

Olympia School District Capital Facilities Plan 2012-2017

October 2011

Executive Summary

The Olympia School District's 2012-2017 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 for the next 15 years. 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.
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.

The 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 intermediate/middle 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. 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.

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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:

| | |
|--------------|-------------|
| Kindergarten | 23 students |
| Grades 1-2 | 23 students |
| Grade 3 | 25 students |
| Grades 4-5 | 27 students |

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 extent 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 Program 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.

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 Facility 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 450 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)**

| HC = Headcount | Oct HC 2010-11 | Building Capacities with 2010-2011 Program Utilization | | | | | Building Capacities with 2010- 2011 Program Utilization | | | | | Building Capacities with 2010-2011 Program Utilization | | | | |
|---------------------------|-------------------|---|-------------------|----------------------|-------------------|---|---|-------------------|--|-------------------|---|--|-------------------|----------------|-------------------|--|
| | | General Education | | Special Education | | | Specific Supportive Activities | | Gen Ed Capacity (including portables) | | | | | | | |
| | | # of Classrooms | Perm. Capacity | # of Portables | Port. Capacity | Total Capacity (including portables) | # of classrooms | Perm. Capacity | # of portables | Port. Capacity | Total Capacity (including portables) | # of classrooms | Perm. Capacity | # of portables | Port. Capacity | Gen Ed Capacity (including portables) |
| Elementary Schools | | | | | | | | | | | | | | | | |
| Boston | | | | | | | | | | | | | | | | |
| Harbor | 180 | 8 | 199 | 0 | 0 | 199 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Brown, LP | 285 | 13 | 296 | 0 | 0 | 296 | 4 | 32 | 0 | 0 | 32 | 2 | 0 | 0 | 0 | 0 |
| Centennial | 483 | 17 | 417 | 2 | 54 | 471 | 0 | 0 | 1 | 8 | 8 | 0 | 0 | 2 | 0 | 0 |
| Garfield | 339 | 14 | 347 | 1 | 23 | 370 | 2 | 36 | 0 | 0 | 36 | 3 | 0 | 2 | 0 | 0 |
| Hansen | 463 | 17 | 415 | 3 | 74 | 489 | 1 | 18 | 0 | 0 | 18 | 2 | 0 | 3 | 0 | 0 |
| Lincoln | 296 | 12 | 295 | 0 | 0 | 295 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| Madison | 159 | 8 | 194 | 0 | 0 | 194 | 2 | 36 | 0 | 0 | 36 | 2 | 0 | 0 | 0 | 0 |
| McKenny | 365 | 14 | 315 | 2 | 54 | 369 | 4 | 46 | 0 | 0 | 46 | 2 | 0 | 2 | 0 | 0 |
| McLane | 320 | 13 | 319 | 0 | 0 | 319 | 3 | 30 | 0 | 0 | 30 | 1 | 0 | 2 | 0 | 0 |
| Pioneer | 391 | 19 | 469 | 0 | 0 | 469 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Roosevelt | 412 | 17 | 421 | 0 | 0 | 421 | 0 | 0 | 1 | 18 | 18 | 0 | 0 | 1 | 0 | 0 |
| Totals | 3,693 | 152 | 3,687 | 8 | 205 | 3,892 | 16 | 198 | 2 | 26 | 224 | 15 | 0 | 16 | 0 | 0 |

Combined Total Capacity

4, 116

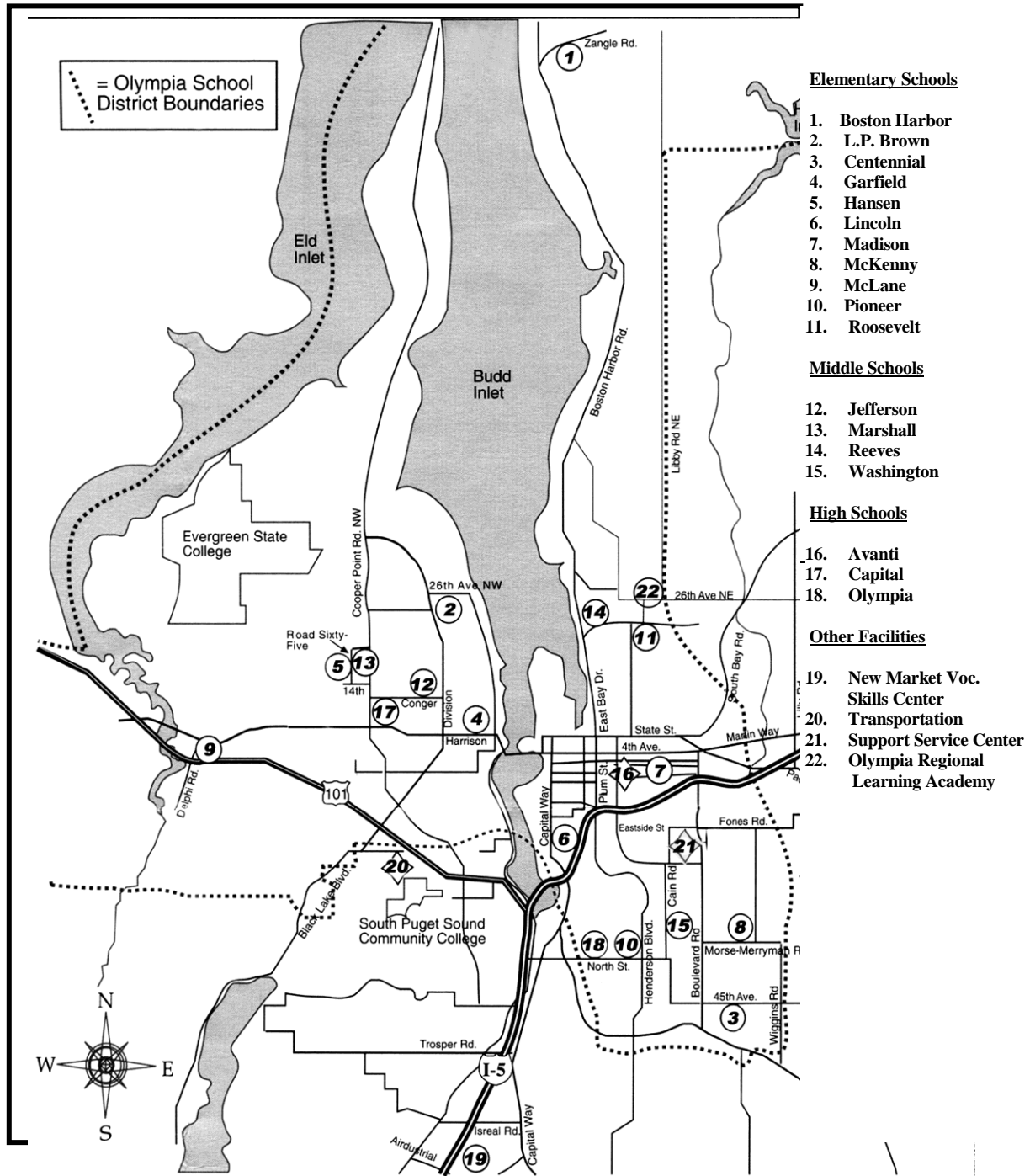
**Table B
Middle and High School Capacities (Current Utilization Standard)**

