a combination of criteria including the proximity of students who access these special programs, the efficiency of staffing resources, and available space in individual schools. Since the location of special programs can shift from year to year, the student capacities can also grow or retract depending on where the programs are housed. This fluctuation is captured in what is termed the "Program Capacity" of each school. That is to say that "program capacity" is calculated based on the programs offered at a given school each year, instead of a simple accounting of the number of classroom spaces. (See Table A.)

Middle and High Schools
Capacity at middle schools and high school levels are based on the number of "teaching stations" that include general-use classrooms and specialized spaces, such as music rooms, computer rooms, physical education space, industrial arts space, and special education and/or classrooms dedicated to supportive activities. In contrast to elementary schools, secondary students simultaneously occupy these spaces to receive instruction. As a result, the district measures the

secondary school level of service based on a desired average class size and the total number of teaching stations per building. The capacities of each secondary school are shown on Table B.

Building capacity is also governed by a number of factors including guidelines for maximum class size, student demands for specialized classrooms (which draw fewer students than the guidelines allow), scheduling conflicts for student programs, number of work stations in laboratory settings, and the need for teachers to have a work space during their planning period. Together these limitations affect the overall utilization rate for the district's secondary schools.

This rate, in terms of a percentage, is applied to the number of teaching stations multiplied by the average number of students per classroom in calculating the effective capacity of each building. The levels of service for both middle and high school equates to an average class loading of 28 students based upon an 80% utilization factor. The only exception is Avanti High School, the district's alternative high school program, which does not consist of any specialized classroom space and has relatively small enrollment, so a full 100% utilization factor was used to calculate this school's capacity

The master plan includes estimates for both current and maximum utilization. In this CFP we have used the current utilization capacity level because it represents the ideal OSD configurations of programs and services at this time. It is important to note that there is very little added capacity generated by employing the maximum utilization standard.

Level of Service Variables

Several factors may impact the district's standard Level of Service (LOS) in the future including program demands, state and federal funding, collective bargaining agreements, legislative actions, and available local funding. These factors will be reviewed annually to determine if adjustments to the district's LOS were warranted. The district is experiencing growth in its special education preschool population and is exploring opportunities to provide other additional or expanded programs to students in grades K-12. This review may result in a change to the standard LOS in future Capital Facilities Plans.

Alternative Learning

The District hosts the Olympia Regional Learning Academy (ORLA), which serves students from both within and outside of the district's boundaries. The program, which began in 2006, now serves approximately 350 students. Each year since 2006 the program's enrollment has increased and the proportion of students from within the Olympia School District has increased. Therefore, over time, the program will have a growing positive impact on available capacity within traditional district schools. As more students from within district schools migrate to ORLA, they free up capacity to absorb projected growth.

The Olympia School District is also committed to serving as this regional hub for alternative education and services to families for non-traditional education. The program is providing education via on-line learning, home-school connect (education for students that are home-schooled), and Montessori elementary education.

Finally, Olympia School District is committed to providing families with alternatives to the traditional public education, and keeping up with the growing demand for these alternatives, and is committed to providing ORLA students and families with a safe facility conducive to learning.

Table A
Elementary School Capacities (Current Utilization Standard)

Olympia School District - School Capacity Study for CFP

HC = Headcount	Oct HC 2013	Building Capacities with 2015-2020 Program Utilization — General Education: # of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	Building Capacities with 2015-2020 Program Utilization — Special Education: # of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	Building Capacities with 2015-2020 Program Utilization — Specific Supportive Activities: # of classrooms	Permanent Capacity	# of portables	Portable Capacity	Gen Ed Capacity (including portables)
Elementary Schools																
Boston Harbor	142	8	199	0	0	199	0	0	0	0	0	0	0	2	0	0
Brown, LP	270	13	296	0	0	296	4	32	0	0	32	2	0	0	0	0
Centennial	514	17	417	4	110	527	0	0	1	8	8	0	0	2	0	0
Garfield	331	14	347	0	0	347	2	36	0	0	36	3	0	2	0	0
Hansen	522	17	415	4	102	517	1	18	0	0	18	2	0	3	0	0
Lincoln	297	12	295	0	0	295	0	0	0	0	0	3	0	0	0	0
Madison	204	8	194	0	0	194	2	36	0	0	36	2	0	0	0	0
McKenny	352	14	315	2	54	369	4	46	0	0	46	2	0	2	0	0
McLane	330	13	319	2	54	373	3	30	0	0	30	1	0	0	0	0
Pioneer	442	19	469	0	0	469	0	0	0	0	0	0	0	2	0	0
Roosevelt	373	17	421	0	0	421	0	0	1	18	18	0	0	1	0	0
Elementary School Totals	**3,777**	**152**	**3,687**	**12**	**320**	**4,007**	**16**	**198**	**2**	**26**	**224**	**15**	**0**	**14**	**0**	**0**

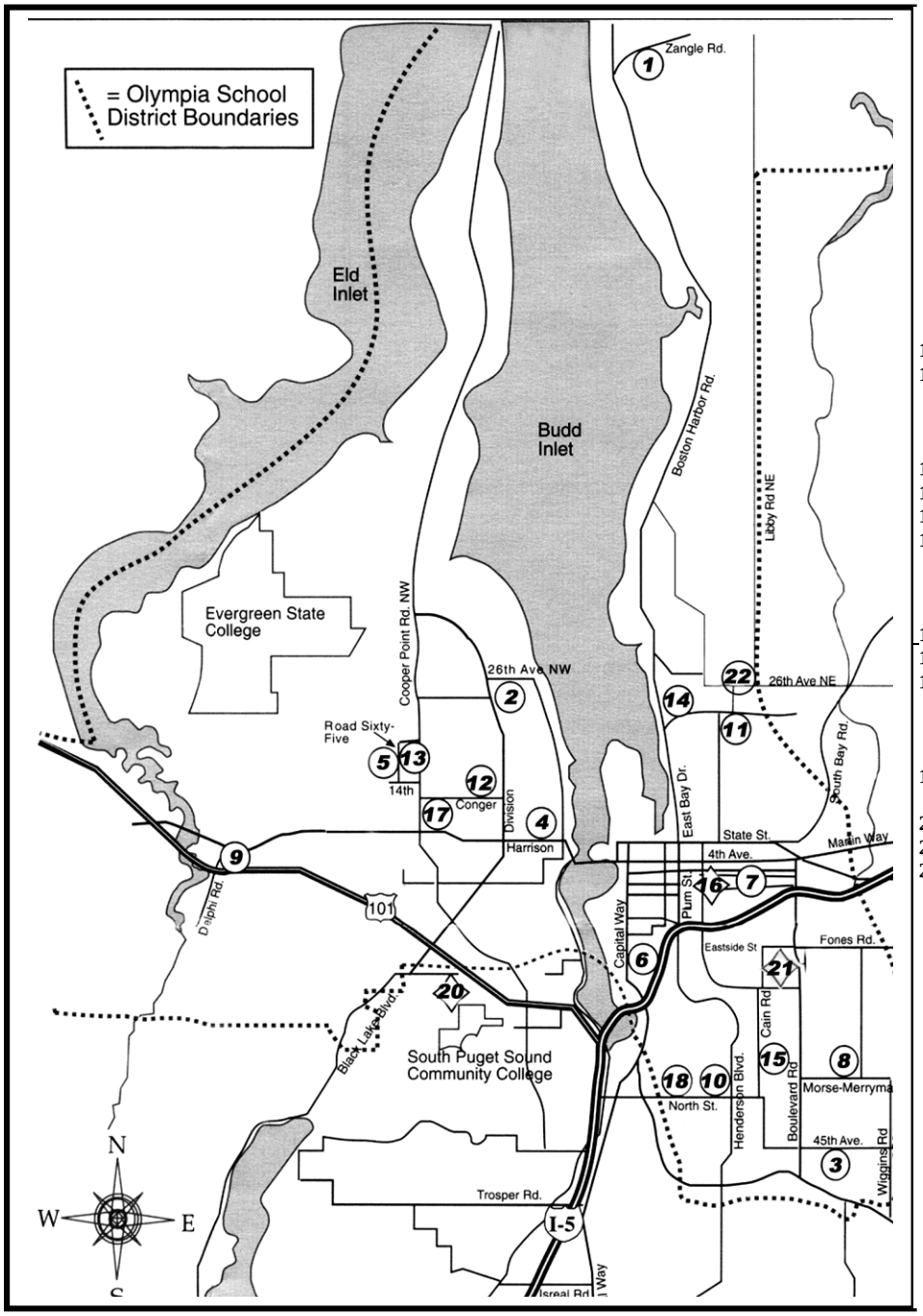
Combined Total Capacity **4, 231**

Table B
Middle and Highs School Capacities (Current Utilization Standard)

		General Education					Special Education					Specific Supportive Activities				
HC = Headcount	Oct HC 2013	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Gen Ed Capacity (including portables)
Middle Schools																
Jefferson	400	25	595	0	0	595	3	26	0	0	26	5	0	0	0	0
Marshall	370	23	550	0	0	550	1	10	0	0	10	3	0	0	0	0
Reeves	442	24	573	0	0	573	1	8	0	0	8	3	0	0	0	0
Washington	740	32	752	0	0	752	0	0	0	0	0	4	0	2	0	0
Middle School Totals	**1,952**	**104**	**2,470**	**0**	**0**	**2,470**	**5**	**44**	**0**	**0**	**44**	**15**	**0**	**2**	**0**	**0**
*Utilization Factor for middle schools = 80%																
*Utilization Factor for Special Needs = 100%																

		General Education					Special Education					Specific Supportive Activities				
HC = Headcount	Oct HC 2013	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Gen Ed Capacity (including portables)
High Schools																
Avanti	157	7	168	0	0	168	0	0	0	0	0	0	0	0	0	0
Capital	1,334	63	1,446	2	45	1,491	1	6	0	0	6	5	0	0	0	0
Olympia	1,703	72	1,648	6	134	1,782	2	12	3	24	36	0	0	0	0	0
High School Totals	**3,194**	**142**	**3,262**	**8**	**179**	**3,442**	**3**	**18**	**3**	**24**	**42**	**5**	**0**	**0**	**0**	**0**
*Utilization Factor for Avanti = 100%																
*Utilization Factor for comp. high schools = 80%																
*Utilization Factor for Special Needs = 100%																
Total Capacity	**8,923**		**9,420**		**499**	**9,919**		**260**		**50**	**310**		**0**		**0**	**0**
Combined Total Capacity Districtwide, All Grades - General & Special Education											10,229					

Olympia School District Building Locations



Elementary Schools

1. **Boston Harbor**
2. **L.P. Brown**
3. **Centennial**
4. **Garfield**
5. **Hansen**
6. **Lincoln**
7. **Madison**
8. **McKenny**
9. **McLane**
10. **Pioneer**
11. **Roosevelt**

Middle Schools

12. **Jefferson**
13. **Marshall**
14. **Reeves**
15. **Washington**

High Schools

16. **Avanti**
17. **Capital**
18. **Olympia**

Other Facilities

19. **New Market Voc. Skills Center**
20. **Transportation**
21. **Support Service Center**
22. **Olympia Regional Learning Academy**

II. Forecast of Future Facility Needs:
Olympia School District Enrollment Projections

Summary

This section of the CFP provides a summary of an enrollment forecast prepared by demographer W. Les Kendrick of Educational Data Solutions for the Olympia School District as part of the master plan process; the Summary is prepared by McGranahan Architects for the district. This forecast is part of a larger master plan process to help the school district forecast capacity needs, address facilities deficiencies and prepare for trends in 21st Century education over the next 15 years.

This enrollment forecast was prepared in 2010 and will be formally updated on a five year basis.

Key findings with regard to the context for enrollment growth in the district are the following:

- Enrollment has fluctuated up and down in the past decade resulting in a relatively flat enrollment trend
- Enrollment did trend up with the completion of various housing projects in recent years
- K-12 enrollment in Thurston County has increased gradually in the past 10 years
- Olympia School District's share of the county K-12 enrollment has declined over the past decade primarily due to greater population and housing growth in Yelm and North Thurston when compared to Olympia

Looking forward, enrollment in all Thurston County districts is likely to grow in the coming decade primarily due to larger birth cohorts. The number of women in their child-bearing years has been, and is expected to continue to increase in the coming decade, resulting in more births. As a result kindergarten and elementary enrollment should trend up.

In addition to birth trends, there is also expected to be significant housing and population growth in Olympia and the county in the coming decade. Projections from county planning agencies suggest that the Olympia School District's resident population could grow by another 10,000 residents by 2020 and by another 6,000 residents by 2025.

The following section discusses some of the general enrollment trends in the district and the demographic factors that are contributing to those trends. After this section a forecast of the district enrollment by grade level is presented. The final section allocates the district projection to schools in order to show the differences in growth that might be expected for different parts of the district.

