



DRAFT

**HIGHLINE SCHOOL DISTRICT NO. 401
CAPITAL FACILITIES PLAN
2026-2031**

Adopted: July 1, 2026
(Tentative)



HIGHLINE
PUBLIC SCHOOLS



HIGHLINE

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HIGHLINE SCHOOL DISTRICT NO. 401

CAPITAL FACILITIES PLAN

2026-2031

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Adopted: July 1, 2026

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SECTION ONE: INTRODUCTION

Purpose of the Capital Facilities Plan

This Six-Year Capital Facilities Plan has been prepared by the Highline School District (the “District”) as the District’s primary facility planning document, in compliance with the requirements of Washington’s Growth Management Act (the “GMA”) and King County Council Code Title 21A. The Plan was prepared using data available in the spring of 2026. The GMA outlines 15 broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Highline School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide King County (the “County”) and the cities of Burien, Des Moines, Kent, Normandy Park, SeaTac, and Tukwila with a schedule and financing program for capital improvements over the next six years (2026-2031).

The GMA establishes the requirement for adequate provision of public facilities, including schools, to serve existing and future populations. This Plan identifies current facility conditions, projected enrollment growth, instructional capacity, and capital investments necessary to support the District’s educational program.

The District will update this plan regularly to reflect changes in enrollment, funding, and facility needs, and to maintain alignment with the District’s long-term Educational Strategic Plan and long-term capital planning framework.

Executive Summary

Highline Public Schools has experienced significant enrollment fluctuations over the past decade. Between 2010 and 2017, the District saw steady growth. Beginning in 2018, enrollment declined due to demographic changes, including declining birth rates, reduced migration, and increased educational alternatives. These trends were intensified during the COVID-19 pandemic.

Enrollment is projected to increase from 17,322 students in 2025 to 18,269 students by 2031, a net gain of approximately 947 students (5.47%). This growth will not occur evenly across grade levels and is expected to create increasing pressure at the elementary level, while secondary schools maintain surplus capacity.

The primary driver of future enrollment growth is multi-family housing development, particularly apartments.

Updated student generation data shows that each new unit will generate, on average, the following number of students per unit type:

- Apartments: 0.524 students/unit
- Single-family: 0.248 students/unit
- Townhomes/Duplex/Multiplex: 0.130 students/unit

The increased rate of students residing in apartment units represents a fundamental shift in how growth occurs in the District.

At the same time:

- Students per household are declining slightly.
- State funding support is decreasing.

- Construction costs continue to rise.

Together, these factors create a planning environment where:

- Growth is real but moderate.
- Capacity challenges are uneven.
- Local funding will play an increasing role.

The District's key challenge is not systemwide capacity, but how to address elementary overcrowding within a constrained funding environment.

Over the past two decades, the District has made significant investments in upgrading and replacing school facilities to meet modern educational and safety standards. Voters approved major capital bonds in 2002 (\$189 million), 2006 (\$148 million), and 2016 (\$299.85 million). These bonds funded the construction of 14 new elementary schools, one new middle school, and two new high schools, as well as numerous modernization and interim facility projects.

The 2016 bond was based on recommendations from the Capital Facilities Advisory Committee (CFAC), a citizen-led planning group that developed a 20-year facilities roadmap. The 2016 bond addressed immediate capacity, and facility needs and laid the foundation for a four-phase capital plan. Phase II, recommended by CFAC in 2019, proposed rebuilding Evergreen High School, Tyee High School, and Pacific Middle School, along with addressing critical non-capacity needs across the district.

In November 2022, District voters approved a \$518,397,000 million bond with a 68.84% approval rate. This bond funds the replacement of Evergreen, Tyee, and Pacific schools, along with district-wide improvements such as emergency repairs, a new Transportation Building L, facilities for virtual programs, contributions to Maritime High School, field and roofing upgrades, and other essential health and safety improvements all as determined necessary and advisable by the Board.

Construction activities associated with the 2022 bond program are ongoing. Tyee High School students were temporarily relocated to the Olympic Interim Site beginning in September 2023 and returned to the newly completed Tyee campus in fall 2025. Evergreen High School also opened in fall 2025, with Phase 2 of the project, including the softball and baseball fields, currently underway and anticipated to be completed by summer 2026. The Pacific Middle School replacement project remains under active construction.

The former Southern Heights Elementary School was repurposed in 2023 to accommodate Innovation Heights Academy and the Highline Virtual Academy following its closure due to low enrollment. Similarly, Highline Virtual Elementary moved to Seahurst Elementary to consolidate resources and address declining demand for standalone online elementary programs.

During the 2024–25 school year, the District experienced an emergency at the Southern Heights Elementary site, which had been repurposed to house Highline Virtual Academy and the Innovation Heights program. A fire caused considerable damage, rendering the building unsafe for occupancy. To ensure continuity of instructional services, the District rapidly mobilized to remodel and reoccupy the former Beverly Park Elementary site, which had previously been declared surplus. The programs successfully transitioned to the new location and are expected to remain there on a long-term basis. While this response minimized disruption to students and staff, it reduced the District's available surplus capacity and underscored the importance of maintaining flexible facilities to address unforeseen events.

As part of its long-range capital planning process, the District convened the Capital Facilities Advisory Committee (CFAC), a community-based advisory group. At its March 30, 2026, meeting, CFAC reached a majority consensus recommending a \$595.4 million bond package, which includes middle school replacements, modernization of Chinook Middle School, redevelopment of the Southern Heights site, districtwide critical needs funding, and early

design work for Hilltop Elementary and Valley View Early Learning Center. The School Board is expected to consider this recommendation for potential placement on the November 2026 ballot.

Historically, the District has relied on a combination of local bond funding and state assistance through the OSPI School Construction Assistance Program (SCAP). However, due to changes in state funding formulas and rising construction costs, future capital projects are expected to rely more heavily on local funding sources.

The District's current OSPI funding assistance percentage is 54.76%, which is based on state-defined cost assumptions that are lower than actual market construction costs. As a result, the effective state contribution to total project costs is significantly lower in practice.

This Capital Facilities Plan provides updated information on enrollment projections, capacity, and capital needs for the 2026–2031 planning period. While the District meets eligibility criteria for school impact fees based on projected enrollment growth, the current calculation framework results in fees being fully offset by required credits under existing assumptions.

The District will continue to monitor enrollment trends, residential development activity, construction costs, and state funding policies. Future updates to this Plan may include revised impact fee calculations as project costs and funding conditions evolve consistently with RCW 82.02 and E2SSB 5258.

SECTION TWO – STANDARD OF SERVICE

The Growth Management Act recognizes a locally established service standard for determining local capacity needs. King County Code 21A.06 refers to a “Standard of Service” that each school district must establish in order to ascertain its overall capacity. School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District’s adopted educational program. The educational program standards which typically drive facility space need include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classrooms (portables).

District educational program standards may change in the future as a result of changes in the education program, special programs class sizes, grade configurations, and use of modern technology, as well as other physical aspects of the school facilities. In addition, the District implemented reduced K-3 class sizes in the fall of 2019, which impacted school capacity and educational program standards. (The District implemented full-day kindergarten previously.) The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this CFP.

The Standard of Service outlined below reflects only those programs and educational opportunities provided to students that directly affect the capacity of school buildings. The special programs listed below require classroom space, thus the permanent capacity of some buildings housing these programs has been reduced.

Table 1
Class Size – Standard of Service

<i>Grade Level</i>	<i>Average Class Size Based on Standard of Service</i>
Kindergarten	20
Grades 1 – 3	22
Grades 4 – 5	27
Grades 6 – 8	29
Grades 9 – 12	29

Note: Class size targets reflect Highline’s internal staffing model and may differ from state funding ratios.

Facility Utilization

It is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity is adjusted using the utilization factor of available teaching stations depending on the physical characteristics of the facility and educational program needs. These factors ensure that capacity calculations reflect real-world operational conditions rather than theoretical maximum occupancy.