| HC = Headcount | Oct HC 2010- 11 | Building Capacities with 2010-2011 Program Utilization | | | | | Building Capacities with 2010- 2011 Program Utilization | | | | | Building Capacities with 2010-2011 Program Utilization | | | | | | |
|--|-----------------------|---|-------------------|----------------------|-------------------|---|---|-------------------|----------------------|-------------------|---|--|-------------------|-----------------------------------|-------------------|--|----------|----------|
| | | General Education | | Special Education | | | Specific Supportive Activities | | General Education | | | Special Education | | Specific Supportive Activities | | Gen Ed Capacity (including portables) | | |
| | | # of classrooms | Perm. Capacity | # of portables | Port. Capacity | Total Capacity (including portables) | # of classrooms | Perm. Capacity | # of portables | Port. Capacity | Total Capacity (including portables) | # of classrooms | Perm. Capacity | # of portables | Port. Capacity | Gen Ed Capacity (including portables) | | |
| Middle Schools | | | | | | | | | | | | | | | | | | |
| Jefferson | 338 | 25 | 595 | 0 | 0 | 595 | 3 | 26 | 0 | 0 | 26 | 5 | 0 | 0 | 0 | 0 | | |
| Marshall | 379 | 23 | 550 | 0 | 0 | 550 | 1 | 10 | 0 | 0 | 10 | 3 | 0 | 0 | 0 | 0 | | |
| Reeves | 428 | 24 | 573 | 0 | 0 | 573 | 1 | 8 | 0 | 0 | 8 | 3 | 0 | 0 | 0 | 0 | | |
| Washington | 765 | 32 | 752 | 0 | 0 | 752 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 2 | 0 | 0 | | |
| Totals | 1,910 | 104 | 2,470 | 0 | 0 | 2,470 | 5 | 44 | 0 | 0 | 44 | 15 | 0 | 2 | 0 | 0 | | |
| High Schools | | | | | | | | | | | | | | | | | | |
| Avanti | 131 | 7 | 168 | 0 | 0 | 168 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Capital | 1,324 | 63 | 1,446 | 2 | 45 | 1,491 | 1 | 6 | 0 | 0 | 6 | 5 | 0 | 0 | 0 | 0 | | |
| Olympia | 1,706 | 72 | 1,648 | 6 | 134 | 1,782 | 2 | 12 | 3 | 24 | 36 | 0 | 0 | 0 | 0 | 0 | | |
| High School Totals | 3,161 | 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% | | | | | | | | | | | | | | | | | | |
| Total Capacity | 8,764 | 9,420 | | 384 | | | 9,804 | | 260 | | | 50 | | 310 | | 0 | 0 | 0 |

Combined Total Capacity

10,114

Olympia School District Building Locations



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.

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
- In the past 2 years enrollment has declined as new housing construction and sales have stalled
- 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 is about the same in 2010 as it was in 2000. 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 dropouts.

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.

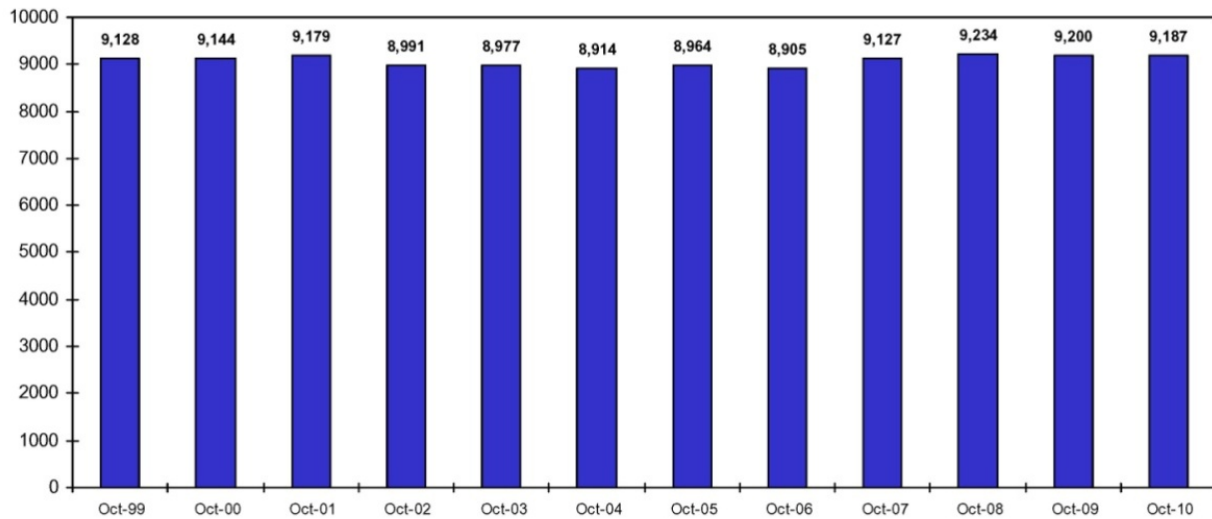
However, over the last 10 years, in the transition from one year to the next, the exiting graduating class has tended to be larger than the subsequent year's incoming kindergarten class. This is not an unusual trend in a district that sees growth as students progress through the grades. But what this 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

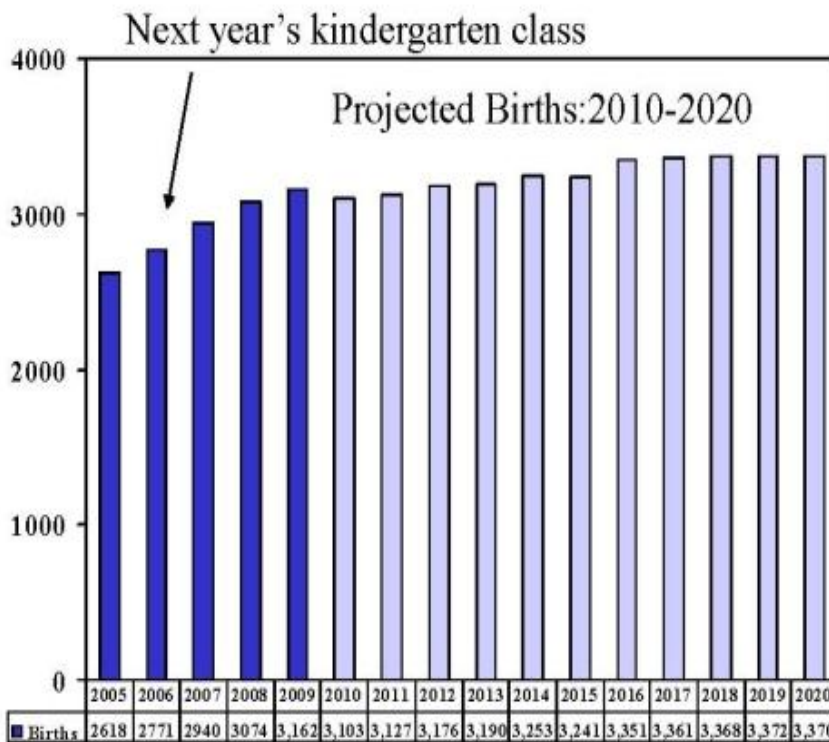
In Thurston County the number of births per year was relatively constant between 1994 and 2002 (2400 to 2500 a year). Since 2003 the number of annual births has been increasing and in the most recent 3 years, births have trended close to, or above, the 3000 mark. Looking forward there will be more births 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 2010 Headcount