Enrollment Trends

As noted in the introduction the enrollment in the Olympia School District has fluctuated up and down in the past decade but the overall enrollment was about the same in 2010 as it was in 2000. After 2010, enrollment dipped a bit and then climbed and is now higher than 2000/2010 levels.

As with most districts Olympia's enrollment is affected by birth trends, by turnover in existing housing, and by new home construction.

One way to get a handle on a district's enrollment is to look at the annual change from year to-year by grade level. Over the course of a year, numerous families will move into a district, buying a new or existing home, or finding a place to rent, and other families will move out due to job changes or other factors. If more people move in than out, there is a net gain in enrollment. And if more people move out than in, there is a net loss. In addition, enrollment can be affected by the size of the exiting graduating class compared to the size of the entering kindergarten class.

For the most part, the district experiences small net gains at the elementary grades (more people moving in than out). Most of the averages at the elementary level are greater than one. It also looks like the district frequently sees a small net loss as students transition from 5th grade into 6th. The district also sees a big net gain between the 8th and 9th grade, partially due to the influx of high school students from the Griffin School District into Capital High School. And like most districts, Olympia can also see some net losses at some high school grades, primarily due to participation in Running Start and New Market Skills Center.

There is largely enough net turn-over in existing homes, or construction and sale of new homes to produce gains in enrollment at most grades. In most years, there are more families with children moving into the district than the number moving out. In the past 10 years the district has seen an average annual net gain of about 200 students.

However, over the last 10 years, in the transition from one year to the next, the exiting graduating class has tended to be larger than the subsequent year's incoming kindergarten class. This is not an unusual trend in a district that sees growth as students' progress through the grades. But what this means is that in most years the enrollment gains from new home sales or from the sale of existing homes has been offset by the turnover that occurs when one class graduates and another comes in at kindergarten. In most years the high school graduating class has been larger than the kindergarten class by about 200 students or so, offsetting the growth at other grades driven by home sales.

Looking forward the difference between the size of each year's graduating class and the size of the following year's kindergarten class is expected to narrow. Births have been increasing in the past few years and this trend is expected to continue over the next decade. As births increase, kindergarten enrollment will go up and the difference between kindergarten and the graduating 12th grade will start to narrow. Assuming the district still sees enrollment gains at the other grades, there is a possibility of greater enrollment growth in the next decade.

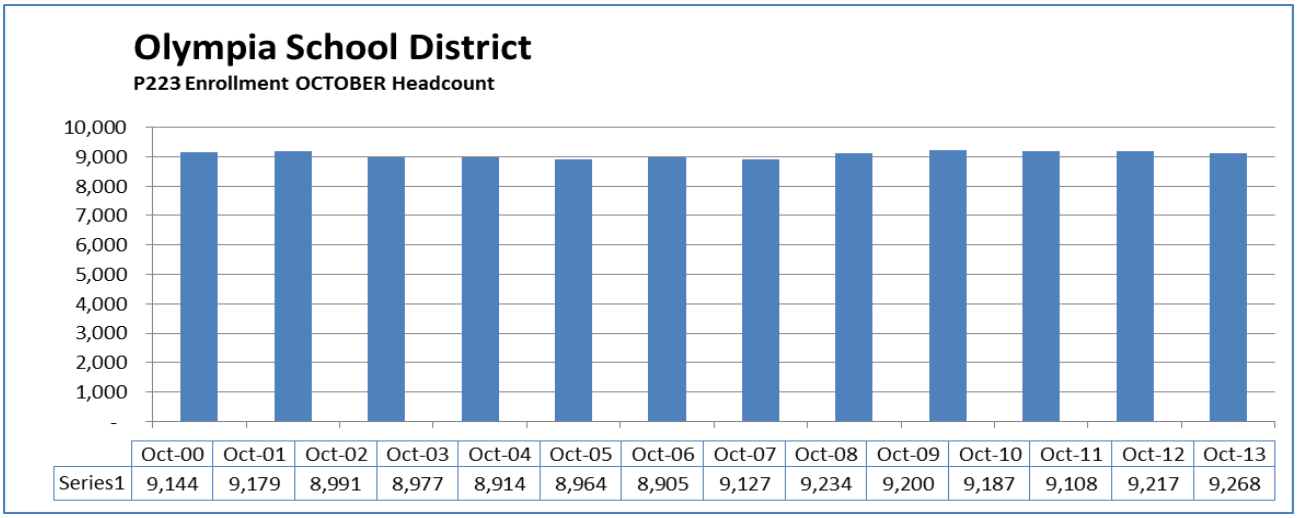
Births and Enrollment

In Thurston County the number of births per year was relatively constant between 1994 and 2002 (2400 to 2500 a year). Since 2003 the number of annual births has been increasing and in the most recent 3 years, births have trended close to, or above, the 3000 mark. Looking forward there will be more births in the next decade than in the previous decade.

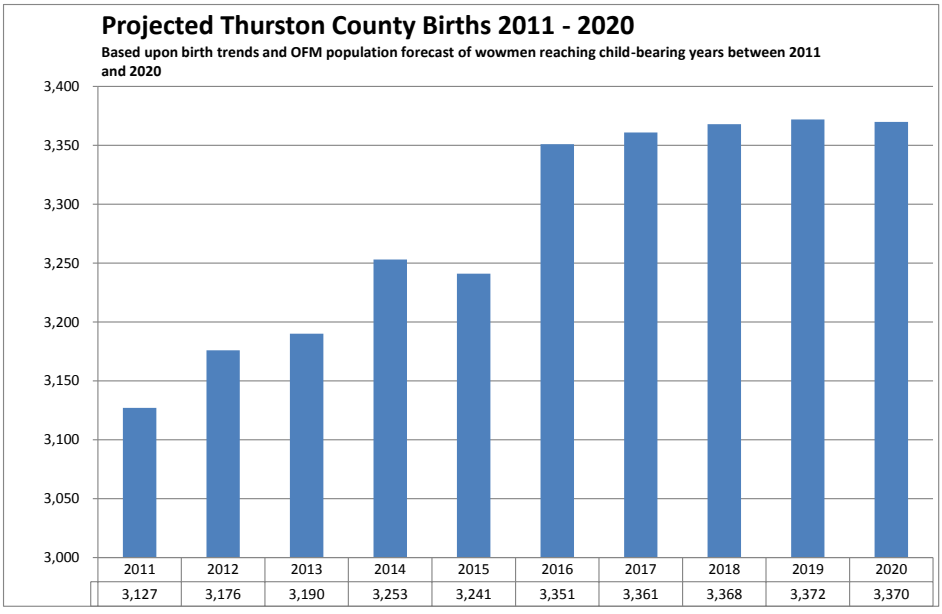
The number of women in their child-bearing years is increasing which should result in average annual births of 3100 a year between 2010 and 2015 and 3300 a year between 2015 and 2020. Children born between 2006 and 2020 will be eligible for school between 2011 and 2025. As a result it is likely that kindergarten and elementary enrollment will increase in Olympia and the rest of the Thurston County school districts as well. Based on birth trends and the population forecast, it is likely that K-12 enrollment countywide will increase over the next 10 to 15 years.

Olympia Enrollment Trend

P223 Enrollment OCTOBER 2013 Headcount



	Oct-00	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13
Series1	9,144	9,179	8,991	8,977	8,914	8,964	8,905	9,127	9,234	9,200	9,187	9,108	9,217	9,268



2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
3,127	3,176	3,190	3,253	3,241	3,351	3,361	3,368	3,372	3,370

Over the past decade, the district's kindergarten enrollment has averaged about 23% of the county birth cohort; comparing kindergarten enrollment to county births 5 years prior to the enrollment year. This percentage is expected to remain relatively stable over the next decade or so, fluctuating up or down in a given year, relative to the amount of new home construction. This assumption is based on the fact that the district's share has averaged about 23% for the past 10 years, taking into account years in which the district saw a lot of new housing growth and years in which it saw very little.

It is possible that the district's share of future kindergarten students and other grades as well could increase in the coming decade. Whether it will or not depends largely on trends in new home construction and sales and the number of students that enroll from these homes relative to construction in other areas of the county.

Population, Housing and Enrollment

Data from the 2000 Census and from estimates created by the State of Washington Office of Financial Management (OFM) data shows that the district's resident population increased by over 6000 in the past decade with an average annual growth rate of 1.2%. During this same time period the district added over 2800 housing units. This means that, on average, the district saw its housing stock increase by about 288 units a year, over the past 10 years.

In addition to looking at specific developments, a comparison was also made between new home construction in the past decade and forecasts of new home construction for the next two decades (2010 to 2020 and 2020 to 2030). This comparison provides a way to see if enrollment growth from new home construction in the coming years will be about the same as in the past decade, or whether it will be significantly lower or higher. This comparison is used to estimate the effect of housing construction and population growth on future enrollment trends.

The permit data cited earlier suggests that about 200 new single family homes were built annually between 2005 and 2009 and about 71 multi-family units (though this number is a little high due primarily to one large project). In addition, the State of Washington data indicates that about 288 new housing units were added annually over the past 10 years, although there is no distinction provided between single and multi-family. There are also indications from the State data that the district may have seen a larger average in the past 5 years (300 units per year), than in the period between 2000 and 2005. These various estimates provide information about past new home sales and construction. But what about the future?

There are several different ways to get a handle on future housing construction. Forecasts from the Thurston Regional Planning Council (TRPC) indicate that the district could see 500 or more new housing units built annually between 2010 and 2020 and between 2020 and 2030. This number is higher, however, than what has occurred in the past decade and it is higher than we might expect given what we know about projects that are currently planned within the district.

Development data collected from the City and County shows that there are currently over 2300 single family units and almost 2100 multi-family units in some stage of development. Some projects are in process and others are still getting started. And still others may be put on hold, or even abandoned. Although we cannot know for sure, it is likely that the majority of these projects

will be completed over the next 5-7 years. On the other hand, the earlier analysis suggests that the district may not see all of the students from these homes in the initial years of completion. As a result, it is likely that the full impact of these projects on enrollment will be felt over the next 10 years. If so the district would be impacted by an average of approximately 440 new housing units annually (230 single family and 210 multi-family). This estimate is lower than the assumptions of the TRPC forecast for the district. But it is also higher than the averages the district has seen over the past estimates for that decade (based on State estimates--- final numbers will not be available until the most recent Census data is released).

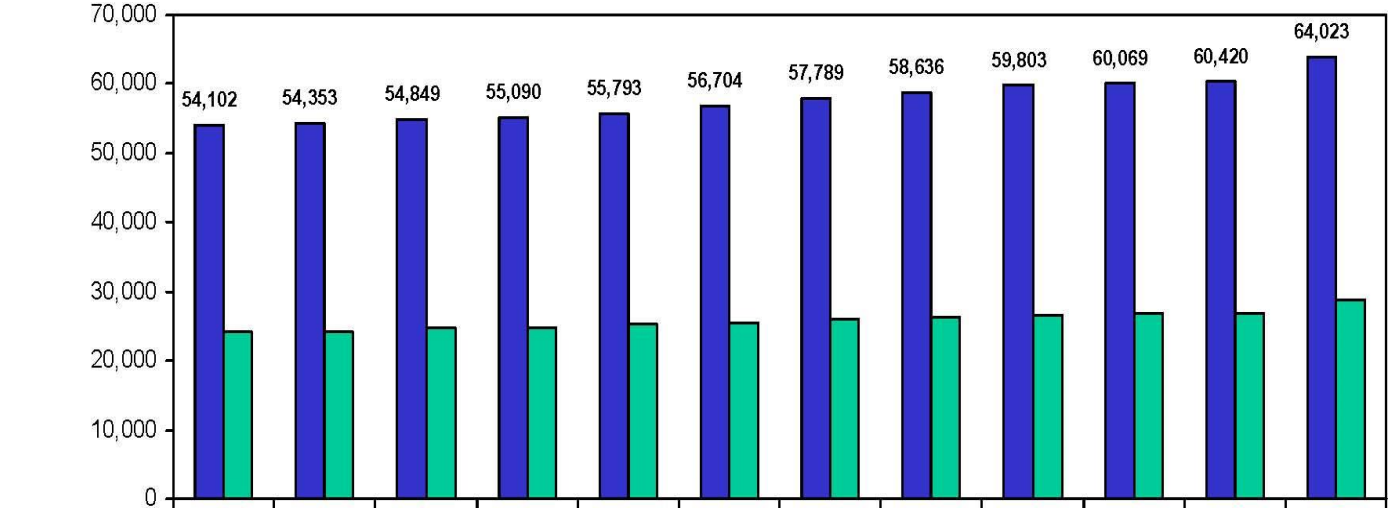
This district forecast is based on the assumption that the district will see about 300 new homes built annually between now and 2025. This number is in line with the recent 5 year estimated trend from the State, but below the assumption of more than 500 new homes per year that is assumed by the TRPC forecast. It is also below the 440 or so units per year we can estimate from the district's own tracking of future development. It is worth considering, however, that estimates from the State suggest that in the past decade, it was only in 2004 where the number of housing units added exceeded 400 (Table C). And this was a period in which the region and the nation experienced a housing bubble with construction and development far exceeding the historical averages. The average since 2005 has been for an addition of 289 housing units annually. It seems unlikely that the 2004 conditions will repeat themselves, so a slightly lower estimate of future housing development seems warranted at this time. The estimate of 300 assumes slightly better growth than the past 2 years and slightly better than the average of 2005-2010, but it also allows for the fact that some of the planned developments may be abandoned or not completed.