Elementary School Standard of Service Models:

Elementary schools are designed to support a comprehensive instructional environment aligned with the District’s educational program. Core facility components include:

- **General Education Classrooms:** Core instructional space for K–5 students.
- **Early Learning Classrooms:** core instructional space for 3–5-year-olds via ECAP, Development preschool, and/or Transitional Kindergarten
- **Intervention Spaces:** Areas for additional student support in smaller groups, including those receiving special education, Language Learning, and Title I and LAP services.

- **Specialist Classrooms:**
 - Music
 - Art
 - STEM or Technology Labs
- **Shared Use Spaces:** Libraries, cafeterias, gyms, and multi-purpose rooms, including use for extended day programs.

Secondary School Standard of Service Models

Secondary schools require a broader range of specialized instructional spaces to support departmentalized instruction and diverse program offerings. Core facility components include:

- **General Education Classrooms:** Core instructional space for grade 6-12 students.
- **Special Education Classrooms:** Self-contained or resource rooms for students with disabilities (e.g., for mild, moderate, or severe disabilities).
- **Intervention Spaces:** Areas for additional student support in smaller groups, including those receiving special education, Language Learning, and Title I and LAP services.
- **CTE Classrooms:** Technology labs, visual art studios, construction, woodworking, etc.
- **Performing Arts Classrooms:** Choir, Drama, Band, and/or orchestra
- **Lab Classrooms:** Biology, chemistry, and other related sciences
- **Shared Use Spaces:** Libraries, cafeterias, gyms, and auditoriums, and multi-purpose rooms.

Programming Impact on Capacity

The District’s instructional capacity is directly influenced by program delivery requirements. Certain programs require dedicated or specialized spaces, which reduce the number of classrooms available for general education. These include:

- Special education programs with lower student-to-teacher ratios
- Multilingual learner support services
- Intervention programs
- Early learning programs
- Staff collaboration and support spaces

As a result, instructional capacity is lower than original design capacity in many facilities.

SECTION THREE: INSTRUCTIONAL CAPACITY AND CAPITAL FACILITIES INVENTORY

Overview

In accordance with the Washington State Growth Management Act, school districts must conduct an inventory-based analysis of all educational facilities to determine available instructional capacity and future facility needs.

This section provides:

- A comprehensive inventory of District-owned school facilities
- An analysis of instructional capacity
- A summary of relocatable (portable) classroom use

This inventory forms the basis for evaluating the District's ability to accommodate projected enrollment growth and supports long-range capital planning and impact fee analysis.

Schools

School capacity was determined based on the number of teaching stations (or general classrooms) within each building and the space requirements of the District's adopted current educational program and internal targets as reported to the Information and Condition of Schools (ICOS) system with the Office of the Superintendent of Public Instruction. It is this capacity calculation that is used to establish the District's baseline capacity and to determine future capacity needs based on projected student enrollment. The school capacity inventory is summarized in Tables 2, 3, and 4.

Relocatable Classrooms (Portables)

Relocatable classrooms (portables) are used as interim classroom space to house students until funding can be secured to construct permanent classrooms. The District currently uses 21 relocatable classrooms at various school sites throughout the District to provide additional interim general classroom capacity. A typical relocatable classroom can provide capacity for a full-size class of students. The current use of relocatable classrooms throughout the District is summarized in Table 5.

Program Capacity Definitions

The Growth Management Act (GMA) requires school districts to conduct an inventory-based analysis of instructional capacity to support long-range capital planning. Highline School District defines instructional capacity sometimes referred to as permanent capacity as the number of students a school facility can effectively serve based on building design, adopted educational service standards, and current program offerings.

Instructional capacity is not a fixed value; it is influenced annually by a variety of factors, including:

- Class size standards by grade level (e.g., kindergarten through grade 12).
- The presence of specialized programs (such as Special Education, English Language Learner services, and Title I support).
- The allocation of rooms for non-general education is used, including full-day kindergarten, resource rooms, preschool, or music.
- Facility layout and the availability of shared or specialized instructional spaces.

For example, an elementary school originally designed to serve 600 students may have a lower functional capacity today due to:

- Smaller class size limits for K–3 students (20-22 students per class under Highline’s current standard).
- Special education and other support services that require dedicated classrooms with lower student-to-teacher ratios.
- Operational needs for staff collaboration, which reduce overall space availability for general instruction.

Highline School District uses a classroom-based planning model to estimate instructional capacity at each site. The District applies utilization factors to account for scheduling limitations.

- 85% utilization for elementary schools, recognizing the need for prep time and flexible groupings.
- 90% or higher for secondary schools, where departmental scheduling enables more efficient space usage.

Instructional capacity is reviewed and updated annually as part of the Capital Facilities Plan (CFP) to ensure it accurately reflects changes in:

- Program delivery models,
- Classroom usage,
- Grade-level configurations, and
- The number of portable or interim classrooms in use.

Instructional Capacity and Facility Inventory

Under the GMA, school districts must periodically assess instructional capacity through a physical inventory of all permanent and relocatable facilities. Capacity is calculated in three forms:

- Design Capacity: The number of students the building was originally designed to serve, assuming optimal general education use.
- Instructional Capacity: The adjusted number of students that can be served, based on current classroom usage, educational program needs, class size policy, and special programs. This is updated annually.
- Available Capacity: The difference between instructional capacity and current enrollment. A negative number indicates overcrowding, while a positive number reflects surplus space.

Tables 2 through 4 below show the current Instructional Capacity in District schools. Table 7 shows the available capacity in District facilities.

Table 2
Elementary School Level Inventory

<i>Elementary School</i>	<i>Building Area (sq. ft.)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Beverly Park at Glendale ES	58,145	17	393
Bow Lake ES	74,729	25	582
Cedarhurst ES	67,188	19	442
Des Moines ES	84,568	23	533
Gregory Heights ES	65,978	19	435
Hazel Valley ES	65,294	21	484
Hilltop ES	56,862	21	489
Madrona ES	69,240	16	371
Marvista ES	66,421	25	577
McMicken Heights ES	68,378	22	511
Midway ES	66,096	20	445
Mount View ES	67,783	16	369
North Hill ES	70,085	19	425
Parkside ES	66,990	24	560
Seahurst ES	59,967	16	378
Shorewood ES	60,326	18	415
White Center ES	70,854	20	447
TOTAL	1,138,904	341	7,856

* Teaching Station definition: A space designated as a classroom. Other stations include spaces designated for special education and pull-out programs. The virtual elementary at Seahurst ES program was counted toward capacity.

** Regular classrooms.

Table 3
Middle School Level Inventory***

<i>Middle School</i>	<i>Building Area (sq. ft.)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Cascade MS	87,957	35	1015
Chinook MS	101,433	34	986
Glacier MS	142,104	36	1044
Pacific MS	141,000	38	1102
Sylvester MS	89,117	25	725
Big Picture MS (at Manhattan)		6	174
TOTAL	561,611	174	4,872

* Teaching Station Definition: A space designated as a general classroom. Other stations include spaces designated for special education and pull-out programs. **Projected instructional capacity reflects completed construction by 2027 for Pacific MS**

** Regular classrooms.

***Does not include alternative programs: CHOICE MS capacity at Woodside site

Table 4
High School Level Inventory***

<i>High School</i>	<i>Building Area (sq. ft.)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Raisbeck Aviation HS	87,934	21	609
Big Picture HS (at Manhattan)	29,141	8	232
Evergreen HS	210,000	42	1218
Highline HS	291,009	47	1363
Mount Rainier HS	207,159	45	1305
Tyee HS	210,000	43	1247
TOTALS	1,035,243	206	5,974

* Teaching Station definition: A space designated as a general classroom. Other stations include spaces designated for special education and pull-out programs.