Projected Thurston County Births

Forecast based on most recent fertility rates and OFM population forecast of women reaching their child-bearing years between 2010 and 2009



- Over 3100 births a year between 2010 and 2015

- Over 3300 a year between 2015 & 2020

- K enrollment likely to increase

Trends and Projections Jan -- 2011

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 over the past 5 years 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.

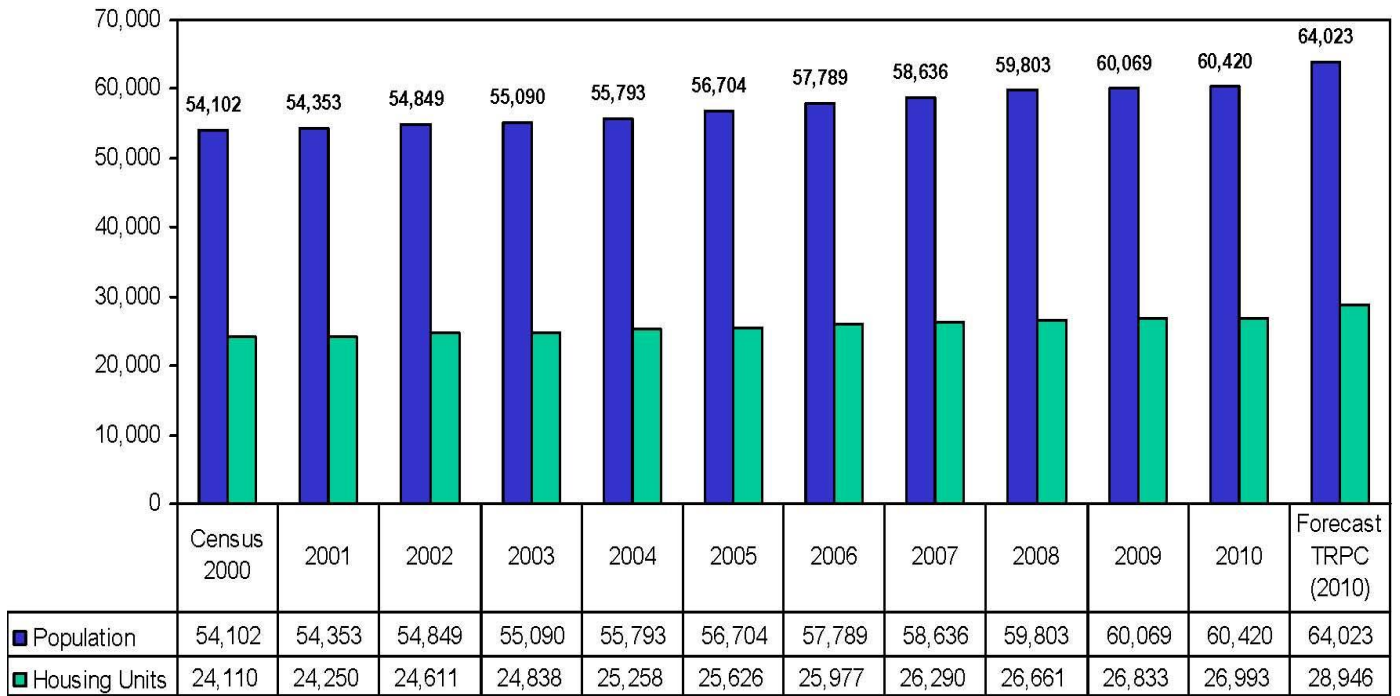
As a result, it is likely that the full impact of these projects on enrollment will be felt over the next 10 years. If so the District would be impacted by an average of approximately 440 new housing units annually (230 single family and 210 multi-family). This estimate is lower than the assumptions of the TRPC forecast for the District. But it is also higher than the averages the District has seen over the past estimates 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.

Table C
Olympia School District
Housing Population Estimates
2001-2010 State Estimates



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 and School Forecasts

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 enrollment data, 2005-2009.

Student Generation Rate Outcomes

Olympia Only (Griffin permits not included in totals)

Based on Cumulative File 2005-2009 Permits

Single Family

| <u>Year</u> | <u>Permits</u> | <u>Students</u> | <u>Rate</u> |
|-------------------|----------------|-----------------|-------------|
| 2005 | 340 | 169 | 0.50 |
| 2006 | 272 | 94 | 0.35 |
| 2007 | 181 | 45 | 0.25 |
| 2008 | 96 | 19 | 0.20 |
| 2009 | <u>134</u> | <u>30</u> | <u>0.22</u> |
| Totals | 1023 | 357 | 0.35 |
| Avg. / | | | |
| Year | 205 | 71 | |
| % by Level | | | |

Rate by Level

| <u>K-5</u> | <u>6-8</u> | <u>9-12</u> | <u>K-5</u> | <u>6-8</u> | <u>9-12</u> |
|------------|------------|-------------|--------------|--------------|--------------|
| 75 | 33 | 61 | 0.221 | 0.097 | 0.179 |
| 43 | 27 | 24 | 0.158 | 0.099 | 0.088 |
| 19 | 10 | 16 | 0.105 | 0.055 | 0.088 |
| 10 | 5 | 4 | 0.104 | 0.052 | 0.042 |
| 18 | 9 | 5 | <u>0.134</u> | <u>0.067</u> | <u>0.037</u> |
| 165 | 84 | 110 | 0.161 | 0.082 | 0.108 |
| 46.2% | 23.5% | 30.8% | | | |

Multi-Family

| <u>Year</u> | <u>Units</u> | <u>Students</u> | <u>Rate</u> |
|---------------|--------------|-----------------|-------------|
| 2005 | 26 | 4 | 0.15 |
| 2006 | 64 | 7 | 0.11 |
| 2007 | 205 | 2 | 0.01 |
| 2008 | 32 | 4 | 0.13 |
| 2009 | <u>105</u> | <u>6</u> | <u>0.06</u> |
| Totals | 432 | 23 | 0.05 |
| Avg. / | | | |
| Year | 86 | 5 | |

Rate by Level

| <u>K-5</u> | <u>6-8</u> | <u>9-12</u> | <u>K-5</u> | <u>6-8</u> | <u>9-12</u> |
|------------|------------|-------------|--------------|--------------|--------------|
| 2 | 2 | 0 | 0.080 | 0.080 | 0.000 |
| 2 | 3 | 2 | 0.030 | 0.050 | 0.030 |
| 1 | 1 | 0 | 0.000 | 0.000 | 0.000 |
| 2 | 2 | 0 | 0.060 | 0.060 | 0.000 |
| 5 | 1 | 2 | <u>0.050</u> | <u>0.010</u> | <u>0.000</u> |
| 12 | 9 | 110 | 0.028 | 0.021 | 0.005 |

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.