If the district sees about 300 new housing units annually in the coming decade, then it is likely that the growth trends by grade level (the number moving in or out) will be about the same as the past 5 years. The difference is that the district will see better kindergarten enrollments due to greater numbers of births. This means that enrollment should grow more in the next decade than in the previous decade.

It is also possible that the district could see lower or higher housing and population growth in the next 15 years than in the previous decade. The TRPC forecast, after all, assumes more than 500 new housing units per year. And the earlier cited estimates from the permit data show a lower average number of units between 2005 and 2009 (approximately 250-270 new housing units a year). Since we have differing estimates, a low and high range forecast was created in addition to the medium recommended forecast. The CFP, however, is based on the medium forecast.

In reviewing the number of new housing units under development, in some stage, as of summer 2014, confirms that the above analysis still holds true. Assuming that all would be built and occupied over the next 15 years, this amounts to about 313 new housing units per year (single-family and multi-family).

Olympia School District
Housing Population Estimates
2001-2010 State Estimates



	Census 2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Forecast TRPC (2010)
Population	54,102	54,353	54,849	55,090	55,793	56,704	57,789	58,636	59,803	60,069	60,420	64,023
Housing Units	24,110	24,250	24,611	24,838	25,258	25,626	25,977	26,290	26,661	26,833	26,993	28,946

Forecasts
A low, medium, and high range forecast by grade level was produced for the district. The medium forecast is recommended at this time. The following details the different assumptions of the 3 forecasts.

Low Forecast: Assumes the addition of 250 new housing units annually and population growth of about 8-tenths of a percent annually between now and 2025. This is slightly below the trends of the past decade.

Medium Forecast: This forecast assumes the addition of 300 new housing units annually and population growth of about 1% a year between now and 2025. The population and housing growth estimates are similar to the average trends of the past decade.

High Forecast: This forecast assumes the addition of over 500 new housing units annually and population growth of over 1.5% annually between now and 2025. These figures are derived from the housing forecast numbers provided by the Thurston Regional Planning Council for the Olympia School District. The population and housing growth estimates are higher than the trends of the past decade.

Methodology and Forecasts
The current enrollment for the Olympia School District was extrapolated into the future based on the trends of the past decade. This was done using the cohort survival averages presented earlier. These numbers were then adjusted to account for projected changes in housing and population growth assumed in the different forecasts. At kindergarten, the number of live births (2006 to 2009) and the forecast of county births (2010 to 2020) for each year was multiplied by the district's average share of this population over the past decade (23%). In the medium forecast, this average was assumed to be relatively constant, consistent with the trend of the past decade. In the low and high range forecast the average was assumed to trend down or up slightly in line with the assumed changes in population and housing.

Student Generation Rates Used to Generate Enrollment and School Forecasts (Available at Time of Master Planning Effort)
Forecasts were also created for schools. This involved allocating the district medium projection to schools based on assumptions of differing growth rates in different service areas. Two sources of information were used for this forecast. First, development information by service area, provided by the City and County, was used to forecast school enrollments between 2011 and 2017. Student generation rates are based on City and County permits and OSD in-district enrollment data, 2005-2009.[1]

[1] A more recent Student Generation Rate (SGR) has been developed; this more recent rate is used to calculate the impact fee. The older SGR is used for the population forecast, due to be updated in 2015.

Student Generation Rate Outcomes

Olympia Only (Griffin permits not included in totals)

Based on Cumulative File 2005-2009 Permits

Single Family

				Rate by Level					
Year	Permits	Students	Rate	K-5	6-8	9-12	K-5	6-8	9-12
2005	340	169	0.50	75	33	61	0.221	0.097	0.179
2006	272	94	0.35	43	27	24	0.158	0.099	0.088
2007	181	45	0.25	19	10	16	0.105	0.055	0.088
2008	96	19	0.20	10	5	4	0.104	0.052	0.042
2009	134	30	0.22	18	9	5	0.134	0.067	0.037
Totals	1023	357	0.35	165	84	110	0.161	0.082	0.108
Avg. / Year	205	71							
% by Level				46.2%	23.5%	30.8%			

Multi-Family

				Rate by Level					
Year	Units	Students	Rate	K-5	6-8	9-12	K-5	6-8	9-12
2005	26	4	0.15	2	2	0	0.080	0.080	0.000
2006	64	7	0.11	2	3	2	0.030	0.050	0.030
2007	205	2	0.01	1	1	0	0.000	0.000	0.000
2008	32	4	0.13	2	2	0	0.060	0.060	0.000
2009	105	6	0.06	5	1	2	0.050	0.010	0.000
Totals	432	23	0.05	12	9	110	0.028	0.021	0.005
Avg. / Year	86	5							

Based on this data, the district enrolls about 35 students for every 100 single family homes permitted over a 5-year period. The rate is highest in the most mature developments (50 per 100 units for homes built in 2005). The rates are lowest in the most recent years because it is likely that the district has not yet seen all the students. It is reasonable to assume that the district could see an average of 40 students per 100 homes once the real estate market starts to recover, but this assumption is not used in the school forecasts.

Again using the above data, the district enrolls about 5 students for every 100 multi-family units, but the rate varies considerably from year to year (most likely due to the type of development – rental, condo, townhome and the number of bedrooms of each). Utilizing the 5-year average is probably best practice because it includes enough units and types to provide a reliable measure of growth from multi-family homes. This analysis suggests that the effect of

multi-family development on enrollment is minimal unless there are a large number of units being developed.

Once the students generated by development were calculated, the average enrollment trends by grade were then extrapolated into the future for each school. For the period between 2017 and 2025 adjustments to the school trends were based on housing forecasts by service area obtained from the Thurston Regional Planning Council.

For secondary schools, the entry grade enrollment forecasts (grade 6 and 9) were based on enrollment trends and housing, as well as estimates of how students feed from elementary into middle school and middle into high school. For alternative schools and programs it was assumed that their share of future enrollment would be consistent with recent trends. This means that ORLA, for example, would increase its enrollment over time, consistent with the overall growth in the district's enrollment.

In all cases, the final numbers were balanced to the district medium projection which is assumed to be most accurate. This analysis by school allows the district to look at differential growth rates for different parts of the district and plan accordingly. Summary enrollment forecasts by school are charted on the following pages. Elementary schools are grouped into east and west elementary school locations.

At the beginning of the forecast period, 2010, 2011, and 2012, actual enrollment dipped while forecasted enrollment grew. At the October 2013 point, 3 years into the enrollment forecast, enrollment is 174 students (K-12) below the forecast for 2013 that was made in 2010. However, actual enrollment has continued to grow and annual growth is somewhat consistent with the growth projected in the forecast.

The student generation rates above were based on the latest data available when developing the master plan. Below is an update to student generation rates using more recent student enrollment data. These updated rates are used to calculate impact fees and to evaluate the enrollment growth assumptions described above.

Updated Student Generation Rates Used to Calculate Impact Fees (Updated in 2013)

To effectively plan for future capacity needs, the district reviews the location and number of proposed new housing developments within the district's service area. Typically, the enrollment model will incorporate historic trends and other factors for long-term projections. In addition, the district reviews upcoming housing starts to project for more immediate needs that may need to be addressed by temporary needs, such as placing portable (temporary) classrooms. In determining the number of new students that may result from new development, the district has developed "student generation rates" that calculate new student impacts on existing school facilities for each level (elementary, middle, and high schools).

The rates below are based on an updated study in August 2013. The rates are generated using all territory within the boundaries of the Olympia School District. The analysis is based on projects constructed in calendar years 2008 through 2012; the addresses of all students were compared with the addresses of each residential development. Those which matched were

aggregated to show the number of students in each of the grade groupings for each type of residential development. A total of 865 single family units were counted between the survey periods; 446 students were generated from these units. A total of 598 multiple family units were counted; and 127 students were associated with these units.

Based on this information, the resulting student generation rates are as follows:

	Single-Family	Multi-Family
Elementary Schools (K-5)	**0.274**	**0.077**
Middle Schools (6-8)	**0.101**	**0.065**
High Schools (9-12)	**0.141**	**0.070**
Total	**0.516**	**0.212**

Based on this data, for each 100 single family homes built in the district each year, 51 students will enroll and needs facility space; for each 100 multiple family homes built, 21 students will enroll. About half of the enrollment will be at the elementary level and half at the secondary level. (In contrast, multiple family homes tend to generate more secondary students than elementary students.)

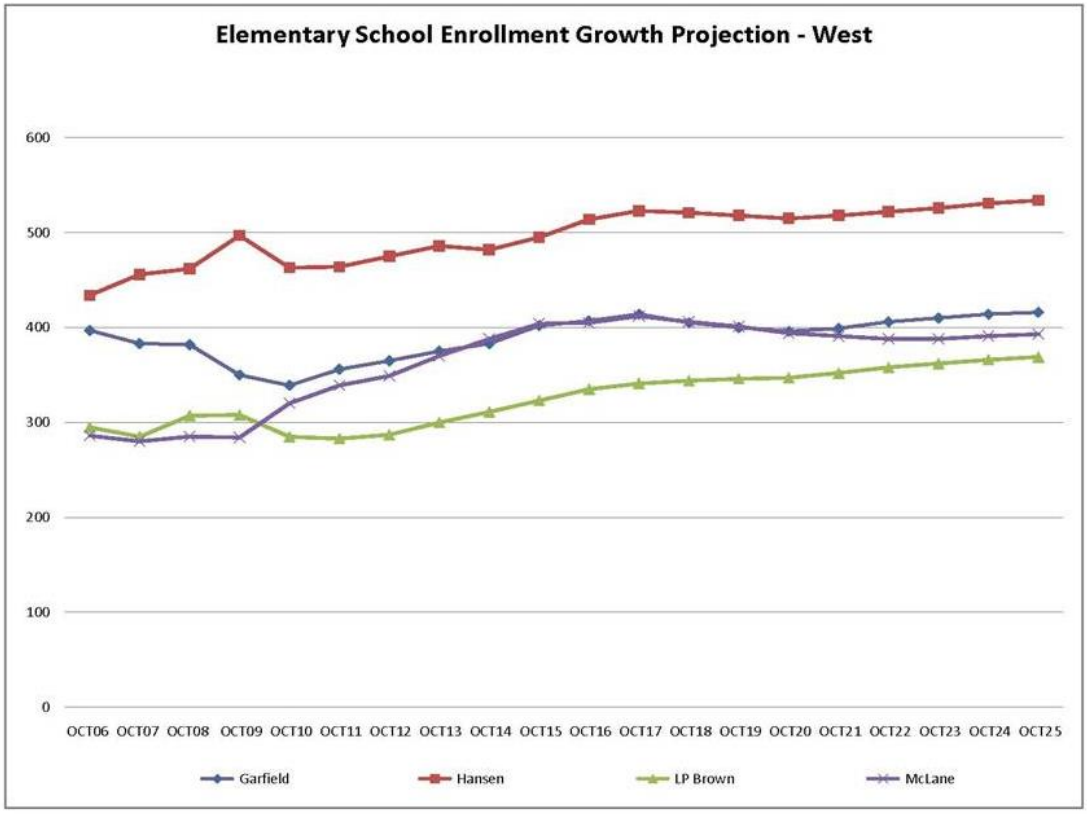
The 2013 student generation rates are notably higher than those prepared in 2011. The district is uncertain as to whether this result is an anomaly or an indication of an emerging pattern. Given this uncertainty, the district is taking a cautious approach in this update and using an average of the 2013 student generation rate and the 2005-2009 student generation rate for purposes of the impact fee calculation. This method results in student generation rates are as follows:

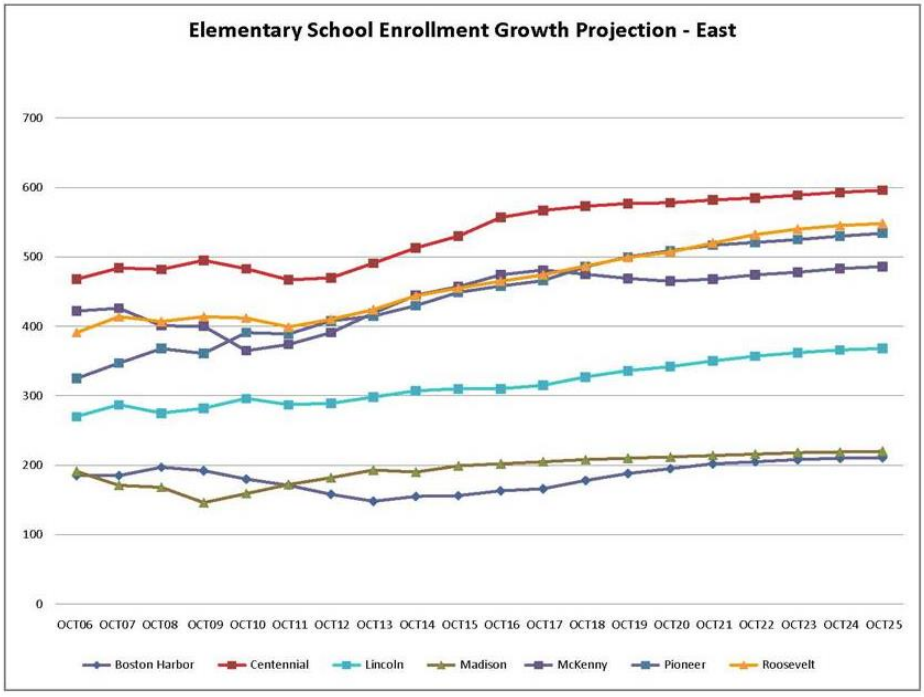
	Single-Family	Multi-Family
Elementary Schools (K-5)	**0.203**	**0.050**
Middle Schools (6-8)	**0.078**	**0.038**
High Schools (9-12)	**0.096**	**0.039**
Total	**0.377**	**0.127**

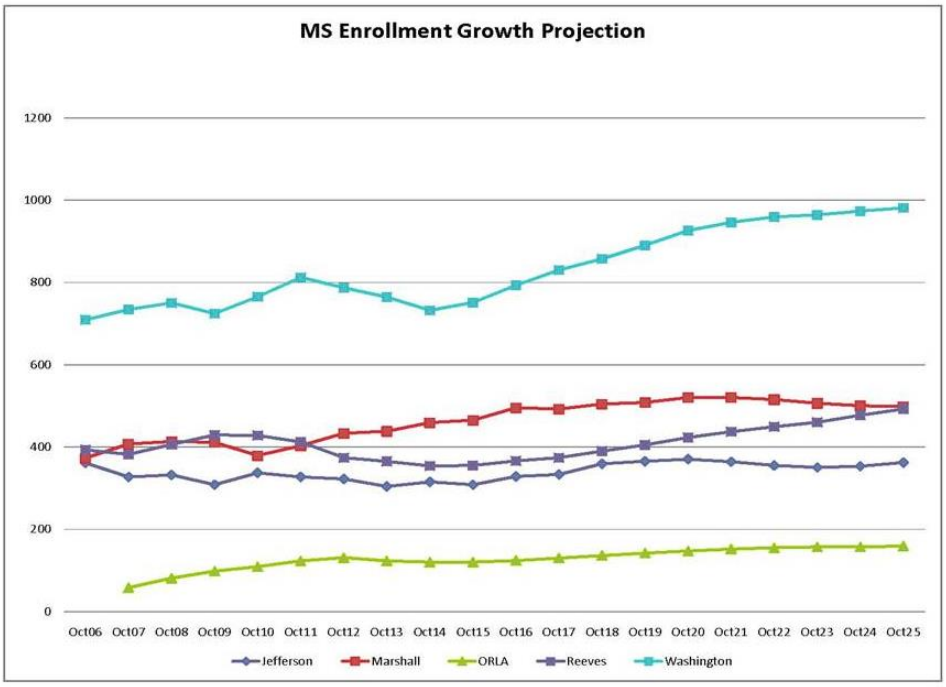
The district plans to revisit the student generation rate calculation with a data update in the 2015 Capital Facilities Plan, along with an update to the enrollment forecast.

Tables and charts below display the long-term enrollment trend by grade band and area of the district. Page 22 identifies how the district uses the information described thus far to determine the potential enrollment growth and determine construction of new seats.

Given current permanent capacity (pages 5 and 6), updated student generation rates, and projected enrollment in 2020 (the end of this CFP timeframe), the district will need new seats at the elementary and high school level.


Elementary School Enrollment Growth Projection - West
600
500
400
300
200
100
0
OCT06 OCT07 OCT08 OCT09 OCT10 OCT11 OCT12 OCT13 OCT14 OCT15 OCT16 OCT17 OCT18 OCT19 OCT20 OCT21 OCT22 OCT23 OCT24 OCT25
Garfield
Hansen
LP Brown
McLane


Elementary School Enrollment Growth Projection - East
700
600
500
400
300
200
100
0
OCT06 OCT07 OCT08 OCT09 OCT10 OCT11 OCT12 OCT13 OCT14 OCT15 OCT16 OCT17 OCT18 OCT19 OCT20 OCT21 OCT22 OCT23 OCT24 OCT25
Boston Harbor
Centennial
Lincoln
Madison
McKenny
Pioneer
Roosevelt


MS Enrollment Growth Projection
1200
1000
800
600
400
200
0
Oct06 Oct07 Oct08 Oct09 Oct10 Oct11 Oct12 Oct13 Oct14 Oct15 Oct16 Oct17 Oct18 Oct19 Oct20 Oct21 Oct22 Oct23 Oct24 Oct25
Jefferson
Marshall
ORLA
Reeves
Washington

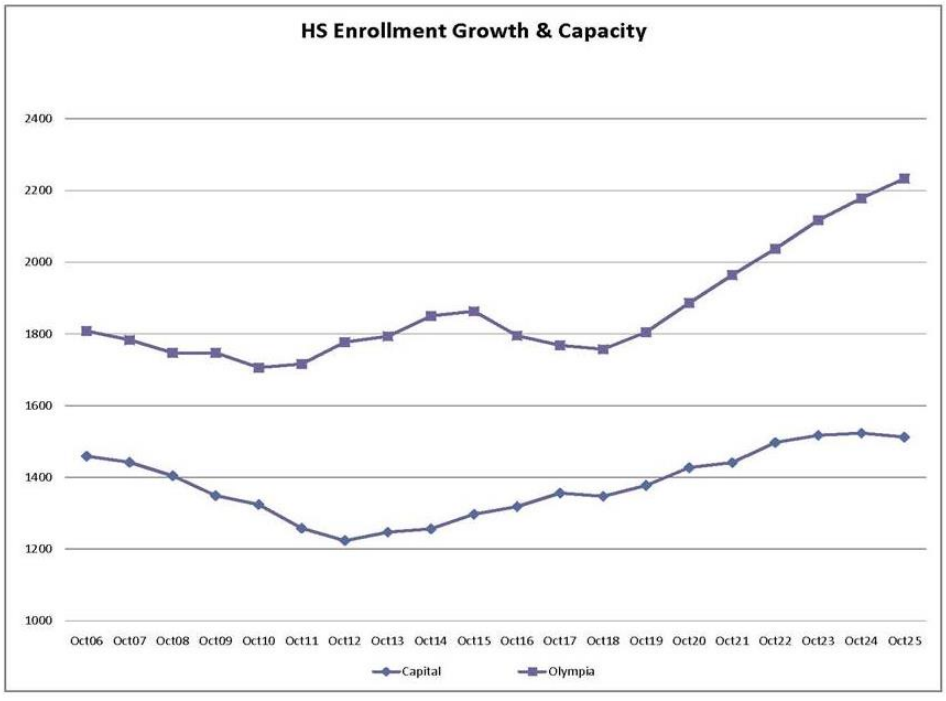

HS Enrollment Growth & Capacity
2400
2200
2000
1800
1600
1400
1200
1000
Oct06 Oct07 Oct08 Oct09 Oct10 Oct11 Oct12 Oct13 Oct14 Oct15 Oct16 Oct17 Oct18 Oct19 Oct20 Oct21 Oct22 Oct23 Oct24 Oct25
Capital
Olympia

Table C
Olympia School District Enrollment Projections (Calculated in 2010)

		Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21	Oct-22	Oct-23	Oct-24	Oct-25
K		684	707	727	713	719	730	734	748	745	771	773	775	775	775
1		695	720	745	766	751	757	769	773	788	785	812	814	816	817
2		699	709	735	760	782	767	773	785	789	804	801	829	831	833
3		662	709	719	746	771	793	778	785	797	800	816	813	841	843
4		680	675	723	733	760	786	808	793	799	812	816	832	829	857
5		626	689	684	732	743	770	796	819	803	810	823	826	842	839
6		654	617	679	674	721	732	759	784	807	792	798	810	814	830
7		701	665	626	689	684	733	743	770	797	819	804	810	823	827
8		692	712	675	636	700	695	744	755	783	809	832	817	823	836
9		838	864	888	842	794	874	867	929	942	977	1010	1039	1019	1027
10		773	836	862	887	841	792	872	865	927	940	975	1008	1037	1017
11		797	754	816	841	865	820	773	850	844	904	917	951	983	1011
12		791	785	743	804	828	852	808	761	838	832	891	903	937	968
		9292	**9442**	**9622**	**9823**	**9959**	**10101**	**10224**	**10417**	**10659**	**10855**	**11068**	**11227**	**11370**	**11480**
Change		96	149	180	201	137	142	123	193	240	196	212	159	143	111
% of Change		1.0%	1.6%	1.9%	2.1%	1.4%	1.4%	1.2%	1.9%	2.3%	1.8%	1.9%	1.4%	1.3%	1.0%

Table D
OSD October Headcount Enrollment History
October 2013

Grade	Oct-00	1-Oct	2-Oct	3-Oct	4-Oct	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct
K	556	571	552	581	600	591	559	563	600	598	631	618	645	633
1	580	596	574	572	600	633	614	609	603	659	643	644	649	685
2	594	577	591	586	585	617	633	674	642	621	665	646	662	655
3	680	610	597	604	589	583	622	681	671	662	615	661	661	674
4	654	696	608	601	611	609	599	660	699	697	664	620	682	670
5	668	681	685	634	597	624	637	628	673	686	699	663	653	694
6	688	676	659	656	623	605	599	643	635	671	675	675	668	638
7	680	702	662	678	671	629	610	639	662	635	695	688	695	684
8	674	703	710	669	682	671	632	632	686	666	648	693	687	697
9	852	855	871	878	842	851	867	837	805	802	817	816	837	833
10	861	851	832	863	869	857	854	884	856	807	804	806	814	850
11	864	837	839	819	832	865	848	841	848	832	795	782	764	773
12	793	824	811	837	813	829	831	836	854	864	836	796	800	782
Total	**9144**	**9179**	**8991**	**8978**	**8914**	**8964**	**8905**	**9127**	**9234**	**9200**	**9187**	**9108**	**9217**	**9268**
Change		35	-188	-14	-63	50	-59	222	107	-34	-13	-79	109	51
% of Change		0.4	-2.0	-0.1	-0.7	0.6	-0.7	2.5	1.2	-0.4	-0.1	-0.9	1.2	0.6

In summary, the combination of enrollment projections, student generation rates and updated student generation rates combined with development currently underway drives between 834 and 1,529 newly required classroom seats or student classroom capacity.

The original master plan, using the now older student generation rate data, indicated a need for 838 classroom seats and the Master Plan was designed to address this need. New student generation rate data would indicate a need for between 977 and 1,529 new seats. However, two developments are proceeding at a very slow pace, and building schools for these developments now presents significant risk of over-building, and supporting empty facilities while we wait for the developments to proceed and sell to families.

Therefore the 2015 CFP assumptions are revised to target new seating capacity of 835, which is very near to the original master plan assumption of 838 seats.

	Master Plan (Old 2003-2007 SGR)	Blended SGR (2003-2007 and 2008-2012 averaged)	Recent SGR (2008-2012)	Blended SGR, Not Including Bentridge or Trillium
Elementary	**339**	**493**	**725**	**421**
Middle	**385**	**200**	**357**	**168**
High	**114**	**284**	**447**	**246**
Total	**838**	**977**	**1,529**	**835**
Elementary Classrooms	**14**	**20**	**29**	**19**
Middle Classrooms	**14**	**7**	**13**	**6**
High Classrooms	**4**	**10**	**16**	**9**
Total Classrooms	**32**	**37**	**58**	**34**

III. Six-Year Facilities and Construction Plan

History and Background

In September of 2010 Olympia School District initiated a Long Range Facilities Master Planning endeavor to look 15 years ahead at trends in education for the 21st century, conditions of district facilities, projected enrollment growth, utilization of current schools and the capacity of the district to meet these future needs. The 15 year planning horizon enabled the district to take a broad view of the needs of the community, what the district is doing well, the challenges the district should anticipate and some solutions to get started on.