** Regular classrooms.

***Does not include alternative programs: CHOICE HS capacity at Woodside site; Innovation Heights Academy HS at Salmon Creek site; Puget Sound Skills Center; Maritime High School and Highline Virtual Academy, which are located at the Olympic Interim site currently.

Table 5
Relocatable Classrooms (Portable) Inventory

Elementary School	Relocatable**	Other***	Interim Capacity
Beverly Park at Glendale	0	2	0
Bow Lake	0	4	0
Cedarhurst	0	4	0
Des Moines	0	0	0
Gregory Heights	0	2	0
Hazel Valley	0	4	0
Hilltop	0	5	0
Madrona	0	2	0
Marvista	0	2	0
McMicken Heights	0	0	0
Midway	4	0	103
Mount View	3	1	66
North Hill	3	0	81
Parkside	0	0	0
Seahurst	0	4	0
Shorewood	0	4	0
White Center	4	4	108
TOTAL	14	38	358

<i>Middle School</i>	<i>Relocatable**</i>	<i>Other***</i>	<i>Interim Capacity</i>
Cascade	1	3	87
Chinook	0	6	0
Glacier	0	0	0
Pacific	0	0	0
Sylvester	4	0	116
Big Picture MS	0	4	0
TOTAL	5	13	203

<i>High School</i>	<i>Relocatable**</i>	<i>Other***</i>	<i>Interim Capacity</i>
Raisbeck Aviation HS	0	0	0
Big Picture HS	2	0	58
Evergreen HS	0	0	0
Highline HS	0	0	0
Mount Rainier HS	0	0	0
Tyee HS	0	0	0
TOTALS	2	0	58

**Used for regular classroom capacity.

***The relocatable referenced under “other relocatable” is used for special pull-out programs, storage, community use, etc.

SECTION FOUR: ENROLLMENT PROJECTIONS AND METHODOLOGY

Highline School District’s enrollment projections are developed using a refined modified cohort survival model, prepared in coordination with a consultant demographer and updated annually to reflect local demographic trends, housing development activity, and observed enrollment patterns. This methodology provides a reliable, data-driven foundation for both capital planning and school impact fee calculations.

Recent Trends and Regional Context

Enrollment trends across the Puget Sound region continue to reflect post-pandemic demographic conditions, including smaller birth cohorts, reduced population growth, and shifts in housing preferences. While many districts in King County have experienced enrollment declines in recent years, Highline has demonstrated relative stability and modest recovery.

In 2024, Highline experienced a slight increase in enrollment, reversing recent downward trends. This increase was primarily driven by:

- Improved student retention, and
- The occupancy of newly constructed affordable and family-oriented housing developments

Although total enrollment remains below pre-pandemic levels, these trends indicate early stabilization. Consistent with regional forecasts, enrollment is expected to decline modestly in the near term before transitioning to growth beginning around 2027, as additional housing units are delivered and occupied.

Projected Enrollment (2026–2031)

Based on the District’s FTE-based projection model, enrollment is expected to increase from approximately:

- 17,322 students in 2025 to
- 18,269 students by 2031

This represents a net increase of approximately 947 students, or 5.47 percent growth over the six-year planning period. This updated forecast reflects a stronger growth trajectory than previously anticipated and indicates a transition from short-term stabilization to sustained, housing-driven enrollment increases.

Student Generation and Housing Impacts

A comprehensive GIS-based student generation analysis completed in 2026 establishes a clear relationship between new housing and student enrollment. The analysis matches student addresses with recently constructed housing units to determine actual student yield by housing type.

Updated districtwide student generation rates are as follows:

- Apartments / Condominiums: 0.524 students per unit
- Townhomes / Duplex / Triplex / Fourplex: 0.130 students per unit
- Single-Family Homes: 0.248 students per unit

These updated rates confirm that multi-family housing, particularly apartments, generate significantly more students per unit than other housing types, especially where units are larger and designed for families.

Housing Characteristics and Assessed Value Trends

An analysis of King County Assessor data for residential development within the District provides updated insight into housing characteristics and their financial contribution to school funding.

The District's current average assessed values (AAV) by housing type are approximately:

- Apartments / Condos: \$328,000 per unit
- Townhomes / Multi-family (low-rise): \$652,000 per unit
- Single-Family Homes: \$666,000 per unit

These values are used in the calculation of property tax-based credits within the impact fee model. Higher assessed values result in greater long-term tax contributions, which are accounted for when determining the net cost attributable to new development.

Modified Cohort Survival Model

Highline's forecasting methodology builds upon the standard cohort survival approach but incorporates several key refinements to reflect local conditions:

- Excludes anomalous pandemic-year data (2020)
- Emphasizes recent post-pandemic trends (2021–2025)
- Aligns enrollment projections with housing development timing and occupancy.
- Incorporates updated student generation rates by housing type.
- Use King County birth data to estimate incoming kindergarten cohorts.
- Assumes gradual return to pre-pandemic participation rates by 2027–2028.
- Charter school enrollment (~800 students) is embedded in historical trends.
- Low, medium, and high projections are developed to account for uncertainty in population growth, housing delivery, and migration patterns.

Forecast Confidence and Planning Implications

Highline's enrollment model has demonstrated strong reliability over time, including through periods of disruption. The model's strength lies in its ability to incorporate localized factors particularly housing development patterns and student generation characteristics into enrollment projections.

The current forecast reflects:

- Short-term stabilization (2026–2027) due to smaller birth cohorts
- Mid-term growth (2028–2030) driven by housing occupancy.
- Continued moderate growth (through 2031 and beyond)

The projected increase of approximately 947 students between 2025 and 2031 establishes a clear and strengthened basis for evaluating future facility capacity needs. The higher projected growth rate reinforces the direct relationship between new residential development and increased student enrollment, further supporting the District's impact fee assumptions and capacity planning framework.

Connection to Impact Fee Methodology

The District's enrollment projections, student generation rates, and housing data together establish a direct relationship between new residential development and the need for additional school capacity. New housing, particularly multi-family development, will generate additional students, requiring capital investment in school facilities. At the same time, variations in housing value and type influence the level of property tax contribution, which is reflected in the impact fee credit calculation. Together, these factors ensure that the District's impact fee methodology, where applicable, is grounded in actual development patterns, reflects proportional student impact by housing type, and aligns facility planning with projected enrollment growth.

The integration of enrollment forecasting, housing analysis, and student generation data provides a comprehensive and defensible framework for long-range planning. By continuously refining these inputs, Highline School District

ensures that both its capital facilities strategy and impact fee program remain responsive to evolving community conditions and development trends.

Projected Student Enrollment 2025-2031

<i>Projection</i>	<i>2025*</i>	<i>2026</i>	<i>2027</i>	<i>2028</i>	<i>2029</i>	<i>2030</i>	<i>2031</i>	<i>Actual Change</i>	<i>Percent Change</i>
	17,322	17,414	17,564	17,782	17,961	18,063	18,269	947	5.47%

*Actual October 2025 enrollment.

Growth is expected at the elementary and middle school levels, with high school enrollment staying relatively stable. See Appendix C for complete enrollment projections.

SECTION FIVE: CAPITAL FACILITIES PROJECTIONS FOR FUTURE NEEDS

Projected future capacity needs, shown in Table 7, are derived by applying the projected number of students to the projected permanent capacity. It is not the District’s policy to include relocatable classrooms when determining future capital facility needs; therefore, the interim capacity provided by relocatable classrooms is not included in this analysis. The District will utilize relocatable classrooms as necessary to address interim capacity needs. Information on relocatable classrooms by grade level and interim capacity can be found in Table 5. Information on planned construction projects can be found in the Financing Plan, Table 8.

Currently, no new permanent elementary capacity projects or portable additions are planned for this CFP cycle. While elementary enrollment is projected to exceed current permanent capacity through 2031, the District is evaluating several interim strategies, including program adjustments, use of relocatable classrooms, and repurposing of existing spaces.