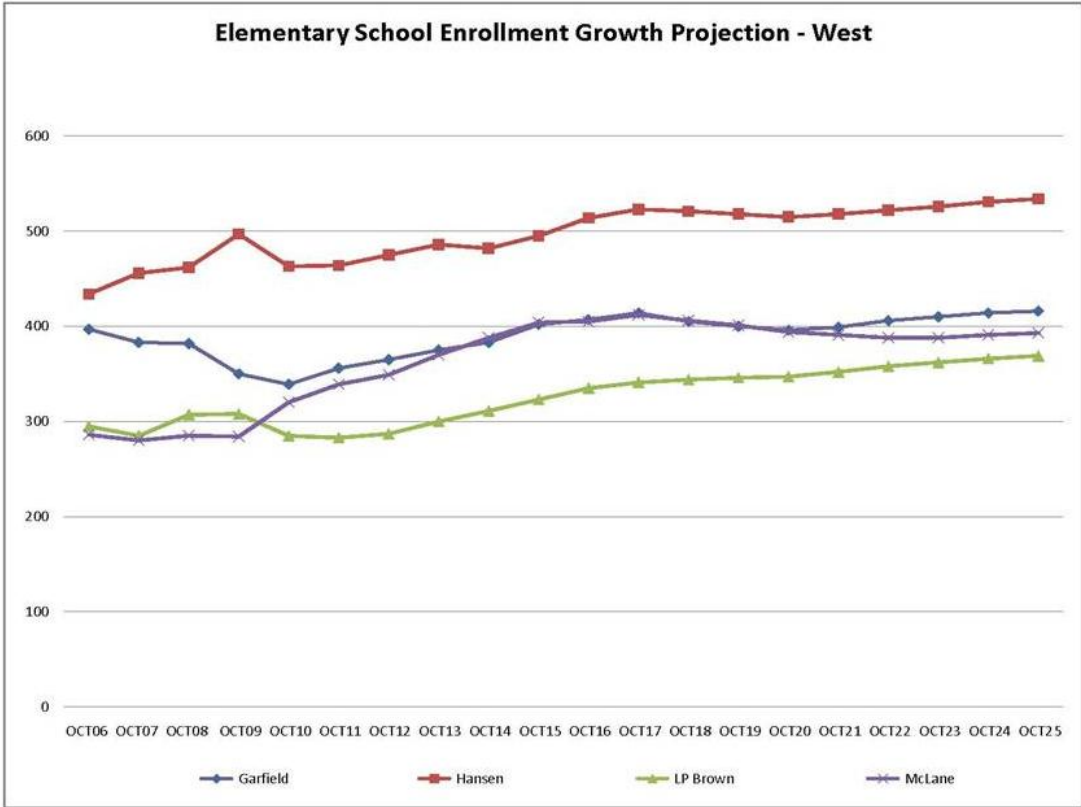
The District enrolls about 5 students for every 100 multi-family units, but the rate varies considerably from year to year (most likely due to the type of development – rental, condo, townhome and the number of bedrooms of each). Utilizing the 5-year average is probably best practice because it includes 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.

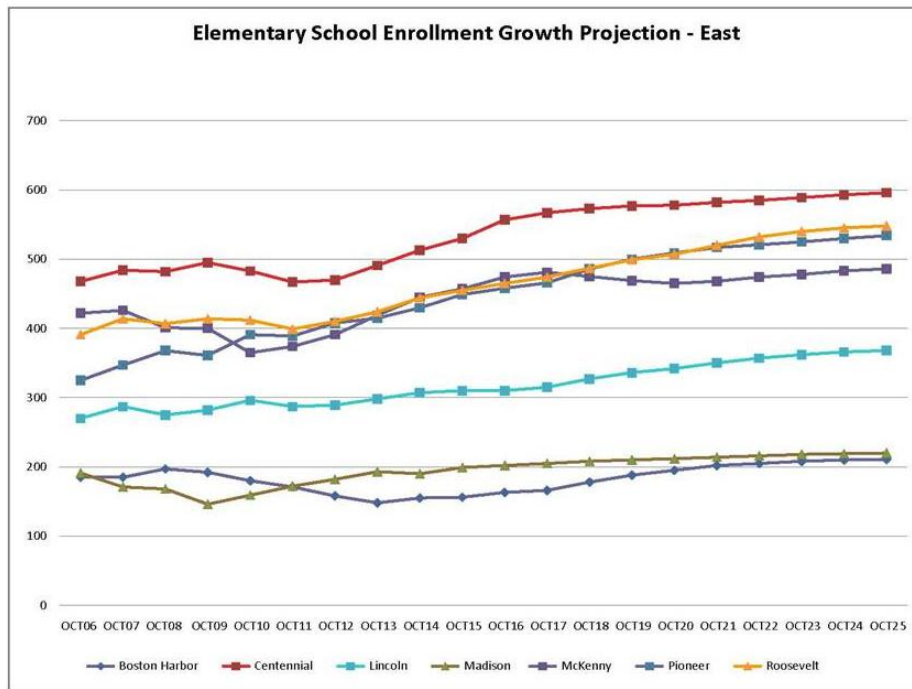
Forecasts by Building and Net Capacity After Growth and the Addition of Portables



West Side Elementary Enrollment Projections:

| | | | |
|--|--------------|--------------|---------------------|
| | 2010 | 2020 | Additional Students |
| McLane | 320 | 394 | +74 |
| Hansen | 463 | 515 | +52 |
| Garfield | 339 | 396 | +57 |
| LP Brown | 285 | 347 | +62 |
| Total Enrollment | 1,407 | 1,652 | +245 |
| Remaining Capacity | | | 183 |
| Room for 4 Addt'l Portables | | | 100 |
| Total Potential Capacity | | | 283 |
| Capacity After Growth and Portables | | | +38 |