The Planning Advisory Committee (PAC), consisting of parents and interested community citizens, was convened in October of 2010 and met regularly through July 2011. They made their presentation of development recommendations to the Olympia School Board on August 8th, 2011. During the course of the master plan process the following activities were conducted as part of the whole endeavor:

- 12 meetings of the Planning Advisory Committee
- 2 community forums (December 15, 2010 & February 16, 2011)
- 2 sessions with school district leadership (at General Administration meetings)
- Interviews with district departmental leaders and community partner institutions
- Community Survey, with participation by nearly 900 people
- Website on Wikispaces to share planning resources and communication among committee members
- School board study session and a subsequent presentation

PAC Recommendations

The Planning Advisory Committee reviewed and ranked the following master plan development recommendations to best meet those needs over the first half of the 15 year planning horizon:

- Build a New Centennial Elementary/Intermediate School
- Replace Garfield ES due to deteriorating conditions
- Full Modernization of three "Prototype" Schools; Centennial, McLane & Roosevelt ES
- Build a New Facility for Olympia Regional Learning Academy (ORLA)
- Expand Avanti High School into the entire Knox Building, relocate District Administration
- Replace 10 portables at Olympia HS with a Permanent Building
- Capital HS Improvements to support Advanced Programs and continued renovations
- Remodel a portion of Jefferson MS to support the new Advanced Middle School
- Small works and minor repairs for remaining schools

Development recommendations in the master plan are major projects that address the most critical needs in the District with respect to building conditions, ability to accommodate projected growth and support for choices in educational models offered by the District. Schools not included in the development recommendations may have minor improvements needed, could

contribute to accommodating projected growth and offer well received alternatives in educational models. The Planning Advisory Committee chose a group of development recommendations that best meet the identified needs for the next 15 years. The PAC assumed a substantial small works investment to address systems modernizations necessary at other schools.

Each of these development recommendations represent single or multiple projects that bundled together would constitute a capital bond package.

The administration has largely agreed with the PAC recommendations. The one exception is that new information leads us to conclude that Garfield ES does not need to be wholly replaced. The gym and possibly the cafeteria must be replaced and the remainder of the school can be modernized and sufficiently address the deterioration identified in 2011. The administration has developed the specifics of the small works roster as the PAC only identified the need for a substantial investment in small works. In the remainder of the CFP the Garfield project scope is for modernization, not full replacement; the administration small works roster is assumed.

The following is a description of each of the capital projects as envisioned by the original Planning Advisory Committee. Each of the projects below is also summarized in Appendix B. Page 34 begins a discussion of class size reduction efforts that will impact the projects envisioned by the PAC and potential adjustments to the PAC recommendations.

New Centennial Elementary/Intermediate School

Enrollment projections show that over the next 15 years, enrollment in the elementary schools and the middle school in the southeast quadrant of the district will exceed the capacity of the schools. The growth in the Centennial boundary is the largest. Solutions need to be found for both elementary school and middle school students. Enrollment at Centennial, McKenny and Pioneer Elementary schools is projected to increase by about 300 students by 2020. Washington Middle School enrollment is projected to increase 161 students by 2020. In the Washington Middle School enrollment area the projection is for an additional 474 students over 2010 enrollments. Roughly 60% of the elementary school enrollment growth is projected to occur by 2016. Middle school growth occurs primarily in the years between 2016 and 2020. The amount of over enrollment projected at Washington Middle School would not be enough to justify a new middle school. And the elementary over enrollment projections won't generate a new elementary school.

To accommodate projected growth beyond capacity in the Washington Middle School enrollment area, a new Elementary/Intermediate School is recommended to serve fifth thru eighth grade students coming from Centennial Elementary School. The new facility would be located on district-owned property contiguous with Centennial Elementary. The new school will be sized to provide enough capacity to receive the students from Centennial ES who would have attended Washington MS and to house fifth grade students who would otherwise attend Centennial. That enrollment change would give Washington MS capacity to accommodate its own projected growth receiving fifth graders from McKenny and Pioneer ES when growth in those schools occurs. Existing Centennial Elementary would become a PK-4 school with enough room for the projected enrollment growth there.

This project is currently being developed more slowly than anticipated. The enrollment dip in 2010-12 impacted Washington Middle School, and Centennial enrollment has grown, but grown slowly. Land-use processes have overlapped with slow/declining enrollment and therefore this project will proceed on a slower timetable.

Partial Remodel at Jefferson Middle School—Completed 2012

The Master Planning Advisory Committee also considered building conditions, utilization and fitness for future models of education for all of the District's schools. The building conditions at Jefferson Middle School were some of the worst in the District, but many issues were addressed in the recent Capital Levy. The investment to modernize the whole school building in the context of other needs reviewed by the committee was not given a high enough priority to recommend such a large expenditure at this time. The school enrollment is relatively low, and a variety of special programs are housed at Jefferson Middle School. A new program, beginning in the fall of 2011 is Jefferson Advanced Math and Science (JAMS), which focuses on science, technology, math and engineering subjects as the core of a challenging and engaging curriculum. Enrollment in the new program is promising and the committee recommends remodeling a portion of Jefferson Middle School to accommodate these instructional needs.

In this recommendation, the northern portion of the school which houses home economics, shop, art and undersized science labs would be remodeled to provide properly sized science labs, upgrade the shop, potentially repurpose the home economics area and upgrade the learning technology in the classrooms and labs.

The remodel should also consider the future educational needs of students reviewed in the master plan, like these:

- More collaborative hands on projects so students learn how to work in teams and respect others,
- Place for hands-on, project based learning,
- Work with personal mobile technology that individualizes their learning,
- Creating settings for students to work independently,
- Meeting the needs of a diverse range of learning styles and abilities,
- Places for students to make presentations and display their work,
- Teacher planning and collaboration, and
- Fostering media literacy among students and teachers,

The total area of the remodel would be approximately 21,000 square feet. The remodel would be focused in the interior of the building and not upgrade major systems. Some systems upgrades are included in the small works plan.

Prototype Schools: Centennial, Garfield, McLane & Roosevelt Elementary School Modernizations

The four "prototype" schools built in the late 1980's have some of the worst building condition ratings in the District. The 2009 facility condition survey and interviews with leaders of the schools identified problems with heating and cooling, inconsistent technology, poor air quality,

parking and drop off/pick up issues, poor drainage in the playfields, security at the front door and the multiple other entries, movable walls between classrooms that don't work, a shortage of office space for specialists, teacher meeting space that is used for instruction, security at the perimeter of the site, storage and crowded circulation through the school. We have also learned about the frequent use of the pod's shared area outside the classrooms; while it's heavily used, there isn't quiet space for small group or individual activities. These schools also lack a stage in the multipurpose room. The 2010 Capital Levy made improvements to some of these conditions, but a comprehensive modernization of these schools is required to extend their useful life another 20-30 years and make improvements to meet contemporary educational needs.

The master plan is proposing a comprehensive modernization of Garfield, Centennial, McLane & Roosevelt Elementary Schools to improve all of these conditions. The intent of these projects is to do so as much as is feasible within the footprint of the school. The buildings are not well configured for additions. The exterior finishes of the schools will be refurbished; exterior windows and doors replaced as needed. Interior spaces will be reconfigured to enhance security, efficiency and meet a greater range of diverse needs than when the schools were first designed. Major building systems will be replaced and updated. Site improvements would also be made.

Recent discoveries in the building conditions at Garfield Elementary have led to the recommendation of replacing the existing gym and cafeteria, and modernizing the remainder of the building as described above. The modernized school should include three additional classrooms in permanent space to replace the portables currently on site.

The modernization and replacement projects should also consider aspects of the future educational vision outlined in the master plan, such as these:

- Accommodate more collaborative hands on projects, so children learn how to work in teams and respect others,
- Work with personal mobile technology that individualizes their learning,
- Creating settings for students to work independently,
- Meeting the needs of a diverse range of learning styles and abilities,
- Places for students to make presentations and display their work,
- Teacher planning and collaboration,
- Fostering media literacy among students and teachers,
- Make the building more conducive to community use, while reducing the impact on education and security,
- Support for music/art/science.

Olympia Regional Learning Academy (ORLA)

Founded in 2006, the Olympia Regional Learning Academy offers unique programs that are strongly supported by the district and have been growing. ORLA comprises three programs growing in various ways, with a fourth emerging. The current programs are: Homeschool Connect, iConnect Academy and ORLA Montessori. An emerging program is a concept for ORLA

to be the "hub" for eLearning district-wide. Historically the programs at ORLA have drawn students and their families from neighboring school districts. The proportion of Olympia School District students has surpassed those from outside the district and is expected to continue to grow within the district.

Homeschool Connect serves about 350 students. On a peak day 270 kids are on site, with 160 parents and 33 staff and community specialists. Homeschool Connect currently uses 17 classrooms, shared by all K-12 students. 20 classrooms are projected to serve future needs. Enrollment in the program has dipped in the last two years, in part due to the quality of the current facility.

iConnect Academy currently serves about 100 students, many of them are enrolled part time at other schools, so the student count translates to about 50 FTE. Students come to the school building for mentoring and testing a couple of times per week for a few hours. Most of their work is done online, so the students don't create a strong physical presence. ORLA is looking at a hybrid model where students would spend more time at the school and less online. ORLA has intentions to grow the program to support 140 – 180 students in the near future. Through scheduling alternatives space in the school could be shared with Homeschool Connect.

The Montessori program is relatively new. The school served 25 Montessori students in the 2010-11 school year, with plans to add 30 per year after that as space allows. Ultimately, the plan is to serve 240 students in preschool through 5th grade. Future plans are for 8 classrooms total: 2 classrooms with combined preschool/K, 3 classrooms for combined 1-3 multi-grade classes and 3 classrooms for combined 4/5 multi-grade classes.

The "hub" for eLearning district-wide is an initiative to support online learning in all of the district's schools and to support professional development among teachers to take advantage of new modes of meeting students' individual learning styles and aptitudes. ORLA would be the center for that professional development and production of online educational resources for use in the schools.

The growth of ORLA is bounded by the current facility. Future enrollment plans for the different programs are as follows:

- Montessori: ultimately 240 onsite at a time
- Homeschool Connect: 320+ on site at a time, 400 total
  (200 parents, 40 staff and community specialists)
- iConnect Academy: 80 students on site at a time
  (may blend with Homeschool or come later in the day)

Facility Considerations

For Homeschool Connect and iConnect Academy, the ORLA facility should provide shared amenities and learning settings they can't get at home or online. Most of these shared amenities can be made accessible to act as a community center, encouraging the public to see the learning that is going on in the school. The facility could include:

- Science/applied technology labs
- Social/collaborative learning (place to work on team projects)
- Study/conference areas for work in small groups and with teachers
- Music, art and technology studios
- Theater/presentation area
- Fitness/recreation
- Library/media literacy services
- District-wide eLearning resources

iConnect Academy has been the catalyst for thinking about these services to students in schools around the district. ORLA can be the "hub" for eLearning across the district. These are some of the thoughts that came out of conversations in the master plan process:

- Record live instruction for students online, could be a district center for online media production
- Sharing instructional personnel across the district, professional development for teachers
- Need place for parents in online and preschool, curriculum resource center, big manipulatives, tech lab and computer check out, students move from class to class like a community college
- Include gym, art, science, theater: spaces that support activities that are hard to replicate at home
- Online learning offers greater flexibility at the secondary level to reach kids. Satellite campuses that offer more mobile learning, learning out in the community. 9th and 10th graders are biding time, waiting to get into running start. They are waiting to get out of the comprehensive situation
- Demonstrate a place for 21st century learning
- Retain students who are leaving for alternative programs at college or skills centers
- Provide a multimedia production/online broadcast center for ORLA and other teachers in the district to record and broadcast classes, also used by students who choose to do the same
- Students learn through projects that encourage them to make contributions toward solving real problems.

New Building for ORLA

ORLA happens to be housed in the facility with the worst building condition rating, the Old Rogers Elementary School. It can only support planned growth of the current programs for a few more years. It was clear to the Planning Advisory Committee that a new facility for ORLA is the right solution. The OSD Board of Directors determined that ORLA should be built on the former McKinley Elementary School site at Boulevard and 15th Ave SE.

Each of the ORLA programs has particular considerations with respect to location within the district:

- Homeschool Connect parents are with their children at school, they drive and they will go anywhere in the district for the program.
- Many iConnect Academy students don't have cars or come to the school after work and would benefit from a central location tied to Intercity Transit routes. At the current Rogers site the bus comes only once per hour.
- ORLA Montessori draws students from across the district and would benefit parents with a more central location.

Other site considerations include:

- Outdoor amenities such as play equipment like an elementary, a field big enough to play soccer, a trail around the perimeter, separate play area for preschool and for kindergarten.
- Outdoor gathering areas and a garden.
- Parking for up to 160 parents and 40 staff, area for food service delivery and service vehicles.

A preliminary model of the spaces to include in the new building for ORLA demonstrates the need for a 66,278 square foot facility. This can serve a total of 667 students at a time. Because of the varied schedules of the programs and that iConnect Academy students are on site a more limited time (sharing space with Homeschool Connect) the facility can serve many more students than it has capacity for at any given time.

Site work and new construction began in spring 2013. The building is targeted for occupancy in January 2015.