Table 7
Projected Student Capacity – 2026 through 2031

Elementary School Facilities	Actual Oct 2025 FTE	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2030-2031
Permanent Capacity	8,214	8,214	8,214	8,214	8,214	8,214	8,214
Capacity Additions							
Total Permanent Capacity	8,214	8,214	8,214	8,214	8,214	8,214	8,214
Projected Enrollment	7,770	7,890	7,976	8,017	8,077	8,254	8,329
Permanent Capacity Surplus(deficit)	86	324	238	197	137	-40	-115

Middle School Facilities	Actual Oct 2025 FTE	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2030-2031
Permanent Capacity	5,017	5,017	5,017	5,017	5,017	5,017	5,017
Capacity Additions							
Total Permanent Capacity	5,017	5,017	5,017	5,017	5,017	5,017	5,017
Projected Enrollment	3,576	3,545	3,520	3,610	3,723	3,696	3,744
Permanent Capacity Surplus(deficit)	1,441	1,472	1,497	1,407	1,294	1,321	1,273

High School Facilities	Actual Oct 2025 FTE	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2030-2031
Permanent Capacity	6,032	6,032	6,032	6,032	6,032	6,032	6,032
Capacity Additions							
Total Permanent Capacity	6,032	6,032	6,032	6,032	6,032	6,032	6,032
Projected Enrollment	5,565	5,480	5,473	5,481	5,505	5,543	5,538
Permanent Capacity Surplus(deficit)	467	552	559	551	527	489	494

SECTION SIX: FINANCING PLAN

The Capital Facilities Plan reflects Highline School District's continued implementation of a multi-phase investment strategy to modernize facilities, address instructional capacity needs, and ensure equitable access to high-quality learning environments. These efforts are guided by long-range planning, community engagement, and the work of the District's Capital Facilities Advisory Committee (CFAC), and are funded primarily through voter-approved bonds, supplemented by state and other funding sources.

2016 Bond Investments (Phase I)

Approved by voters in 2016, this bond addressed urgent facility needs, added new classroom capacity, and laid the foundation for long-term planning. Key projects included:

- Construction of Glacier Middle School on District-owned land.
- Replacement and expansion of Des Moines Elementary School.
- Addition of new elementary school classrooms to relieve overcrowding.
- Replacement of Highline High School, a major modernization investment.
- Districtwide safety, security, and infrastructure upgrades at existing schools.

These projects responded to steady enrollment growth, shifting instructional delivery models (e.g., full-day kindergarten), and deferred maintenance in aging buildings.

2022 Bond Projects (Phase II)

Approved by 68.84% of voters, the \$518 million 2022 bond funds the second phase of the District's long-term facilities plan. The bond addresses both capacity and critical modernization needs and includes:

- Evergreen High School – Full replacement
- Tyee High School – Full replacement
- Pacific Middle School – Full replacement
- New Transportation Building L – To replace aging operational infrastructure.
- Sites and facility modifications for virtual and alternative learning programs.
- Facility improvements to support Maritime High School programming.
- Emergency repairs
- Roof restoration and remediation
- Interior and exterior finish upgrades
- Installation of a synthetic field at Sylvester Middle School

These projects are essential to maintain safe, modern, and adaptable learning environments while responding to aging infrastructure and demographic shifts across the District.

Anticipated 2026 Bond (Phase III)

Highline Public Schools is currently preparing for a potential 2026 bond measure, which represents the third phase of the District's long-range capital plan. This phase is focused on addressing remaining aging facilities, expanding program capacity, and advancing equity in facility conditions.

CFAC Recommendation (March 30, 2026)

The community-led Capital Facilities Advisory Committee (CFAC) reached a majority consensus recommendation at its March 30, 2026, meeting. CFAC recommended a \$595.4 million bond package, which is intended to address critical facility needs across the District, particularly at aging middle schools that have not yet been modernized.

Recommended Projects:

PROJECT	AMOUNT
Sylvester Middle School: Replacement	\$180.3M
Cascade Middle School: Replacement (at Salmon Creek Site)	\$172.1M
Southern Heights Site: Partial Rebuild & Modernization for CHOICE Academy, RTP and CBS programs	\$30.0M
Chinook Middle School: Partial Rebuild & Modernization	\$161.3M
Hilltop Elementary School: Design & Maintenance	\$5.0M
Valley View Early Learning Center: Design & Maintenance	\$3.3M
Big Picture School: Critical Needs	\$3.4M
Critical Needs	\$40.0M
TOTAL	\$595.4M

These projects have not yet been presented to the School Board and remain subject to change following Board evaluation and review at the June meeting.

Financing for Planned Improvements

Planned improvements from 2026 through 2031 are expected to be funded through the following sources:

General Obligation Bonds

General obligation (GO) bonds are the District's primary capital funding mechanism and require 60% voter approval. The 2022 bond provided funding for large-scale replacements and systemwide improvements. A 2026 bond is anticipated to carry forward the next phase of the capital plan.

State Construction Assistance Program (SCAP)

Highline qualified for SCAP funding under both the 2016 and 2022 bond projects, including approximately \$32 million toward the Evergreen and Tye High School replacements. However, the District has now reached the maximum SCAP eligibility threshold under current state funding formulas and does not expect to receive further SCAP assistance for the 2026 bond. This limitation increases the importance of local revenue strategies.

Impact Fees

Impact fees provide supplemental funding for facilities needed to serve new residential growth. While the District is not currently requesting impact fees, future CFP updates may propose a fee schedule as residential development increases and SCAP funding remains limited. (See Section 7: School Impact Fees.)

Other Funding Sources

Highline has leveraged Port of Seattle and FAA funding in previous capital efforts, including the replacement of Highline High School and Des Moines Elementary. Similar funding is anticipated for the Pacific Middle School project, due to its proximity to air traffic corridors and historical noise impact mitigation efforts.

Six-Year Capital Facilities Financing Plan

The District's Six-Year Financing Plan (see Table 8) identifies the range of funding sources for each planned project or category of improvement. It reflects Highline's ongoing commitment to fiscal responsibility, educational equity, and alignment with long-range enrollment projections and programmatic needs.

Table 8
Capital Facilities Financing Plan

Project	2026	2027	2028	2029	2030	2031	Total 2026- 2031	Bond/Local Funds	State Funds	Impact Fees	Port/FAA	Non- Bond
Pacific Middle School Replacement Project	\$92.2	\$24.9	\$0.7	-	-	-	\$117.8	X			X	
SOUTHERN HEIGHTS REBUILD	\$3.2	\$19.9	\$30.4	-	-	-	\$53.5					X
Evergreen High School Replacement Project	\$19.7	\$0.2	-	-	-	-	\$19.9	X	X			
Tyee High School Replacement Project	\$6.7	\$2.9	-	-	-	-	\$9.5	X	X			
Critical Needs 2022	\$1.8	\$2.0	\$1.8	-	-	-	\$5.6	X				
Roof Restoration (CN22)	\$2.6	-	-	-	-	-	\$2.6	X				
TCU OVERLAY CN22	\$1.9	\$0.1	-	-	-	-	\$2.0	X				
BOILER STUDY & REPAIR CN22	\$1.7	-	-	-	-	-	\$1.7	X				
VALLEY VIEW CN22 Funding	\$1.5	-	-	-	-	-	\$1.5		X			X
Management Support 2022	\$0.4	\$0.4	\$0.4	\$0.3	-	-	\$1.4	X				
CAMP WASKOWITZ CONSERVATION FUNDS	\$0.1	\$0.3	\$0.3	\$0.3	\$0.2	-	\$1.2					X
OLYMPIC FREEZER CN22	\$0.5	-	-	-	-	-	\$0.5	X	X			
Transportation Building L (CN22)	\$0.4	-	-	-	-	-	\$0.4	X				
RESOURCE CONSERVATION	\$0.1	\$0.2	\$0.1	-	-	-	\$117.8	X				
Copper Line Replacement (CN16)	\$0.1	-	-	-	-	-	\$0.1	X				
Assume November 2026 Bond Passes							-					
Sylvester MS Replacement		\$18.0	\$36.1	\$72.1	\$36.1	\$18.0	\$180.3	X				
Cascade MS Replacement		\$17.2	\$34.4	\$68.8	\$34.4	\$17.2	\$172.1	X				
SOUTHERN HEIGHTS REBUILD		\$13.3	\$13.3	\$13.3			\$40.0	X			X	
Chinook MS Replacement				\$16.1	\$32.3	\$64.5	\$112.9	X				
Critical Needs 2027		\$5.0	\$10.0	\$10.0	\$10.0	\$5.0	\$40.0					
TOTAL	\$132.9	\$104.4	\$127.5	\$181.0	\$113	\$104.8	\$763.5					