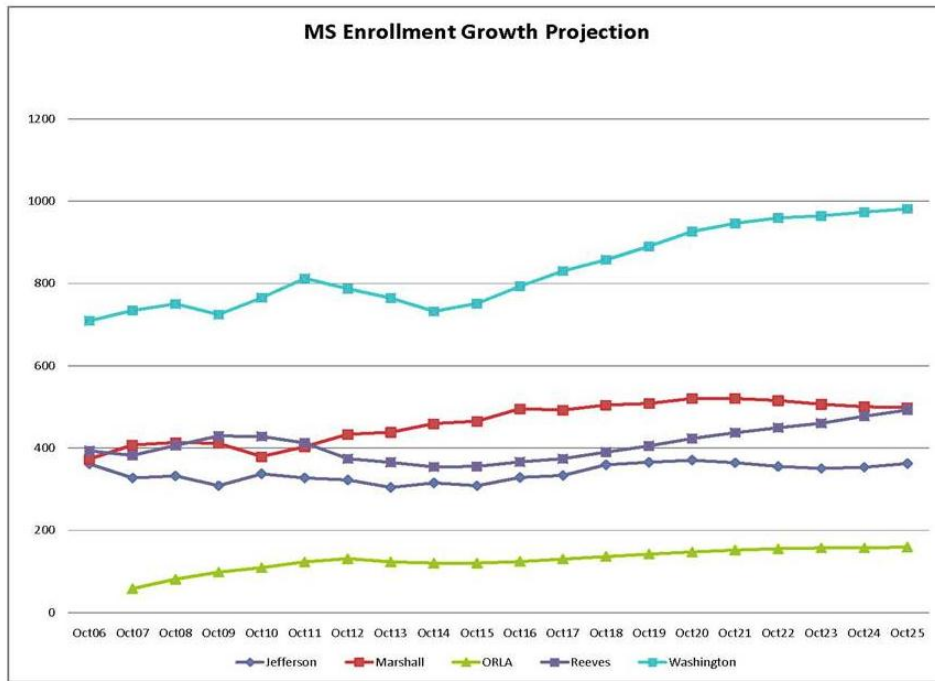
Note: Hansen Elementary School is forecast to exceed the 500 student guideline maximum enrollment in 2016.



East Side Elementary Enrollment Projections:

| | | | |
|--|--------------|--------------|---------------------|
| | 2010 | 2020 | Additional Students |
| Boston Harbor | 180 | 195 | +15 |
| Roosevelt | 412 | 507 | +95 |
| Lincoln | 296 | 342 | +46 |
| Madison | 159 | 212 | +53 |
| Pioneer | 391 | 509 | +118 |
| McKenny | 365 | 465 | +100 |
| Centennial | 483 | 578 | +95 |
| Total Enrollment | 2,286 | 2,808 | +522 |
| Remaining Capacity | | | 239 |
| Room for 5 Addt'l Portables | | | 125 |
| Total Potential Capacity | | | 364 |
| Capacity After Growth and Portables | | | -158 |

Note: Three schools are forecast to exceed the 500 student guideline maximum enrollment. Centennial Elementary School in 2015, Pioneer and Roosevelt Elementary Schools in 2020.



Middle School Enrollment Projections:

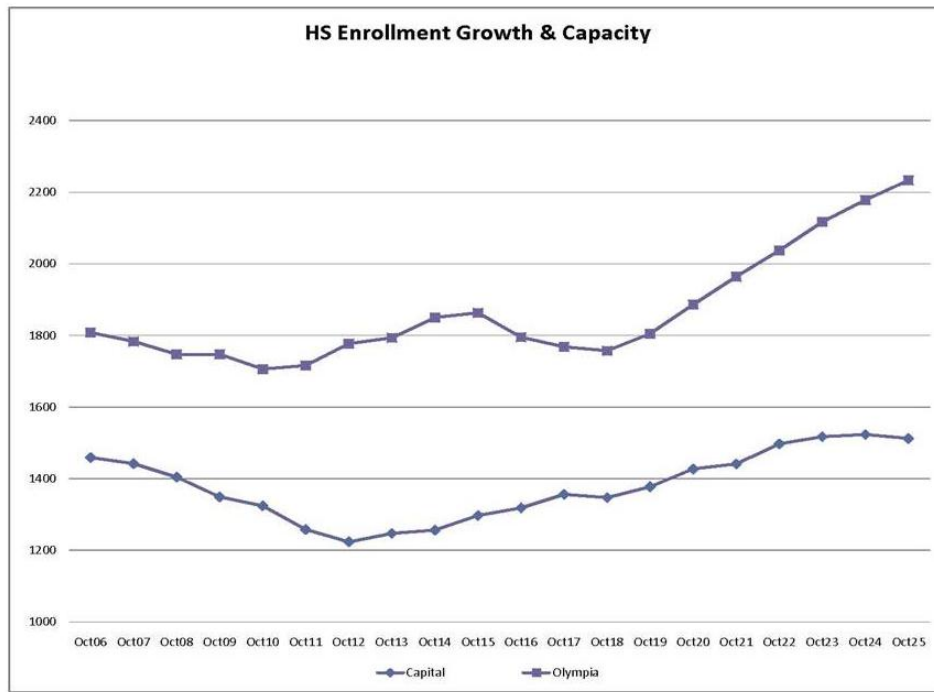
| | | | |
|-------------------------|--------------|--------------|---------------------|
| | 2010 | 2020 | Additional Students |
| Jefferson | 337 | 364 | +27 |
| Marshall | 379 | 520 | +141 |
| Reeves | 428 | 423 | -5 |
| Washington | 765 | 926 | +161 |
| Total Enrollment | 1,407 | 1,652 | +245 |

Notes:

3 middle schools have capacity for projected growth.

Washington has capacity for 780-800 students, including portable capacity.

Washington will begin to exceed the 800 student guideline in 2017 and be over this guideline by 126 in 2020.



High School Enrollment Projections:

| | 2010 | 2020 | Additional Students |
|-------------------------|--------------|--------------|---------------------|
| Capital | 1,324 | 1,427 | +103 |
| Olympia | 1,706 | 1,886 | +180 |
| Total Enrollment | 3,030 | 3,313 | +283 |

Notes:

Capital High School has capacity for 1,496 students currently and will not exceed this capacity by 2020. (Student enrollment is expected to grow to 1,512 by 2025.)

Olympia High School has capacity for 1,805 students currently (desired maximum). Student enrollment is forecast to exceed the 1,800 student guideline maximum enrollment in 2018. And grow to 2,233 by 2025.