Avanti High School

Through the master plan process, the district affirmed the importance of Avanti High School and directed that the master plan include options for the future of the school. Avanti has changed its intent in recent years to provide an arts-based curriculum delivery with an entrepreneurial focus. Enrollment will be increased to 250 students with greater outreach to middle school students in the district who may choose Avanti as an alternative to the comprehensive high schools, Olympia and Capital High Schools. The school appreciates its current location, close proximity to the arts & business community downtown and the partnership with Madison Elementary School.

The six classrooms in the building are not well suited to the Avanti curriculum as it is developing and hinder the growth of the school. The settings in the school should better reflect the disciplines being taught through "hands on" learning. The school integrates the arts as a way to get the basics. Avanti creates a different learning culture through personalizing education, keeping students' interest and using their minds well. Avanti focuses on depth over breadth. Students form good habits of the heart and mind. They don't gear up for summative assessments; formative assessments are provided, students must demonstrate their mastery. Students come together in seminars, so space is needed for "town hall" sessions. The auditorium is too one directional; while it works well for some activities the school needs more options.

Recently Avanti has expanded by two classrooms and Knox Administrative space has been reduced.

Facility Options Considered:

- Take over the Knox Center, move administration to another location
- Expand on the Knox Center site in the district warehouse space, move warehouse to the transportation site
- Find a new site for the school, either in leased space or on district owned property somewhere

Twelve learning settings were identified as an appropriate compliment of spaces with the intent for them all to support teaching visual and performing arts:

1. Drama (writing plays, production) - renovate existing stage/auditorium
2. Music/recording studio (writing songs) - look at renovation of warehouse space
3. Dance (math/rhythm) - look at renovation of warehouse space
4. Painting/drawing
5. Three dimensional art (physical & digital media, game design)
6. Photography/video/digital media (also support science & humanities)
7. Language arts
8. Humanities

9/10. Math/math

11/12. Science/science – need shop space to build projects, a blend of art and science, look at warehouse space

Additional support spaces: special needs, library, independent study, food service, collaborative study areas, administration/counselors, community partnerships.

This development recommendation proposes that Avanti High School move into the entire Knox Building, including the district warehouse space. Light renovation of the buildings would create appropriate space of the kind and quality that the curriculum and culture of the school need.

District administration would move to a facility where the office environment can be arranged in a more effective and space efficient manner. The Knox Building would return to full educational use. This option was seen by the Planning Advisory Committee to be the most cost effective alternative.

The long-term growth of Avanti High School is also seen as a way, over time, to relieve the pressure of projected enrollment growth at Olympia High School.

Olympia High School: Replace Portables with a Permanent Building

While there are still many physical improvements that need to be made at Olympia High School (HS), one of the greatest needs that the Planning Advisory Committee (PAC) identified is the

replacement of 10 portables with permanent space. District policy states that 1,800 students is the desired maximum enrollment that Olympia HS should serve. These 10 portables, while temporary capacity, are part of the high school's capacity for that many students. The PAC's recommendation is that these portables should be replaced with a new permanent building and they considered some options with respect to the kinds of spaces that new permanent area should include:

1. Replicate the uses of the current portables in new permanent space
2. Build new area that operates somewhat separate from the comprehensive HS to offer a new model
3. Build new area that is complimentary to the comprehensive high school, but a distinction from current educational model (if the current educational model has a high proportion of classrooms to specialized spaces, build new area with primarily specialized spaces)

Following some of the themes the PAC considered for future learning environments, these are potential considerations they reviewed for the replacement of portables at Olympia HS with a new building:

- Demonstrate a place for 21st century learning.
- Retain students who are leaving for alternative programs at college or skills centers.
- Partner with colleges to deliver advanced services.
- Create a culture that equalizes the disparity between advanced students and those still needing remediation without holding either group back.
- Individualized and integrated assisted by personal mobile technology, a social, networked and collaborative learning environment.
- A place where students spend less of their time in classes, the rest in small group and individual project work that contributes to earning course credits.
- All grades, multi grade classes.
- Art and science blend.
- Convert traditional shops to more contemporary educational programs, environmental science, CAD/CNC manufacturing, health careers, biotechnology, material science, green economy/energy & waste, etc.
- More informal learning space for work done on computers by small teams and individuals.
- Collaborative planning spaces, small conference rooms with smart boards.
- A higher percentage of specialized spaces to classroom/seminar spaces.
- Focus on labs (research), studios (create) and shops (build) learn core subjects through projects in these spaces. (cross-credit for core subjects).
- Blend with the tech center building and curriculum.
- Consider the integration of specialized "elective" spaces with general education. All teachers contribute to integrated curriculum.
- Provide a greater proportion of area in the school for individual and small group project work.
- Support deep exploration of subjects and crafting rich material and media, support inquiry and creativity.

Music and science programs are strong draws to Olympia High School, which also offers an AP curriculum. Conversation with school leaders found support for the idea of including more specialized spaces in the new building. Some of the suggested programs include:

- More science, green building, energy systems, environmental sciences.
- Material sciences and engineering.
- Art/technology integration, music, dance, recording.
- Stage theater, digital entertainment.
- Need place for workshops, presentations, poetry out loud.

An idea that garnered support was to combine the development of a new building with the spaces in the school's Tech Building, a relatively new building on campus, detached from the rest of the school. The Tech Building serves sports medicine, health career technician, biotechnology and microbiology. It also has a wood shop that is used only two periods/per day and an auto shop that is not used all day so alternative uses of those spaces should be considered.

A new building could be added onto the east side of the Tech Building to form a more diverse combination of learning settings that blend art and science.

Enrollment projections show that Olympia High School will exceed 1,800 students in the future by more than 400 students later in the 15 year planning horizon. A new building could serve alternative schedules, morning and afternoon sessions to double the number of students served by the building. ORLA at Olympia HS is already a choice many students are taking advantage of. A hybrid online arrangement could serve more students in the Olympia HS enrollment area without needing to serve more than 1,800 students on site at any given time.

If the combination of the Tech Building and this new addition was operated somewhat autonomously from the comprehensive high school, alternative education models could be implemented that would draw disaffected students back into learning in ways that engage them through more "hands on" experiential education.

The development recommendation proposed by the Planning Advisory Committee is a 20,000 square foot addition onto the Technology Building with four classrooms, four science labs, one shop and one studio, with collaborative learning spaces that support all of the specialized learning settings. The addition would be placed on the field to the east of the Tech Building.

Capital High School Modernization and JAMS Pathway

Capital High School has received three major phases of improvements over the last 15 years, but more improvements remain, particularly on the exterior of the building. The majority of the finishes on the exterior are from the original construction in 1975, approaching 40 years ago. Most of the interior spaces and systems have seen improvements made, but some changes for contemporary educational considerations can still bring improvement.

One of the primary educational considerations the Planning Advisory Committee (PAC) explored is driven by the creation of the new Jefferson Advanced Math and Science (JAMS) program, which is centered around Science, Technology, Engineering and Math (STEM) programs, and the need to provide a continuing pathway for JAMS students in that program who will later attend

Capital HS. Relatively small improvements can be made to Capital HS that relate to STEM education and also support Capital High School's International Baccalaureate (IB) focus as well.

The conversations with the PAC and leaders in the school focused on 21st century skills like creative problem solving, teamwork and communication, proficiency with ever changing computing, networking and communication/media technologies.

Offering an advanced program at the middle school was the impetus for the new JAMS program. Career and Technical Education (CTE) is changing at Capital HS to support STEM education and accommodate the students coming from Jefferson. Math and science at Capital HS would benefit from more integration. Contemporary CTE programs are transforming traditional shop programs like wood and metal shop into engineering, manufacturing and green building technologies. Employers are looking for graduates who can think critically and problem solve; mapping out the steps in a process and knowing how to receive a part, make their contribution and hand it off to the next step in fabrication. Employers want good people skills; collaborating and communicating well with others. Increasingly these skills will be applied working with colleagues in other countries and cultures. Global awareness will be important. JAMS at the middle school level, and STEM and IB at high school level can be a good fit in this way.

The JAMS curriculum is a pathway into IB. The school is adjusting existing programs to accommodate IB programs. The JAMS program supports the Capital HS IB program through the advanced nature of the curriculum. 60 students are currently enrolled in IB and it was recently affirmed as a program the district would continue to support. The advanced nature of the JAMS program could increase enrollment in the Capital HS IB program. Leaders in the school intend that all students need to be part of this science/math focus.

At Jefferson, there will be a block schedule for JAMS in the morning, and afternoon will be open for electives. Jefferson students will come to Capital with the integrated /curriculum/learning and it may not be there for them otherwise when they get to Capital HS. Capital High School can start with a math/science block (Olympia HS has humanities block) and grow it over time. The program will start with freshmen and add grades over time.

Capital High School is intentional about connecting to employers and to people from other cultures through distance learning. The district is working with Intel as a partner, bringing engineers in and having students move out to their site for visits and internships. Currently there is video conferencing in Video Production studio space. College courses can be brought into the high school, concentrating on courses that are a pathway to the higher education. The district is already partnering with universities on their engineering and humanities programs to provide university credits; like with St. Martins University on CADD and Robotics. The University of Washington is interested in offering university credit courses at the high school in foreign language, social studies and English. Comcast is on the advisory committee for communication technologies.

The development recommendation for Capital High School is to remodel the classroom pods to bring back the open collaborative learning areas in the center of each pod. The more mobile learning assistive technologies like laptops and tablet computers, with full time access to a network of information and people to collaborate with are changing the way students can engage with the course material, their teachers and their peers. Further development is also recommended in the shops and adjacent media/technology studios. Minor renovations in these spaces can greatly enhance their fitness for supporting the contemporary JAMS initiatives. The building area of these interior renovations is estimated to be 10% of the total building area.

Extensive renovation of the original exterior walls, windows, doors and roof areas that have not been recently improved is the other major component of this development recommendation.

Future Small Works Roster
The small works roster is summarized below. The roster represents the facilities projects that must be undertaken in the near future. While we have attempted to plan for a six year small-works list, the new items may be identified during the life of the CFP.

	Proposed Items	*Projected Cost*
1	Electrical service and new fire alarm systems at up to 10 schools	$1,951,830
2	Replace controls and/or HVAC at up to 10 schools	$1,924,810
3	8 Emerging projects	$1,406,600
4	Interior and/or classroom improvements at 6 schools	$1,283,305
5	Replace transformers at ORLA and Capital HS	$1,041,000
6	Flooring at 7 schools	$713,575
7	Renewable energy projects	$630,000
8	Failed drainage and irrigation controls at 5 schools/sites	$628,188
9	Emergency generators at 3 sites	$573,750
10	Ingersoll concrete, roof, and track maintenance	$563,500
11	Parking lots and paving at 5 schools	$533,429
12	Re-roof of 1 school	$324,000
13	Security cameras at up to 4 schools	$123,750
14	All other	$107,542
	Total	**$11,681,929**

Utilization of Portables as Necessary
The enrollment projections that serve as the basis of this CFP identify that 9 of 11 elementary schools will experience enrollment growth beyond current capacity. Further, the enrollment growth does not reach a critical mass in any one or two adjacent boundary areas to make building a new elementary school feasible. As such, portable facilities will be used as necessary to address capacity needs at individual schools throughout the district.

In order to respond to the original enrollment forecast, the district expected to invest in 7 portables at the elementary level during the period covered by this CFP.

The CFP continues to include expenditures for portables, as these represent a foundation investment where enrollment is faster than expected. However, the school operations environment is changing and this will impact the capital and facilities planning effort.

Class Size Reduction Planning
The state of Washington and the citizens of Washington via an initiative (Initiative 1351) are seriously considering a significant reduction in class size.

- The Supreme Court is insistent on immediate implementation of Full-day Kindergarten and Class Size Reduction, as enacted by the Legislature in 2010. The Court has not wavered from initial requirement to be fully phased in for 2017-18 SY.
- As of summer 2014, Initiative 1351 for Class Size Reduction has enough signatures for the initiative to be on the ballot; if enacted will have a significant impact on school space.
  - 26-35% reduction in K-3 class size.
  - 7-11% reduction in 4th/5th class size.
  - 11-18% reduction in middle/high class size.

The impact of these class size reductions is identified in the table below. In order to implement full-day kindergarten across the district, and phase-out half-day kindergarten, the district will need to add 3 classrooms for kindergarten. In order to reduce class size at the elementary level, the district will need to add 37 elementary classrooms.

An inventory of secondary classrooms indicates that there are very few vacant classrooms. However, the district can explore other methods to "free-up" teaching stations at the secondary schools. Given projected 2014 enrollment, the district would need to identify space for 30 new teachers.

	Teachers	Classrooms
Full-day Kindergarten	6.0	3.0
Elementary Class Size	37.0	37.0
Secondary Class Size	30.0	Unknown at This Time
Total	73.0	At least 40.0

If enacted, the I-1351 reduces class size by the amounts identified above incrementally across 4 years, beginning in 2015-16. The table below identifies the number of classrooms needed by year, at the elementary level. The table below displays the annual approximate need for new classrooms.