SECTION SEVEN: SCHOOL IMPACT FEES

Under the Washington State Growth Management Act (GMA), school districts may request that local jurisdictions collect impact fees from new residential development. These fees are intended to offset the cost of providing additional school capacity required to serve students generated by that development. Impact fees may only be used for growth-related capital improvements and cannot be used for maintenance, repairs, or modernization of existing facilities.

To support school impact fees, the District must demonstrate a relationship between new residential development, projected student enrollment growth, future capacity needs, and planned capital facility improvements within the six-year Capital Facilities Plan period.

Based on the District’s updated enrollment forecast, Highline Public Schools projects enrollment growth from approximately 17,322 students in 2025 to approximately 18,269 students by 2031, representing a net increase of approximately 947 students, or approximately 5.47 percent growth during the six-year planning period. As discussed in Section 4, this projected growth is associated in large part with continued residential development activity throughout the District, particularly multi-family housing developments.

To better understand the relationship between housing growth and student enrollment, the District completed an updated student generation rate (SGR) analysis in 2026. The analysis confirms that student generation varies significantly by housing type, with apartments generating the highest number of students per dwelling unit, followed by single-family homes and townhomes/duplexes.

The District’s updated student generation rates are summarized below:

Housing Type	K-5	6-8	9-12	K-12 Total SGR	Per 100 Units
Single-Family	0.144	0.047	0.057	0.248	~25
Apartments (all)	0.288	0.104	0.132	0.524	~52
Townhomes & Duplexes	0.078	0.031	0.021	0.130	~13

These updated rates establish a direct relationship between residential growth and future student enrollment demand within the District. The analysis also found that larger multi-bedroom apartment units generate more students per unit than smaller apartment units, particularly at the elementary grade levels.

As shown in Table 7, the District projects increasing enrollment pressure at the elementary level during the planning period. Elementary enrollment is projected to increase from approximately 7,770 students in 2025 to approximately 8,329 students by 2031, while permanent elementary capacity remains approximately 8,214 seats. Based on current projections, the District anticipates an elementary capacity deficit of approximately 115 students by the end of the planning period.

Middle school and high school facilities are projected to maintain sufficient permanent capacity throughout the six-year planning horizon.

Currently, no new permanent elementary capacity projects or portable classroom additions are planned within the current Capital Facilities Plan cycle. While elementary enrollment is projected to exceed current permanent capacity through 2031, the District is continuing to evaluate several interim operational and space management strategies, including program adjustments, use of relocatable classrooms, and repurposing of existing instructional spaces to help address near-term capacity pressures.

Because the current six-year Capital Facilities Plan does not identify a specific funded elementary capacity project or planned permanent capacity addition, the District is not proposing an updated collectible school impact fee schedule at this time. Under current GMA requirements, school impact fees must be reasonably related to an identified growth-related capital facility improvement included within the adopted CFP period.

For planning and analytical purposes, the District reviewed impact fee assumptions using the following 2026 inputs:

- Construction Cost Allocation Factor: \$399.38 per square foot
- State Funding Assistance Percentage: 54.76%
- Bond Buyer Twenty-Year General Obligation Bond Index: 4.77%

Consistent with Washington State impact fee requirements, future impact fee calculations may also incorporate credits for anticipated state funding assistance and future property tax contributions generated by new residential development.

**Table 9
School Impact Fees
2026**

Housing Type	Impact Fee Per Dwelling Unit
Single Family 3+ Bedroom	N/A
Single Family 2 Bedroom/less	N/A
Apartments 2+ Bedroom	N/A
Apartments 1 Bedroom/less	N/A
Middle Housing 1 Bedroom/less	N/A
Middle Housing 2 Bedroom/less	N/A

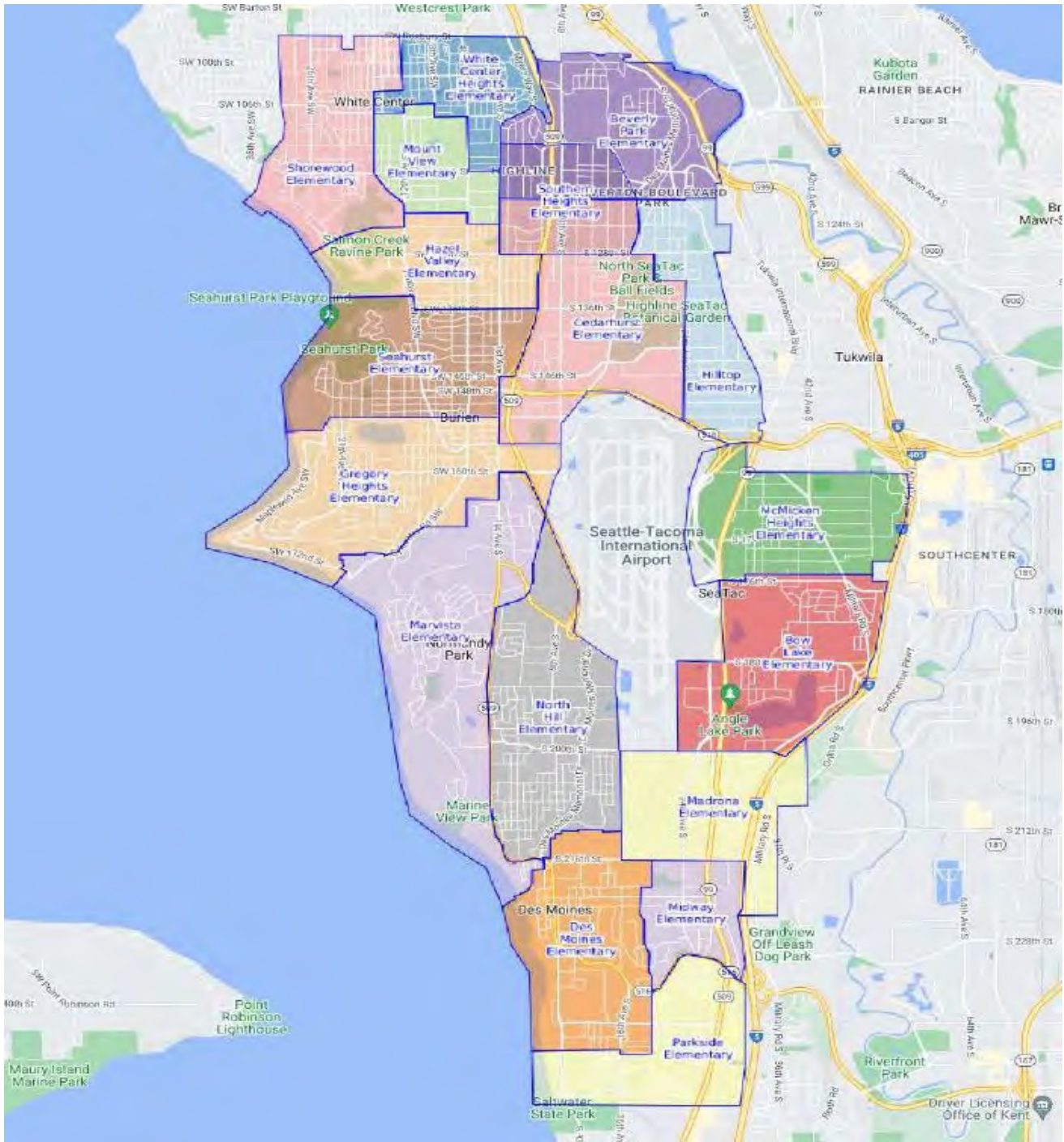
The District will continue to monitor enrollment trends, residential development activity, student generation rates, construction costs, assessed valuation trends, and future facility capacity needs. As future elementary capacity projects or other permanent capacity solutions are identified and incorporated into the Capital Facilities Plan, the District may reevaluate and update its impact fee methodology and fee schedule consistent with GMA requirements and local impact fee ordinances.