Table C
Olympia School District Enrollment Projections

| | Oct-11 | 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 | 644 | 684 | 707 | 727 | 713 | 719 | 730 | 734 | 748 | 745 | 771 | 773 | 775 | 775 | 775 |
| 1 | 681 | 695 | 720 | 745 | 766 | 751 | 757 | 769 | 773 | 788 | 785 | 812 | 814 | 816 | 817 |
| 2 | 661 | 699 | 709 | 735 | 760 | 782 | 767 | 773 | 785 | 789 | 804 | 801 | 829 | 831 | 833 |
| 3 | 667 | 662 | 709 | 719 | 746 | 771 | 793 | 778 | 785 | 797 | 800 | 816 | 813 | 841 | 843 |
| 4 | 627 | 680 | 675 | 723 | 733 | 760 | 786 | 808 | 793 | 799 | 812 | 816 | 832 | 829 | 857 |
| 5 | 663 | 626 | 689 | 684 | 732 | 743 | 770 | 796 | 819 | 803 | 810 | 823 | 826 | 842 | 839 |
| 6 | 690 | 654 | 617 | 679 | 674 | 721 | 732 | 759 | 784 | 807 | 792 | 798 | 810 | 814 | 830 |
| 7 | 685 | 701 | 665 | 626 | 689 | 684 | 733 | 743 | 770 | 797 | 819 | 804 | 810 | 823 | 827 |
| 8 | 702 | 692 | 712 | 675 | 636 | 700 | 695 | 744 | 755 | 783 | 809 | 832 | 817 | 823 | 836 |
| 9 | 774 | 838 | 864 | 888 | 842 | 794 | 874 | 867 | 929 | 942 | 977 | 1010 | 1039 | 1019 | 1027 |
| 10 | 817 | 773 | 836 | 862 | 887 | 841 | 792 | 872 | 865 | 927 | 940 | 975 | 1008 | 1037 | 1017 |
| 11 | 784 | 797 | 754 | 816 | 841 | 865 | 820 | 773 | 850 | 844 | 904 | 917 | 951 | 983 | 1011 |
| 12 | 802 | 791 | 785 | 743 | 804 | 828 | 852 | 808 | 761 | 838 | 832 | 891 | 903 | 937 | 968 |
| | 9197 | 9292 | 9442 | 9622 | 9823 | 9959 | 10101 | 10224 | 10417 | 10659 | 10855 | 11068 | 11227 | 11370 | 11480 |
| Change | 9 | 96 | 149 | 180 | 201 | 137 | 142 | 123 | 193 | 240 | 196 | 212 | 159 | 143 | 111 |
| % of Change | 0.1% | 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

| | Oct-99 | Oct-00 | Oct-01 | Oct-02 | Oct-03 | Oct-04 | Oct-05 | Oct-06 | Oct-07 | Oct-08 | Oct-09 | Oct-10 |
|----|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| K | 531 | 556 | 571 | 552 | 581 | 600 | 591 | 559 | 563 | 600 | 598 | 631 |
| 1 | 593 | 580 | 596 | 574 | 572 | 600 | 633 | 614 | 609 | 603 | 659 | 643 |
| 2 | 659 | 594 | 577 | 591 | 586 | 585 | 617 | 633 | 674 | 642 | 621 | 665 |
| 3 | 657 | 680 | 610 | 597 | 604 | 589 | 583 | 622 | 681 | 671 | 662 | 615 |
| 4 | 659 | 654 | 696 | 608 | 601 | 611 | 609 | 599 | 660 | 699 | 697 | 664 |
| 5 | 690 | 668 | 681 | 685 | 634 | 597 | 624 | 637 | 628 | 673 | 686 | 699 |
| 6 | 659 | 688 | 676 | 659 | 656 | 623 | 605 | 599 | 643 | 635 | 671 | 675 |
| 7 | 657 | 680 | 702 | 662 | 678 | 671 | 629 | 610 | 639 | 662 | 635 | 695 |
| 8 | 676 | 674 | 703 | 710 | 669 | 682 | 671 | 632 | 632 | 686 | 666 | 648 |
| 9 | 855 | 852 | 855 | 871 | 878 | 842 | 851 | 867 | 837 | 805 | 802 | 817 |
| 10 | 859 | 861 | 851 | 832 | 863 | 869 | 857 | 854 | 884 | 856 | 807 | 804 |
| 11 | 801 | 864 | 837 | 839 | 819 | 832 | 865 | 848 | 841 | 848 | 832 | 795 |
| 12 | 832 | 793 | 824 | 811 | 837 | 813 | 829 | 831 | 836 | 854 | 864 | 836 |
| | 9128 | 9144 | 9179 | 8991 | 8978 | 8914 | 8964 | 8905 | 9127 | 9234 | 9200 | 9187 |
| | | | | | | | | | | | | |
| | Change | 16 | 35 | -188 | -14 | -63 | 50 | -59 | 222 | 107 | -34 | -13 |
| | % of Change | 0.2% | 0.4% | -2.0% | -0.2% | -0.7% | 0.6% | -0.7% | 2.5% | 1.2% | -0.4% | -0.1% |

III. Six-Year Planning 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 Intermediate/Middle 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:

New Centennial Intermediate/Middle 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 313 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 Intermediate/Middle 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.

Partial Remodel at Jefferson Middle School

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 Elementary are 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 children 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 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. 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 388 students (322 FTE). 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.

iConnect Academy currently serves 103 students, many of them are enrolled part time at other schools, so the student count translates to 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, and will serve up to 90 in the 2011-12 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. In the current facility there are 4 only classrooms available for the Montessori. 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, But Where?

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 next consideration was the best location, to rebuild at the current site or at another district-owned property, the former McKinley Elementary School site at Boulevard & 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.

While the current site at the old Rogers Elementary School is approximately 14 acres and the McKinley site is approximately 9 acres, the essential elements for a new ORLA can be accommodated on the McKinley site. The central location of the McKinley site makes it the committee's recommendation.

A preliminary model of the spaces to include in the new building for ORLA demonstrates the need for a 70,000 square foot facility. This can serve a total of 600 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.

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.

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 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 an 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 folks 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.

| | <i>Proposed Items</i> | <i>Projected Cost</i> |
|----|---|-----------------------|
| 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.

Other Projects Currently Underway

The following are remaining projects that are currently in the initial planning stage and will be undertaken in 2011 and 2012:

- Capital HS various improvements \$476,000
Reconstruct old student rest rooms, install new security fencing along east portion of the school property line, and replace safety straps at basketball backboards
- LP Brown ES HVAC \$21,000
Install new heat pump unit for Music Room
- Madison ES Rest Rooms \$23,000
Replace failed flooring in rest rooms
- Roosevelt Re-roof \$476,000
Tear off and re-roof of entire school
- Hansen ES exterior improvements \$604,000
Tear off and Re-roof of entire school, replace areas of failed siding, and repaint exterior wood siding
- McKenny ES exterior improvements \$587,000
Tear off and Re-roof of entire school, replace areas of failed siding, and repaint exterior wood siding
- Lincoln ES improvements \$187,000
Repair failed siding and repaint stucco siding, indoor air-quality improvements
- Boston Harbor site improvements \$14,000
Install bollards to protect playground area from vehicles
- Olympia HS improvements \$198,000
Replace safety sensors at rotating Lecture Halls
- Marshall MS rest rooms \$43,000
Replaced failed flooring and fixtures in staff rest rooms
- Support Service Center improvements \$19,000
Replace auto-switch device at emergency generator
- Various Schools \$335,000
Upgrade HVAC Controls

Middle School

Grades 5-8

| | |
|-----------------------------|---|
| Project Name: | Centennial Intermediate MS New Facility |
| Location: | 2825 SE 45 th Ave, Olympia |
| Site: | 15.11 acres |
| Capacity: | 450 students |
| Square Footage: | 65,000 s.f. |
| Cost: | Total project: \$36.6 million |
| 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: | Subject to bond approval (2012), the District anticipates this facility will be available in 2015. |