Elementary	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment Growth	4	4	4	3	3	3
Class Size Reduction and FDK		10	10	10	10	
Cumulative Total	4	18	32	45	58	61

Before embarking on a construction effort to create 61 classrooms at the elementary level and at least 30 at the secondary level, the district has several policy tools to use to deploy current space and accomplish class size reduction. The district must address limitations on out-of-district enrollment, pilot offering music at an alternate site, limiting co-location, changing how we deliver technology instruction, and/or offering intervention and extra help after school. The district must also review where it sites special programs (gifted education, special needs, preschool and alternative learning). Finally, the district must review school boundaries in order to ensure even distribution of students.

At this time, the CFP and six-year plan assumes that the district will "capture" 18 classrooms for the 2015-16 SY via these policy decisions and the addition of portables as a safety net. For remaining classrooms that are necessary beginning in the 2016-17 SY, the district is altering the Planning Advisory Committee recommendations as follows. The recommendations below take advantage of new projects, and add projects only where indicated by growth in the immediate prior years that is exacerbated by a potential reduction in class size.

Construction Planning to Address Both Class Size Reduction and Growth for New Enrollment

Current Projects Where we Explore Adding More Seating than Originally Intended

- Centennial Intermediate School, new seating to be decided (TBD) in future.
- Olympia High School Portable Replacement, new seating TBD.

Current Projects Where we Add Seating that was not Originally Planned

- Centennial Elementary School renovation, replace portables with a 2-story building. New seating discussed below.
- McLane Elementary School renovation, replace portables with a 2-story building. New seating discussed below.
- Roosevelt Elementary School renovation, replace portables with a 2-story building. New seating discussed below.
- Capital High School, new seating to be decided in future.

New Projects

- New 2-story Pod structure at Hansen Elementary School.
- New 2-story Pod structure at Pioneer Elementary School.

The Pod structure that is identified for five elementary schools, accomplishes several improvements: portables are replaced with a permanent structure and can therefore better control the environment (heating/cooling), are foot-print efficient, and are more appealing. The pod can be designed to maximize classroom space (12 classrooms) or to include some centralized space that will free-up space if the core building is taxed for space. Examples include creating 2 small offices in the foyer for counselors, speech or other therapists to provide direct service to students or converting 2 classrooms to a large music space.

The pod structures are estimated to cost $6.4 million for construction and provide classrooms space for 280 students, assuming 10 classrooms, a small group-work space in hallway leading to

classrooms on each floor (similar to current pod designs in a classroom wing), 2 small service offices, and 1 large music room (and stairs and an elevator). The pod includes restrooms, of course.

Importantly, the district assumes a class size of 28 in designing the pods. This is the appropriate size for 4th and 5th grade classrooms (25 class size plus 3 for intermittent overload). The district needs to ensure that 4th and 5th grade classes can be placed in most classrooms, the pods would likely serve 4th and 5th grade classes, and the pod is a 30 year structure that must be designed to accommodate future state policy decisions regarding class size.

In summary the district is proceeding to prepare for state policy decisions that will reduce class size significantly. The district assumes that immediate class size reduction efforts will be accommodated with policy decisions regarding out-of-district enrollment, leasing space, and piloting innovative uses of buildings. The district assumes that for the 2016-17 SY, we will need to begin building more space related to class size reduction and any new space for growth

Capital Facilities Plan Project Revisions for Class Size Reductions

The table below describes several components of the CFP analysis. First, the table describes the recommended construction built into the CFP (column 'CFP Projects'). Second, the table describes the potential current classrooms that could be converted to house a classroom once class sizes were smaller (e.g., less need for rooms for small group one-on-one assistance). Third, the table describes the number of new classrooms needed for growth, by school (column 'Growth (Current Developments)'). Fourth, the table displays the number of current portable classrooms that would be moved/sold/stored in order to build the pod as a replacement to these inefficient classrooms ('Convert Current Portable'). Fifth, the table displays the number of classrooms needed, by school, to reduce class size ('75% of I-1351'). Finally, the table identifies the balance of classrooms. A negative balance must be addressed via further policy initiatives and/or boundary changes.

The final column of the table identifies the net change to the CFP calculation of impact fees. In each cell, the table notes if the cost was previously in a CFP or if the cost is new to the 2015 CFP. Importantly, the value of class size reduction for current students is not included in the impact fee calculation.

Further, the value of converting a portable into permanent construction is included in full in the calculation of the impact fee. This bears further explanation. The impact fee calculation is based on construction costs (costs that are within the timeframe of the CFP) associated with growth, divided by the number of growth/seats/students. So, if the CFP includes a plan to construct a $10 million structure to house 100 students; and 90 students are generated by new housing/developments, then the per student cost of construction to accommodate growth is $90,000 (($10,000,000/100)*(90/100)=$90,000). This is the amount that is included in the calculation of the impact fee. Even if the new building replaces 50 portable seats, the calculation is the same: what is the cost of planned construction, and what proportion is associated with seats needed to accommodate growth, and therefore, what is the per growth seat cost of construction regardless of prior use of portables?

The number of students expected to be driven by growth is the key factor (90 in this example). The student growth must be based on upcoming growth and cannot be based on prior growth (from the example above, it could not be based on 50 + 90). Importantly, in the table below, regardless of the number of portables being converted, a proportional cost of a $6.4 million pod is included based on expected growth; portable conversion is not deducted from the calculation.

Capital Facilities Plan Adjustments for Elementary Schools

Classrooms	CFP Projects	Convert Use of Current Rooms	Growth (Current Develop-ments)	Convert Current Portable	75% of I-1351**	Balance	$ in CFP
Garfield	2 Classes	2	2	0	3	-1	$2.5 M (prior)***
McLane	10 + 1 Music*	0	4	2	2	2	$2.3M (new)
Hansen	10 + 1 Music*	0	3	7	5	-5	$1.7M (new)
Brown	2 Portable	2	1	0	2	2	$230K (prior)
RES/MES	10 + 1 Music*	0	3	2	3	2	$1.7M (new)
Boston H	0	1	0	0	1	0	$0
McKenny	2 Portables	1	1	0	3	-1	$230k (prior)
PES/LES	10 + 1 Music*	0	3	2	6	-1	$1.7M (new)
Centennial	10 + 1 Music*	0	2	6	3	-1	$1.7 M (prior)
Total	56	6	19	19	28	-3	

*A pod structure with 10 classrooms, plus 1 music room.
**Construction needed for years 2, 3, and 4 of initiatives class size reduction.
***Indicates that cost was included in prior years of the CFP "(prior)" or if cost is a newly planned expenditure for the current and future CFPs "(new)".

The adjusted construction and facilities plan adds 5 new pod structures for a cost of $32 million, $8.5 million of which is attributable to enrollment growth that will be included in the impact fee calculation.

Impact Fee Calculation

The table below displays the projects included in the CFP and the amount attributed to growth and therefore included in the impact fee calculation. Appendix B includes more detail on each of the projects listed in the table.

Project	Included in 2015 Impact Fee Calculation?	Reason	If Yes, Amount	Balance of Project
Jefferson MS	No	District is over capacity at middle school level. (And project was completed in 2012.)		
Centennial Intermediate (New)	Yes	Adds new elementary capacity. Expenditure may be at adjacent Centennial Elementary School to add capacity.	$1,717,500 for 53 K-5th grade seats.	$28.0 M
Olympia Regional (ORLA)	Yes	Adds elementary and high school capacity.	$3,539,759 for 82 K-5th grade seats. $3,015,030 for 70 9-12th grade seats.	
Garfield Elementary School	No	School adds 63 new K-5th grade seats, but project is completed in 2014.		
Centennial Elementary School	No	Capacity associated with this project is included above. See new Intermediate School above.	See new Intermediate School above.	
McLane Elementary School	Yes	District needs additional elementary capacity. Project adds 107 new seats.	$2,290,000	$14,510,000
Roosevelt Elementary School	Yes	District needs additional elementary capacity. Project adds 65 new seats.	$1,717,500	$14,882,000
Capital High School Modernization	No	Plans re: adding capacity to CHS are not yet determined.		
Olympia High School	No	This project will add capacity, but may be completed beyond the timeframe of the 2015 CFP.		$11.9 M
Avanti High School	No	This project will add capacity, but may be completed beyond the timeframe of the 2015 CFP.		$13.8 M
Pioneer Elementary School	Yes	This project will add capacity for 117 students.	$1,717,500	$4.7 M

Project	Included in 2015 Impact Fee Calculation?	Reason	If Yes, Amount	Balance of Project
Hansen Elementary School	Yes	This project will add capacity for 92 students.	$1,717,500	$4.7 M
McKenny Elementary School	Yes	The plan includes the cost of 5 portables, a portion of which may be sited at McKenny. The specifics of this largely depends on movement of the Trillium and Bentridge developments.	$575,000 total in the CFP. Not all would be at McKenny.	
Brown	Yes	The plan includes the cost of 5 portables, a portion of which may be sited at Brown.	See above.	

Note:
The impact fee assumptions will be determined by the district's Board of Directors at 1st Reading on August 11, 2014. Therefore, the fee is not displayed here. The Board must address several assumptions on August 11th:

- Is the Pod structure concept as envisioned for Pioneer, Hansen, McLane, Roosevelt and Centennial the desired approach to accommodating enrollment growth, or should the district build a new elementary school? Or should the district explore other means to address class size changes?
- What discount fee does the school board want to build into the impact fee calculation?
- Should the Board include the high school renovations and portable replacements in the CFP this soon or should the Board include these when there is a higher confidence that the project will proceed as planned?

The following table identifies the historical impact fees and the proposed fees for 2015.

Historical Impact Fees

Year	Discount Percentage	Single Family Home Fee	Multi-Family Home Fee	Downtown Residence Fee	Mobile Home Fee
1992	67	$894	$746		$791
1993	67	$1,703	$746		$791
1994	55	$1,717	$742		$1,385
1995	70	$1,754	$661		$1,033
1996	52	$1,725	$661		$1,176
1997	51	$1,729	$558		
1998	56	$1,718	$532		
1999	50 & 70	$2,949	$1,874		
2000	50 & 70	$2,949	$1,874		
2001	50 & 70	$2,949	$1,874	$841	
2002	50 & 70	$2,949	$1,874	$841	
2003	50 & 70	$2,949	$1,874	$841	
2004	50 & 70	$2,949	$1,874	$841	
2005	40 & 60	$4,336	$3,183	$957	
2006	45 & 60	$4,336	$3,183	$957	
2007	15	$5,042	$1,833	$874	
2008	15	$5,042	$1,833	$0	
2009	15	$4,193	$1,770	$0	
2010	15	$2,735	$1,156	$0	
2011	15	$659	$1,152	$0	
2012	15	$2,969	$235	$0	
2013	15	$5,179	$0	$0	
2014	15	$5,895	$1,749	$0	
2015	**TBD**				*Available 8/11/14*
Prior 10-Yr Avg		$3,940	$1,633		
10-Yr Avg Incl 2015					

IV. Finance Plan

Capital Levy Revenue

During the fall of 2008, the Board of Directors authorized the formation of a Facility Advisory Committee (FAC) to analyze the districts' facility needs. This committee assessed the physical condition of the existing facilities, and surveyed the educational program needs for all three levels; elementary school, middle school, and high school. The FAC brought forward its recommendation to the Board of Directors in November of 2009. The committee indicated their priorities by dividing recommendations into an A, B, and C set of investments.

Major capital improvements were recommended for Capital High School (structural upgrades required by the building department to meet current building code), Jefferson Middle School modernization work, and a three-classroom addition to Pioneer Elementary School. Other system improvements and upgrades were recommended for a variety of other schools in the district and included measures that will make all our facilities safe, dry, and conducive to teaching and learning.

The Board of Directors placed a levy measure on the February 2010 ballot in order to secure local funding for this new capital improvement program. The ballot measure was designed to reach the "A" list projects, as prioritized by the FAC. The ballot measure passed and resulted in authorized local funding for these projects. The total proposed funding for this capital improvement was set to come from two sources:

Facility Levy Funding	$15.5 million
School Impact and Mitigation Fees	$1.0 million
Total Revenue	$16.5 million

Funding for these levy capital projects does not include state assistance funds because none of the projects were eligible under state guidelines.

Insurance Reimbursement

In June of 2010, the district learned from our insurance carrier that the required structural upgrades at Capital High School will be covered by the insurance carrier. The levy included $5.5 million in funding since it was not clear if insurance was going to provide any funding for these repairs and upgrades. The scope of work has grown since the levy was passed; the current cost estimate for this work at Capital High School is in the range of $9 to $10 million. However, the original $5.5 million included in the levy for the structural work can be re-purposed to other projects of urgent nature and allowable by state law to the levy fund source.

Eligibility for OSPI Funding Assistance

A calculation of area within the district school inventory that is eligible for state funding assistance, based on the age and size of the schools, was provided to the district by the Office of the Superintendent of Public Instruction in February 2011. They estimated 200,000 square feet of eligible area for elementary and middle schools (K-8) and 25,000 square feet for the high schools (9-12).