At present, King County and the City of Kent administer school impact fee programs on behalf of the District where applicable. Highline Public Schools will continue coordinating with local jurisdictions regarding administration of the impact fee program and any future updates to the District’s impact fee framework.

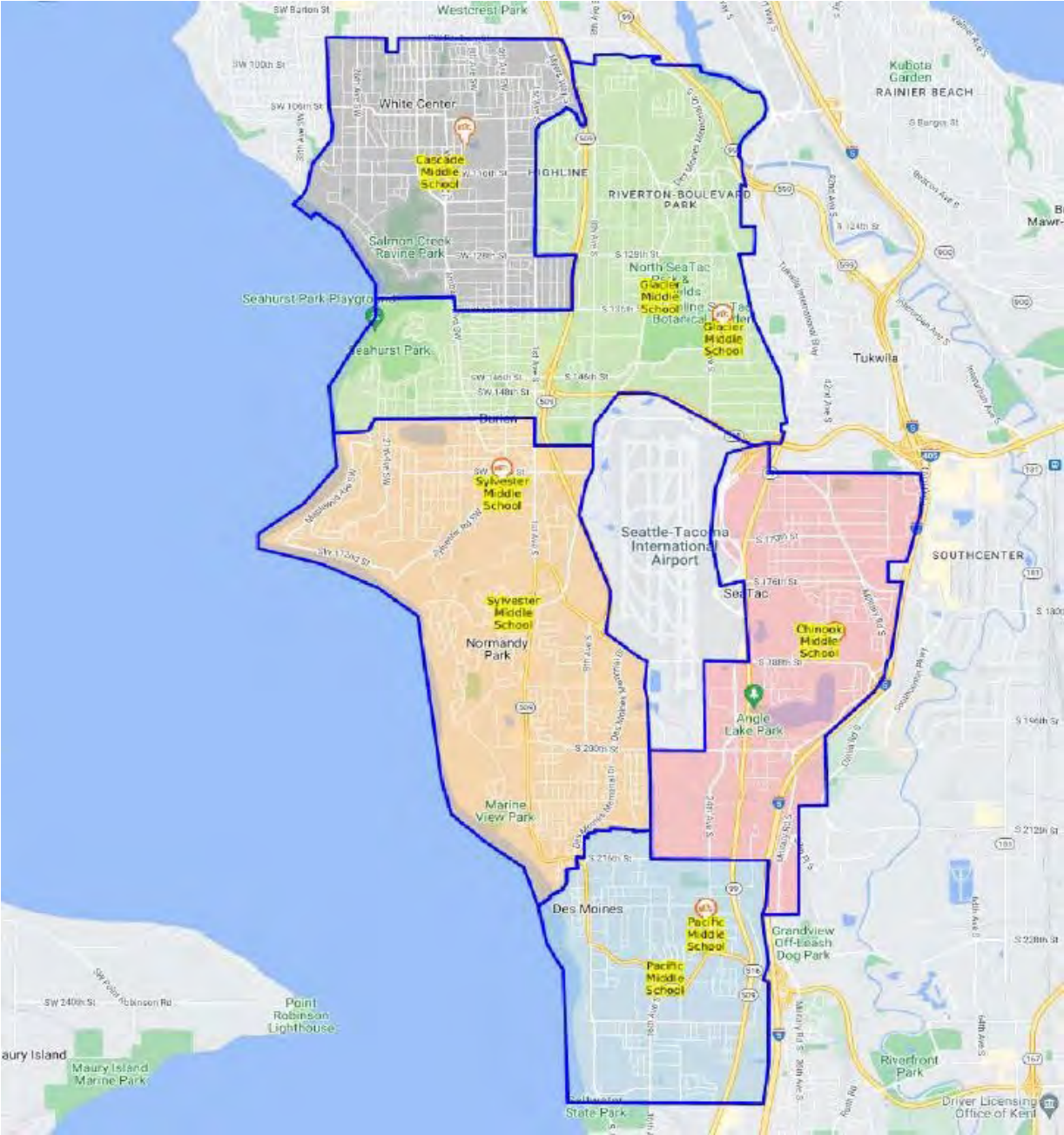
APPENDIX A

DISTRICT ATTENDANCE BOUNDARY MAPS

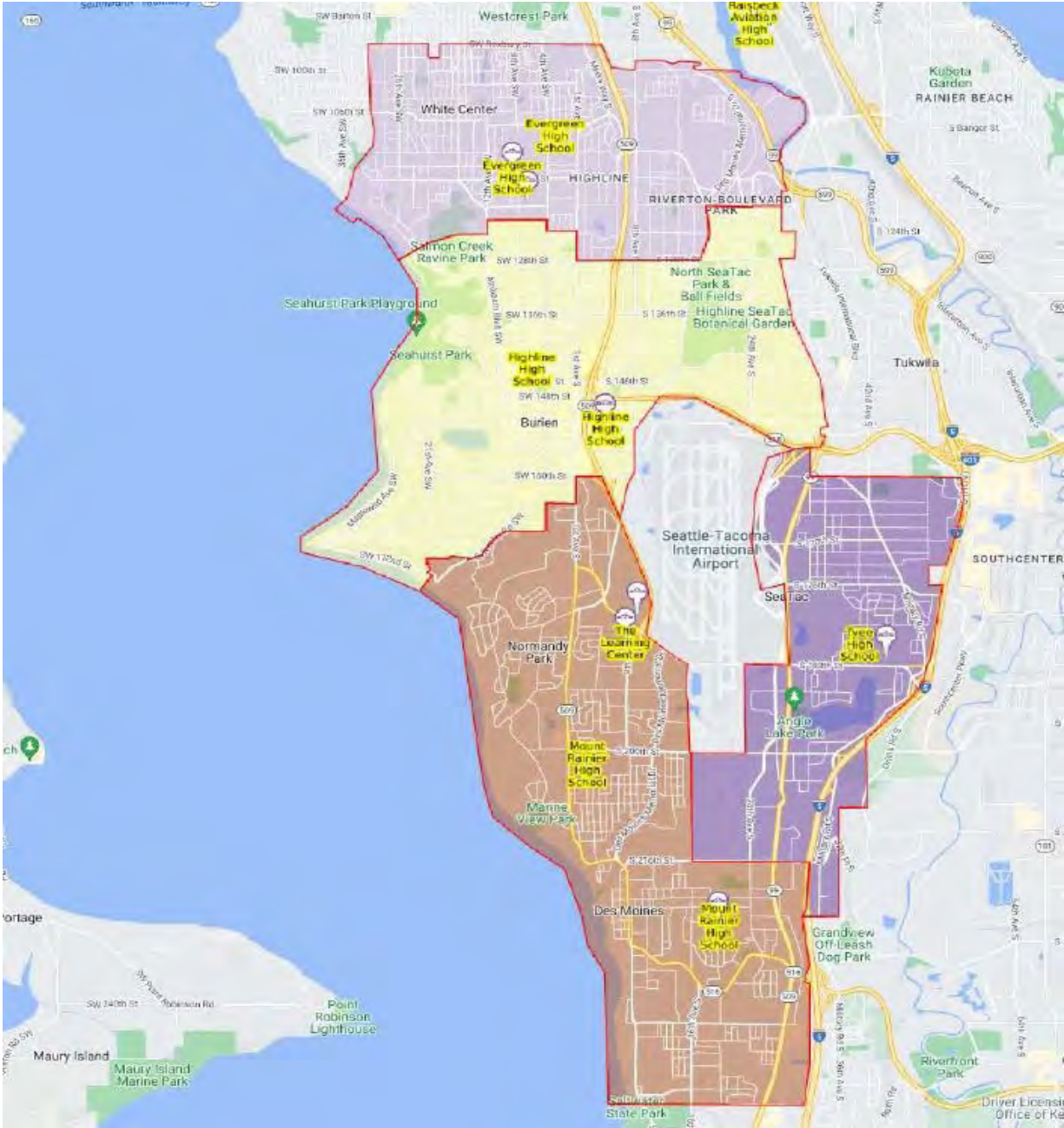
ELEMENTARY SCHOOL ATTENDANCE BOUNDARIES (2024)