Middle School

Grades 6-8

| | |
|-----------------------------|--|
| Project Name: | Jefferson Middle School Remodel |
| Location: | 2200 Conger Ave NW, Olympia |
| Site: | 25 acres |
| Capacity: | 621 students (no new student capacity) |
| 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: | Subject to bond approval (2012), the District anticipates that hits facility will be available in 2012. |

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: | 640 students (217 new student capacity) |
| Square Footage: | 70,000 s.f. |
| Cost: | Total project: \$31.3 million |
| 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: | Subject to bond approval (2012), the District anticipates that hits facility will be available in 2015. |

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: | 406 students (50 new student capacity) |
| Square Footage: | 56,500 s.f. |
| Cost: | Total project: \$21.3 million (\$1,015,000 new student capacity) |
| 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: | Subject to bond approval (2012), the District anticipates that hits facility will be available in 2014. |

Elementary School Modernization

Grades K-4

| | |
|-----------------------------|---|
| Project Name: | Centennial Elementary School Modernization |
| Location: | 2637 45 th Ave SE, Olympia |
| Site: | 11.8 acres |
| Capacity: | 479 students |
| Square Footage: | 45,345 s.f. |
| Cost: | Total project: \$14.8 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 (2012), the District anticipates that hits 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: | 349 students |
| Square Footage: | 45,715 s.f. |
| Cost: | Total project: \$16 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 (2012), the District anticipates that hits 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: | 439 students |
| Square Footage: | 47,616 s.f. |
| Cost: | Total project: \$16.2 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: | Awaiting financing from a future Capital Projects Bond. |

High School Modernization

Grades 9-12

| | |
|-----------------------------|---|
| Project Name: | Capital High School Modernization |
| Location: | 2707 Conger Ave NW, Olympia |
| Site: | 40 acres |
| Capacity: | 1,497 students |
| Square Footage: | 254,772 s.f. |
| Cost: | Total project: \$18 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: | Awaiting financing from a future Capital Projects Bond. |

High School Addition

Grades 9-12

| | |
|-----------------------------|---|
| Project Name: | Olympia High School Addition / portable replacement |
| Location: | 1302 North Street SE, Olympia |
| Site: | 40 acres |
| Capacity: | will limit to 1,800 students (expected to add 224 new student capacity) |
| Square Footage: | 233,960 s.f. |
| Cost: | Total project: \$10.5 million (all new capacity costs) |
| Project Description: | Provide additional permanent building area to replace ten portable classrooms. Support educational trends with these new spaces. |
| Status: | Awaiting financing from a future Capital Projects Bond. |

High School Addition/Admin. Center

Grades 9-12

| | |
|------------------------------|--|
| Project Name: | Avanti High School Addition & Modernization & Re-location of District Administrative Center |
| Location: | <u>Avanti HS:</u> 1113 Legion Way SE, Olympia (currently located on 1 st floor of District Administrative Center) <u>District Administrative Center:</u> To be determined |
| Site: | <u>Avanti HS:</u> 7.5 acres |
| Capacity: | <u>Avanti HS:</u> Will limit to 250 students <u>District Administrative Center:</u> To be determined |
| Square Footage: | <u>Avanti HS:</u> 78,000 s.f. <u>District Administrative center:</u> To be determined |
| Cost: | <u>Avanti HS :</u> Total project: \$8.5 million <u>District Administrative Center:</u> Estimated \$5.3 million |
| Project Descriptions: | <u>Avanti HS:</u> 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. <u>District Administrative Center:</u> Provide a new location for administrative offices somewhere in the downtown vicinity. |
| Status: | Awaiting financing from a future Capital Projects Bond. |

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 2010 Construction Cost Allowance (CCA) of \$180.17, 2011 State Funding Assistance Percentage (SFAP) for Olympia School District of 47.18% and an 80% multiplier that is applied to funding that will be used for modernization or the replacement of existing schools. Because the District does not qualify for new area due to unhoused students, that multiplier will be applied to all projects in the Development Recommendations. The formula is shown in the table below, resulting in a potential for \$15,300,757 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 get a potential amount of \$16,821,463. These amounts are projections the actual CCA and SFAP will be provided by OSPI at the time state assistance is applied for.

State Funding Assistance
Estimate
Olympia SD

| Eligible or N/L | SF | Mod or N/L | CCA | | SFAP (2011) | | Mod or N/L | = | Net Assistance | |
|-----------------|---------|------------|----------|---|-------------|---|------------|---|----------------|---------|
| | | | 2010: | | | | | | | \$/sf |
| K-8: | 200,000 | sf | \$180.17 | x | 47.18% | x | 80.00% | = | \$13,600,673 | \$68.00 |
| 9-12: | 25,000 | sf | \$180.17 | x | 47.18% | x | 80.00% | = | \$1,700,084 | \$68.00 |
| | | | | | | | | | \$15,300,757 | |
| | | | 2014: | | | | | | | |
| K-8: | 200,000 | sf | \$198.08 | x | 47.18% | x | 80.00% | = | \$14,952,411 | \$74.76 |
| 9-12: | 25,000 | sf | \$198.08 | x | 47.18% | x | 80.00% | = | \$1,869,051 | \$74.76 |
| | | | | | | | | | \$16,821,463 | |

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 will submit a request for Bonding Authority to voters in February 2012.

Further, the amount of the requested 2012 bond will not fully cover the anticipated projects through 2017, 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.

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. The City of Olympia and City of Tumwater 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.

Forecasting the collection of impact fees is based on data made available by Thurston Regional Planning Council's estimate of additional housing units within the District's boundaries.

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.

Mitigation Fees

Mitigation fees are authorized by the State Environmental Policy Act (SEPA). These fees are collected by the District from new developments within its service boundaries that are governed by local jurisdictions that have not adopted a school impact fee ordinance. At this point, the District requests fees from developments 10 units or greater located in the Urban Growth Areas of the City of Olympia and the City of Tumwater within Thurston County, and five or greater units if located in unincorporated Thurston County. Due to the absence of historical data and the inability to uniformly assess these fees, the District has not forecast the collection of mitigation fees. When received, these fees are applied to projects that are directly impacted by each of the developments.