Three factors need to be factored into the equation after determining the eligible area. The 2013 Construction Cost Allowance (CCA) of $194.26, 2013 State Funding Assistance Percentage (SFAP) for Olympia School District of 49.23% and an 80% multiplier that is applied to funding that will be used for projects qualifying for state match. The state formula would generate a potential for $15,659,454 in state funding assistance.

Projects implemented from the master plan would need to total the eligible area to get the full amount potentially available. For example, Garfield and ORLA would be eligible for the square footage of the existing buildings that are being replaced, even though the new buildings will be larger. Projects involving the replacement of buildings at the high school level are not part of the development recommendations. The 9-12 funding assistance can be applied to modernization projects for area that has not been previously improved with state funding assistance. The nature of the projects implemented from the master plan will have an impact on the ability of the district to receive the full potential amount of eligible funding assistance.

If we forecast to a 2014 CCA of $198.08 and keep the SFAP constant, we qualify for a potential amount of $16,821,463. These amounts are projections and the actual CCA and SFAP will be provided by OSPI at the time state assistance is applied for.

Bond Revenue

The primary source of school construction funding is voter-approved bonds. Bonds are typically used for site acquisition, construction of new schools, modernization of existing facilities and other capital improvement projects. A 60% super-majority voter approval is required to pass a bond. Bonds are then retired through the collection of local property taxes. Proceeds from bond sales are limited by bond covenants and must be used for the purposes for which bonds are issued. They cannot be converted to a non-capital or operating use. As described earlier, the vast majority of the funding for all district capital improvements since 2003 has been local bonds.

The projects contained in this plan exceed available resources in the capital fund, anticipated additional capital levy revenue, and anticipated School Impact and Mitigation Fee revenue. The Board of Directors sold bonds in June 2012, allowing an additional $82 million in available revenue for construction projects.

Further, the amount of the requested 2012 bond will not fully cover the anticipated projects through 2019, described above. The Board of Directors will likely submit an additional Bonding Authority request during the period covered by this CFP, but the time is not yet specified. The Board will carefully watch enrollment pressure for district high schools, and may adjust the Avanti, Capital and Olympia High Schools project plans if the anticipated enrollment pressure is delayed, which would reduce the second bond request.

New elementary projects added to accommodate class size reduction will likely increase the upcoming bond request by approximately $25 million.

Impact Fees

Impact fees are utilized to assist in funding capital improvement projects required to serve new development. For example, local bond monies from the 1990 authority and impact fees were used to plan, design, and construct Hansen Elementary School and Marshall Middle School. The district paid part of the costs of these new schools with a portion of the impact fees collected. Using impact fees in this manner delays the need for future bond issues and/or reduces debt service on outstanding bonds. Thurston County, the City of Olympia and the City of Tumwater all collect school impact fees on behalf of the district.

Impact fees must be reasonably related to new development and the need for public facilities. While some public services use service areas or zones to demonstrate benefit to development, there are four reasons why the use of zones is inappropriate for school impact fees: 1) the construction of a new school benefits residential developments outside the immediate service area because the new school relieves overcrowding in other schools; 2) some facilities and programs of the district are used by students throughout the district (Special Education, Options and PATS programs); 3) school busing is provided for a variety of reasons including special education students traveling to centralized facilities and transportation of students for safety or

due to distance from schools; 4) uniform system of free public schools throughout the district is a desirable public policy objective.

The use of zones of any kind, whether municipal, school attendance boundaries, or some other method, conflict with the ability of the school board to provide reasonable comparability in public school facilities. Based on this analysis, the district impact fee policy shall be adopted and administered on a district-wide basis.

Current impact fee rates, current student generation rates, and the number of additional single and multi-family housing units projected over the next six year period are sources of information the district uses to project the fees to be collected.

These fees are then allocated for capacity-related projects as recommended by a citizens' facilities advisory committee and approved by the Board of Directors.

The district's planned projects that will yield more capacity by fall 2017 include: New ORLA facility (K-12), new intermediate/middle school adjacent to Centennial ES, addition at Garfield Elementary School, and nine portables across 11 elementary schools. For purposes of the impact fee calculation included in this Capital Facilities Plan, the district has chosen to use only the construction related costs of the above projects (rather than the total project costs).

Finance Plan Summary

The following table represents preliminary estimates of revenue associated with each group of projects.

	Revenue Source		Amount
1	Capital Levy Revenue Balance Available	$	6,773,347
2	Impact and Mitigation Fees Already Collected	$	1,691,000
3	Impact Fees and Mitigation Fees Collected 2011-2017	$	909,000
4	Bond Financing, Phase I (2012)	$	97,800,000
5	Bond Financing, Phase II (Election Year Not Yet Determined)	$	120,000,000
6	State Funding Assistance	$	15,300,757
7	Other Miscellaneous Capital Fund Balances	$	3,864,000
8	Total Revenue	$	246,338,104

A. Appendix--Inventory of Unused District Property

Future School Sites

The following is a list of potential future school sites currently owned by the district. Construction of school facilities on these sites is not included in the six-year planning and construction plan.

- ***Boulevard and 15th Avenue SE (Old McKinley) Site***

  This site is an 8.9 acre parcel that once served as the site for McKinley Elementary School. The building was replaced in 1989 by Centennial Elementary School located at 2637 45th Avenue SE, Olympia. The existing building was demolished in June 1991. The site is currently undeveloped. Future plans include the construction of a facility for the Olympia Regional Learning Academy, which is currently located in the old John Rogers Elementary School building.

- ***Mud Bay Road Site***

  This site is a 16.0 acre parcel adjacent to Mud Bay Road and Highway 101 interchange. The site is currently undeveloped. Future plans include the construction of a new school depending on growth in the student enrollment of adjoining school service areas.

- ***Muirhead Site***

  This is a 14.92 acre undeveloped site directly adjacent to Centennial Elementary School, purchased in 2006. Future plans include the construction of a new Intermediate/Middle school.

Other District Owned Property

- ***Henderson Street and North Street (Tree Farm) Site***

  This site is a 2.25 acre parcel across Henderson Street from Pioneer Elementary School and Ingersoll Stadium. The site is currently undeveloped. Previously, the site was used as a tree farm by Olympia High School's vocational program. The district has no current plans to develop this property.

Future Site Acquisition

The district is seeking additional properties for use as future school sites. Construction of school facilities for these sites is not included in the six year planning and construction plan. The district has identified the following priorities for acquisition:

- New west side elementary school site - approximately 10 acres
- New east side elementary school site—approximately 10 acres

B. Appendix--Detail of Capital Facilities Projects

Middle School — Grades 5-8

Project Name: Centennial Elementary/Intermediate School
New Facility

Location: 2825 SE 45th Ave, Olympia

Site: 15.11 acres

Capacity: 450 students (113 new student capacity for 5th grade level and 337 new student capacity for grades 6-8)
(Current Utilization Standard)

Square Footage: 65,000 s.f.

Cost: Total project: $34.4 million ($6.4 million new student capacity costs, all elementary)

Project Description: A new intermediate/middle school to support matriculating students from Centennial Elementary School. This facility will be built on property adjacent to Centennial Elementary forming a comprehensive K-8 grade campus.

Status: The district anticipates this facility will be available within the time frame of this CFP. At this time the district may use a portion of the value of this project associated with elementary student capacity at Centennial Elementary School ($6.4 million).

Middle School — Grades 6-8

Project Name: Jefferson Middle School
Remodel

Location: 2200 Conger Ave NW, Olympia

Site: 25 acres

Capacity: 599 students (no new student capacity)
(Current Utilization Standard)

Square Footage: 94,151 s.f.

Cost: Total project: $4,074,000 million

Project Description: Remodel existing wing of school to accommodate the new Advanced Math and Science program, as well as support educational trends.

Status: The remodel is complete and the facility is currently in use.

Alternative Learning Campus — Grades K-12

Project Name: Olympia Regional Learning Academy (ORLA)
New Facility

Location: 1412 Boulevard Road SE, Olympia

Site: 8.6 acres

Capacity: 677 students (152 new student capacity)
(Current Utilization Standard)

Square Footage: 66,278 s.f.

Cost: Total project: $28 million ($6.5 million new student capacity costs)

Project Description: Build a new facility for ORLA in order to serve the iConnect Academy, Home School Connect, and Montessori programs. This facility will be built on property that was the Old McKinley Elementary School site on Boulevard Road.

Status: The district anticipates this facility will be available in 2015 or 2016.

Elementary School Modernization / Addition — Grades K-5

Project Name: Garfield Elementary School
Modernization / Addition

Location: 325 Plymouth Street NW, Olympia

Site: 7.7 acres

Capacity: 469 students (63 new student capacity)
(Current Utilization Standard)

Square Footage: 57,105 s.f.

Cost: Total project: $21.3 million ($2.4 million new student capacity costs)

Project Description: Demolition of existing gymnasium, cafeteria, and adjacent covered walkways. Replacement of gymnasium and cafeteria areas, major modernization of remaining existing school facility. Modernization work will include all new interior finishes and fixtures, furniture and equipment, as well as exterior finishes.

Status: The district anticipates this facility will be available in 2014 or 2015.

Elementary School Modernization — Grades K-4

Project Name: Centennial Elementary School Modernization

Location: 2637 45th Ave SE, Olympia

Site: 11.8 acres

Capacity: *(Current Utilization Standard)* 479 students (no new student capacity)

Square Footage: 45,345 s.f.

Cost: Total project: $12.2 million, including a $6.4 million second structure

Project Description: Major modernization of existing school facility. Modernization work will include all new interior finishes and fixtures, furniture and equipment, as well as exterior finishes.

Status: Subject to bond approval, the district anticipates this facility will be available in 2017.

Elementary School Modernization — Grades K-5

Project Name: McLane Elementary School Modernization

Location: 200 Delphi Road SW, Olympia

Site: 8.2 acres

Capacity: *(Current Utilization Standard)* 349 students (no new student capacity)

Square Footage: 45,715 s.f.

Cost: Total project: $16.8 million

Project Description: Major modernization of existing school facility. Modernization work will include all new interior finishes and fixtures, furniture and equipment, as well as exterior finishes.

Status: Subject to bond approval, the district anticipates this facility will be available in 2018.

Elementary School Modernization — Grades K-5

Project Name: Roosevelt Elementary School Modernization

Location: 1417 San Francisco Ave NE , Olympia

Site: 6.4 acres

Capacity: *(Current Utilization Standard)* 439 students (no new student capacity)

Square Footage: 47,616 s.f.

Cost: Total project: $16.6 million

Project Description: Major modernization of existing school facility. Modernization work will include all new interior finishes and fixtures, furniture and equipment, as well as exterior finishes.

Status: Subject to bond approval, the district anticipates this facility will be available in 2018.

High School Modernization — Grades 9-12

Project Name: Capital High School Modernization

Location: 2707 Conger Ave NW, Olympia

Site: 40 acres

Capacity: *(Current Utilization Standard)* 1,496 students (no new student capacity)

Square Footage: 254,772 s.f.

Cost: Total project: $19.7 million

Project Description: Modify classroom pod areas and other portions of the existing school in order to support educational trends and students matriculating from the Jefferson Advanced Math and Science program. Replace older failing exterior finishes and roofing.

Status: Subject to bond approval, the district anticipates this facility will be available in 2018.

High School Addition Grades 9-12

Project Name:	Olympia High School Addition / portable replacement
Location:	1302 North Street SE, Olympia
Site:	40 acres
Capacity: *(Current Utilization Standard)*	will limit to 1,811 students; adds 280 permanent seats, which is 70 new seating/student capacity
Square Footage:	233,960 s.f.
Cost:	Total project: $11.9 million
Project Description:	Provide additional permanent building area to replace ten portable classrooms. Support educational trends with these new spaces.
Status:	Subject to bond approval, the district anticipates this facility will be available in 2018.

High School Addition/Admin. Center Grades 9-12

Project Name: Avanti High School
Addition & Modernization & Re-location of district Administrative Center

Location: Avanti HS:
1113 Legion Way SE, Olympia (currently located on 1st floor of district Administrative Center

District Administrative Center:
To be determined

Site: Avanti HS: 7.5 acres

Capacity: *(Current Utilization Standard)* Avanti HS: Will limit to 250 students

District Administrative Center: To be determined

Square Footage: Avanti HS**:** 78,000 s.f.

District Administrative center: To be determined

Cost: Avanti HS : Total project: $8.5 million
District Administrative Center: Estimated $5.3 million

Project Descriptions: Avanti HS:
Expand Avanti High School by allowing the school to occupy all three floors of the District Administrative Center. Expanding the school will allow additional programs and teaching and learning options that might not be available at the comprehensive high schools.

District Administrative Center: Provide a new location for administrative offices somewhere in the downtown vicinity.

Status: Subject to bond approval, the district anticipates this facility will be available in 2018.

C. Appendix---Impact Fee Calculations

Current impact fee calculations for SF, MF and Downtown Residence will be available August 11, 2014