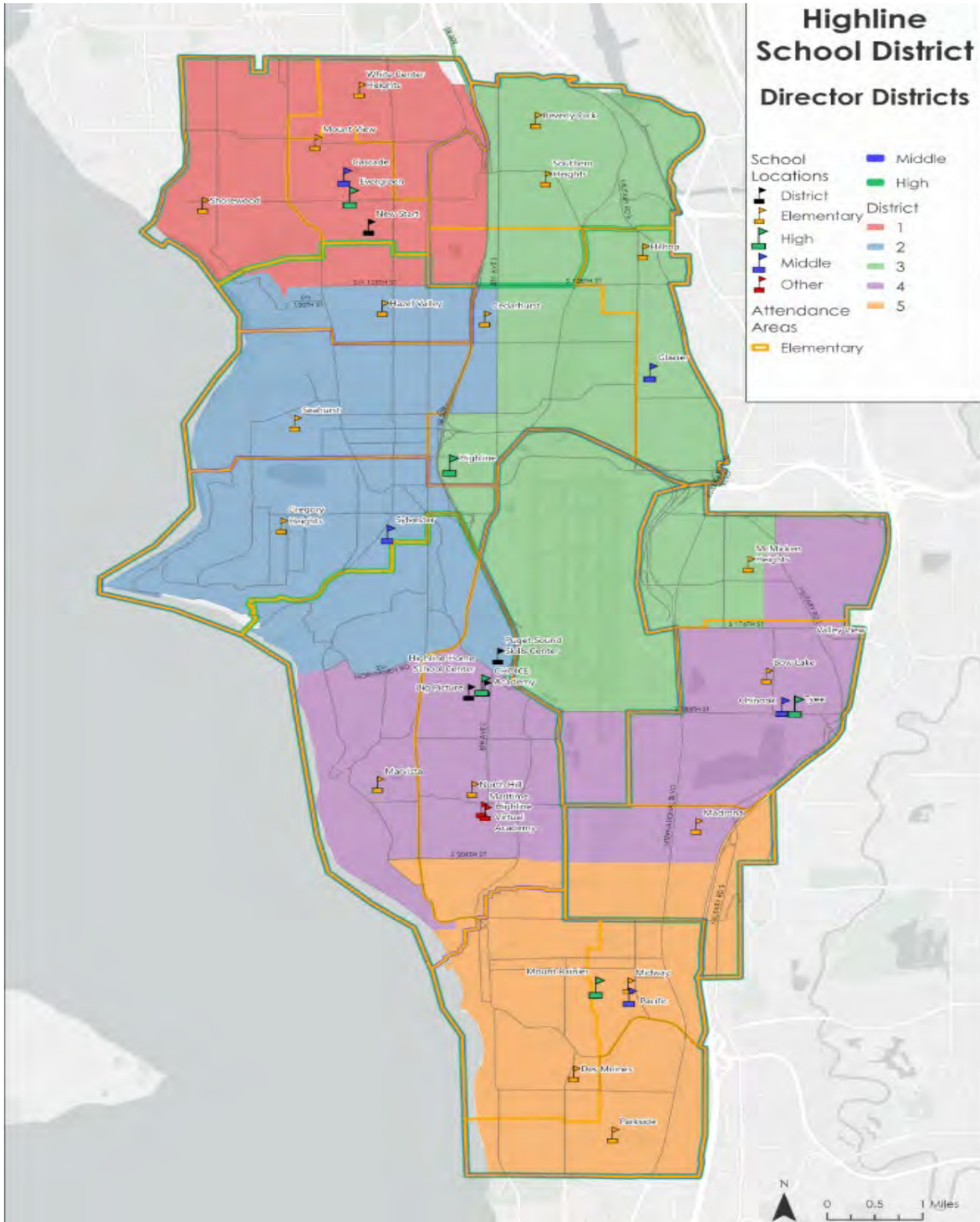
MIDDLE SCHOOL ATTENDANCE BOUNDARIES (2024)



HIGH SCHOOL ATTENDANCE BOUNDARIES (2024)



HIGH SCHOOL DISTRICT BOUNDARIES



SCHOOL ADDRESS AND YEAR BUILT

	Name of School	Address	Year built
Elementary school	Beverly Park at Glendale ES	1201 S 104th St, Seattle, WA 98168	1963
	Bow Lake ES	18237 42nd Ave S, Seattle, WA 98188	2007
	Cedarhurst ES	11 S 132nd St, Burien, WA 98168	2008
	Des Moines ES	23801 16th Ave S, Des Moines, WA 98198	2020
	Gregory Heights ES	16201 16th Ave SW, Burien, WA 98166	2004
	Hazel Valley ES	402 SW 132nd St, Burien, WA 98146	2004
	Hilltop ES	12250 24th Ave S, Seattle, WA 98168	1957
	Madrona ES	20301 32nd Ave S, SeaTac, WA 98198	2004
	Marvista ES	19800 Marine View Dr SW, Normandy Park, WA 98166	2009
	McMicken Heights ES	3708 S 168th St, SeaTac, WA 98188	2011
	Midway ES	22447 24th Ave S, Des Moines, WA 98198	2008
	Mount View ES	10811 12th Ave SW, Seattle, WA 98146	2005
	North Hill ES	19835 8th Ave S, Des Moines, WA 98148	2005
	Parkside ES	2104 S 247th St, Des Moines, WA 98198	2010
	Seahurst ES	14603 14th Ave SW, Burien, WA 98166	1992
	Shorewood ES	2725 SW 116th St, Burien, WA 98146	2008
Southern Heights ES^	11249 14th Ave S, Seattle, WA 98168	1955	
White Center ES	10015 6th Ave SW, Seattle, WA 98146	2004	
Middle School	Cascade MS	11212 10th Ave SW, Seattle, WA 98146	1957
	Chinook MS	18650 42nd Ave S, SeaTac, WA 98188	1956
	Glacier MS	2450 S 142nd St, SeaTac, WA 98168	2020
	Pacific MS	22705 24th Ave S, Des Moines, WA 98198	1959
	Sylvester MS	16222 Sylvester Rd SW, Burien, WA 98166	1953
High School	Big Picture MS	440 S 186th St, Burien, WA 98148	1960
	Raisbeck Aviation HS	9229 E Marginal Way S, Tukwila, WA 98108	2012
	Big Picture HS	440 S 186th St, Burien, WA 98148	1960
	Evergreen HS	830 SW 116th St, Seattle, WA 98146	1955
	Highline HS	225 S 152nd St, Burien, WA 98148	2021
	Mount Rainier HS	22450 19th Ave S, Des Moines, WA	2007
	Tyee HS	4424 S 188th St, SeaTac, WA 98188	1962
Other Sites	New Star/Salmon Creek	614 SW 120th St, Burien, WA 98146	1955
	Olympic Interim site	615 South 200th Street, Des Moines	1954/2019
	Puget Sound High School	18010 8th Ave S, Burien, WA 98148	1972/2019
	Valley View Early Learning	17622 46th Ave S, SeaTac, WA 98188	1968
	Choice Academy	18367 8th Ave S, Des Moines, WA 98148	1958

APPENDIX B

STUDENT GENERATION RATE DATA

In 2026, Highline Public Schools contracted with Educational Data Solutions, LLC (W. Les Kendrick Consulting) to conduct an updated student generation rate (SGR) analysis, examining how much student growth occurs with new residential construction within the District. The study provides district-specific rates that improve upon both regional averages and the District's prior 2025 SGR study by incorporating more recent residential permit data and current enrollment.