Finance Plan Summary

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

Table D

| | 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) | \$ | 95,000,000 |
| 6 | State Funding Assistance | \$ | 15,300,757 |
| 7 | Other Miscellaneous Capital Fund Balances (as of 7/11) | \$ | 3,864,000 |
| 8 | Total Revenue | \$ | 221,338,104 |

V. 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

| SCHOOL IMPACT FEE CALCULATIONS | | | | | | | |
|---|-------------------------|---------------|----------|----------------|--------------|----------------|----------------|
| DISTRICT | Olympia School District | | | | | | |
| YEAR | 2012 | | | | | | |
| Prepared October 2011 | | | | | | | |
| School Site Acquisition Cost: | | | | | | | |
| ((AcrexCost per Acre)/Facility Capacity)xStudent Generation Factor | | | | | | | |
| | | | | Student | Student | | |
| | Facility | Cost/ | Facility | Factor | Factor | Cost/ | Cost/ |
| | Acreage | Acre | Capacity | SFR | MFR | SFR | MFR |
| Elementary | 10.00 | \$ - | 499 | 0.161 | 0.028 | \$0 | \$0 |
| Middle | 20.00 | \$ - | 210 | 0.082 | 0.021 | \$0 | \$0 |
| High | 40.00 | \$ - | 97 | 0.108 | 0.005 | \$0 | \$0 |
| | | | | | TOTAL | \$0 | \$0 |
| School Construction Cost: | | | | | | | |
| ((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft) | | | | | | | |
| | | | | Student | Student | | |
| | % Perm/ | Facility | Facility | Factor | Factor | Cost/ | Cost/ |
| | Total Sq.Ft | Cost | Capacity | SFR | MFR | SFR | MFR |
| Elementary | 100.00% | \$ 17,497,580 | 387 | 0.161 | 0.028 | \$7,279 | \$1,266 |
| Middle | 100.00% | | 210 | 0.082 | 0.021 | \$0 | \$0 |
| High | 100.00% | \$ - | 97 | 0.108 | 0.005 | \$0 | \$0 |
| | | | | | TOTAL | \$7,279 | \$1,266 |
| Temporary Facility Cost: | | | | | | | |
| ((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet) | | | | | | | |
| | | | | Student | Student | Cost/ | Cost/ |
| | % Temp/ | Facility | Facility | Factor | Factor | SFR | MFR |
| | Total Sq.Ft | Cost | Size | SFR | MFR | | |
| Elementary | 0.00% | \$ - | 0 | 0.161 | 0.028 | \$0 | \$0 |
| Middle | 0.00% | \$ - | 0 | 0.082 | 0.021 | \$0 | \$0 |
| High | 0.00% | \$ - | 0 | 0.108 | 0.005 | \$0 | \$0 |
| | | | | | | \$0 | \$0 |
| State Matching Credit: | | | | | | | |
| Boeckh Index X SPI Square Footage X District Match % X Student Factor | | | | | | | |
| | | | | Student | Student | Cost/ | Cost/ |
| | Boeckh | SPI | District | Factor | Factor | Cost/ | Cost/ |
| | Index | Footage | Match % | SFR | MFR | SFR | MFR |
| Elementary | \$ 188.55 | 90 | 47.18% | 0.161 | 0.028 | \$1,289 | \$224 |
| Junior | \$ 188.55 | 108 | 0.00% | 0.082 | 0.021 | \$0 | \$0 |
| Sr. High | \$ 188.55 | 130 | 0.00% | 0.108 | 0.005 | \$0 | \$0 |
| | | | | | | \$1,289 | \$224 |
| Tax Payment Credit: | | | | | | SFR | MFR |
| Average Assessed Value | | | | | | \$290,856 | \$89,177 |
| Capital Bond Interest Rate | | | | | | 3.84% | 3.84% |
| Net Present Value of Average Dwelling | | | | | | \$2,378,006 | \$729,101 |
| Years Amortized | | | | | | 10 | 10 |
| Property Tax Levy Rate | | | | | | \$1.0500 | \$1.0500 |
| Present Value of Revenue Stream | | | | | | \$2,497 | \$766 |
| Fee Summary: | | | | Single | Multi- | | |
| | | | | Family | Family | | |
| Site Acquisition Costs | | | | \$0 | \$0 | | |
| Permanent Facility Cost | | | | \$7,279 | \$1,266 | | |
| Temporary Facility Cost | | | | \$0 | \$0 | | |
| State Match Credit | | | | (\$1,289) | (\$224) | | |
| Tax Payment Credit | | | | (\$2,497) | (\$766) | | |
| FEE (AS CALCULATED) | | | | \$3,493 | \$276 | | |
| FEE (AS DISCOUNTED 15%) | | | | \$2,969 | \$235 | | |

| SCHOOL IMPACT FEE CALCULATIONS | | | | | |
|---|--|---------------|----------|---------|--------------|
| DISTRICT | Olympia School District | | | | |
| YEAR | 2012 - Downtown Multi-Family Residence | | | | |
| Prepared October 2011 | | | | | |
| School Site Acquisition Cost: | | | | | |
| ((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor | | | | | |
| | Facility | Cost | Facility | Student | Cost |
| | Acreage | Acre | Capacity | Factor | MFR |
| Elementary | 10.00 | \$ - | 387 | 0.017 | \$0 |
| Middle | 20.00 | \$ - | 210 | 0.009 | \$0 |
| High | 40.00 | \$ - | 97 | 0.020 | \$0 |
| | TOTAL | | | | \$0 |
| School Construction Cost: | | | | | |
| ((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft) | | | | | |
| | % Perm/ | Facility | Facility | Student | Cost |
| | Total Sq.Ft | Cost | Capacity | Factor | MFR |
| Elementary | 100.00% | \$ 17,497,580 | 387 | 0.017 | \$769 |
| Middle | 100.00% | \$ - | 210 | 0.009 | \$0 |
| High | 100.00% | \$ - | 97 | 0.020 | \$0 |
| | TOTAL | | | | \$769 |
| Temporary Facility Cost: | | | | | |
| ((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet) | | | | | |
| | % Temp/ | Facility | Facility | Student | Cost |
| | Total Sq.Ft | Cost | Size | Factor | MFR |
| Elementary | 0.00% | \$ - | 0 | 0.017 | \$0 |
| Middle | 0.00% | \$ - | 0 | 0.009 | \$0 |
| High | 0.00% | \$ - | 0 | 0.020 | \$0 |
| | | | | | \$0 |
| State Matching Credit: | | | | | |
| Boeckh Index X SPI Square Footage X District Match % X Student Factor | | | | | |
| | Boeckh | SPI | District | Student | Cost |
| | Index | Footage | Match % | Factor | MFR |
| Elementary | \$ 180.17 | 90 | 47.18% | 0.017 | \$130 |
| Junior | \$ 180.17 | 117 | 0.00% | 0.009 | \$0 |
| Sr. High | \$ 180.17 | 130 | 0.00% | 0.020 | \$0 |
| | | | | | \$130 |
| Tax Payment Credit: | | | | | |
| | | | | | MFR |
| Average Assessed Value | | | | | \$84,834 |
| Capital Bond Interest Rate | | | | | 3.84% |
| Net Present Value of Average Dwelling | | | | | \$682,970 |
| Years Amortized | | | | | 10 |
| Property Tax Levy Rate | | | | | \$1.0500 |
| Present Value of Revenue Stream | | | | | \$717 |
| Fee Summary: | | | | | Multi-Family |
| Site Acquisition Costs | | | | | \$0 |
| Permanent Facility Cost | | | | | \$769 |
| Temporary Facility Cost | | | | | \$0 |
| State Match Credit | | | | | (\$130) |
| Tax Payment Credit | | | | | (\$717) |
| FEE (AS CALCULATED) | | | | | \$0 |