Methodology

The SGR analysis was conducted using a geographic information system (GIS) by overlaying geospatial layers representing residential units constructed between 2020 and 2024. Building permit records were acquired from the cities of Burien, Des Moines, Tukwila, SeaTac, and Kent, as well as King County for unincorporated portions of the District. These were cross-referenced with King County Assessor parcel data to identify qualifying new construction. Student home addresses from the 2025–26 enrollment file were geocoded and spatially matched to new housing units to determine how many students resided in each housing type. The analysis distinguished between single-family homes, apartment units, and townhome/duplex units, and calculated rates for each unit type separately. Within apartment units, rates were also calculated by bedroom count. Units completed in 2025 were excluded to avoid including units that may not yet have been occupied at the start of the school year.

Housing Type	K–5	6–8	9–12	K–12 Total SGR	Per 100 Units
Single-Family	0.144	0.047	0.057	0.248	~25
Apartments (all)	0.288	0.104	0.132	0.524	~52
Townhomes & Duplexes	0.078	0.031	0.021	0.130	~13

The district sees approximately 52 students for every 100 new apartment units, 13 students for every 100 townhome or duplex units, and 25 students for every 100 single-family units. Affordable multi-bedroom apartment complexes continue to generate more students per unit than smaller unit types.

Apartment Bedroom-Level Breakdown

The 2026 study also provides generation rates by bedroom count within the apartment category an important planning refinement given the prevalence of multi-bedroom affordable housing within the District:

Bedroom Type	Units	K–5 Rate	6–8 Rate	9–12 Rate	K–12 Rate
Studio	138	0.029	0.014	0.014	0.058
1 Bedroom	500	0.128	0.050	0.052	0.230
2 Bedroom	505	0.204	0.046	0.030	0.279
3 Bedroom	238	0.588	0.218	0.239	1.046
4+ Bedroom	74	1.459	0.662	1.243	3.365
Total	1,455	0.288	0.104	0.132	0.524

Three-bedroom and four-or-more-bedroom apartments generate substantially more students per unit than smaller units. This breakdown is particularly relevant for evaluating the enrollment impact of large multi-family developments.

These updated SGRs replace the prior 2025 study rates in future impact fee calculations and long-range planning models. The District will continue to monitor residential construction patterns and enrollment trends and will consider future SGR updates as additional housing projects are completed and occupied. This appendix supports Section 7 of this Plan, "School Impact Fees," and forms the analytical foundation for evaluating future school capacity needs tied to new residential development.

Source

Educational Data Solutions, LLC / W. Les Kendrick Consulting. Highline School District Student Generation Rates. April 2026. Permit Years: 2020–2024. Enrollment Year: 2025–26.

APPENDIX C

POPULATION AND ENROLLMENT DATA

Medium Range FTE Forecast

Highline Comparison of FTE and Headcount Enrollment from October

**October
FTE Forecast**

Grade	HeadCount			FTE			FTE as a Percent of Headcount				October FTE Forecast									
	Oct23	Oct24	Oct25	Oct23	Oct24	Oct25	Oct23	Oct24	Oct25	Avg %	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
K	1252	1200	1283	1250.2	1199.1	1282.1	99.9%	99.9%	99.9%	99.9%	1263.2	1299.5	1273.1	1331.5	1361.5	1353.5	1346.9	1341.5	1337.4	1334.4
1	1290	1338	1243	1289.0	1337.3	1241.8	99.9%	99.9%	99.9%	99.9%	1345.2	1323.8	1362.0	1334.8	1395.0	1425.9	1416.1	1409.2	1396.5	1392.2
2	1290	1323	1357	1289.5	1323.0	1356.3	100.0%	100.0%	99.9%	100.0%	1261.8	1363.2	1342.8	1380.9	1353.8	1413.8	1443.0	1433.2	1419.2	1406.4
3	1238	1311	1331	1237.6	1311.0	1330.9	100.0%	100.0%	100.0%	100.0%	1377.1	1282.0	1383.4	1363.0	1401.0	1374.0	1432.2	1461.4	1444.4	1430.4
4	1252	1286	1331	1252.0	1286.0	1331.0	100.0%	100.0%	100.0%	100.0%	1351.2	1397.1	1302.4	1403.4	1383.2	1421.0	1392.6	1450.6	1472.5	1455.5
5	1305	1229	1229	1305.0	1228.4	1228.2	100.0%	100.0%	99.9%	100.0%	1291.2	1309.9	1353.5	1263.4	1359.6	1340.3	1374.7	1347.6	1395.7	1416.5
6	1183	1229	1147	1179.2	1227.6	1145.1	99.7%	99.9%	99.8%	99.8%	1162.1	1219.3	1237.0	1277.4	1193.9	1283.0	1263.6	1295.5	1263.2	1307.7
7	1114	1163	1226	1113.5	1160.2	1224.9	100.0%	99.8%	99.9%	99.9%	1126.7	1142.6	1198.0	1215.0	1253.9	1173.5	1257.7	1239.0	1262.5	1231.4
8	1160	1147	1208	1159.2	1145.8	1205.8	99.9%	99.9%	99.8%	99.9%	1256.4	1158.4	1174.9	1230.6	1247.8	1287.0	1204.4	1289.3	1263.2	1286.9
9	1462	1387	1357	1460.0	1384.6	1354.9	99.9%	99.8%	99.8%	99.8%	1428.6	1488.1	1372.7	1391.8	1456.8	1476.7	1520.8	1424.7	1516.3	1485.9
10	1550	1499	1374	1546.5	1494.8	1370.1	99.8%	99.7%	99.7%	99.7%	1371.0	1444.1	1502.9	1388.2	1407.3	1471.8	1490.1	1533.9	1431.1	1522.2
11	1505	1647	1533	1269.5	1400.0	1340.8	84.4%	85.0%	87.5%	85.6%	1264.6	1226.8	1291.4	1343.2	1242.2	1259.0	1314.5	1330.6	1362.9	1272.5
12	<u>1468</u>	<u>1618</u>	<u>1733</u>	<u>1263.3</u>	<u>1353.7</u>	<u>1498.7</u>	86.1%	83.7%	86.5%	85.4%	<u>1415.8</u>	<u>1313.6</u>	<u>1313.7</u>	<u>1381.8</u>	<u>1436.4</u>	<u>1330.0</u>	<u>1346.3</u>	<u>1404.8</u>	<u>1415.6</u>	<u>1449.7</u>
Total	17,069	17,377	17,352	16,615	16,851	16,910					16914.7	16968.4	17107.7	17305.2	17492.3	17609.4	17802.9	17961.5	17980.4	17991.6
				Change	236.8	59.0					4.21	53.75	139.32	197.41	187.13	117.10	193.50	158.58	18.95	11.19
				Pct	1.4%	0.4%					0.0%	0.3%	0.8%	1.2%	1.1%	0.7%	1.1%	0.9%	0.1%	0.1%

* Note: FTE Numbers include Satellite. Percentages for Satellite were based on this year's October numbers.