



CO00013383

SNOHOMISH COUNTY COUNCIL
Snohomish County, Washington

ORDINANCE NO. 05-108

ADOPTING THE MARYSVILLE SCHOOL DISTRICT NO. 25 2005-2010 CAPITAL FACILITIES PLAN AS PART OF THE SNOHOMISH COUNTY GROWTH MANAGEMENT ACT (GMA) COMPREHENSIVE PLAN; AMENDING AMENDED ORDINANCE NO. 94-125; AND AMENDING SCC 30.66C.100

WHEREAS, Snohomish County has adopted an impact fee ordinance to mitigate the impacts of new development on public school facilities pursuant to RCW 82.02.050; and

WHEREAS, under RCW 82.02.050(4), the county may collect and spend impact fees for public facilities which are addressed by the capital facilities plan (CFP) element of the comprehensive plan; and

WHEREAS, pursuant to SCC 30.66C.040, school districts must periodically submit updated CFPs to the county for inclusion in the county's CFP in order to be eligible to receive school impact fees; and

WHEREAS, on November 23, 2004, the county council adopted the updated 2004-2009 CFP for Marysville School District No. 25 in Amended Ordinance No. 04-118; and

WHEREAS, in August 2005, following adopting of its 2004-2009 CFP, the school district adopted a new, 2005-2010 CFP that removed certain capital projects from its improvement program; and

WHEREAS, the removal of capital projects from the school district's capital improvement program resulted in a reduction of the impact fee amount established for single family dwelling units from \$5,975 to \$5,303, and for multi-family dwelling units from \$4,392 to \$3,851; and

WHEREAS, the school district has transmitted its 2005-2010 CFP, reflecting the changes in capital improvements, to the Department of Planning & Development Services (PDS) pursuant to SCC 30.66C.035 to be considered for adoption by the county under the procedures established by Appendix F of the county's General Policy Plan (GPP), an element of its GMA Comprehensive Plan; and

WHEREAS, after reviewing the amended CFP, including the impact fee calculation under SCC 30.66C.045, PDS has determined that it meets the requirements of SCC 30.66C.040 through SCC 30.66C.055; and

WHEREAS, the Snohomish County Council held a public hearing on the 2005-2010 CFP for the Marysville School District No. 25 on November 21, 2005; and

WHEREAS, the county council considered the entire hearing record, as well as written and oral testimony submitted during the public hearings;

NOW, THEREFORE, BE IT ORDAINED:

Section 1. Based upon the entire record of testimony and exhibits, including all oral and written testimony before the county council and the planning commission, the county council incorporates the foregoing recitals as findings of fact and makes the following additional findings:

- A. This ordinance implements Chapter 30.66C SCC by adopting the 2005-2010 CFP for the Marysville School District No. 25. This ordinance is necessary to address identified impacts of development on the school district in order to protect the public health, safety, and welfare, and to exercise the county's authority to impose impact mitigation fees pursuant to RCW 82.02.050 et seq.
- B. The 2005-2010 CFP for the Marysville School District No. 25 will further the goals of the GMA, specifically RCW 36.70A.020(12), by providing adequate public school facilities to accommodate growth.
- C. The 2005-2010 CFP for the Marysville School District No. 25 contains the necessary components for comprehensive plan elements as prescribed in Chapter 36.70A RCW and in Appendix F of the GPP.
- D. PDS has reviewed the 2005-2010 CFP for the Marysville School District No. 25, including the impact fee calculations, pursuant to the requirements of Chapter 30.66C and the impact fee formula contained in SCC 30.66C.045. Based on its review, PDS has determined that the plan meets the requirements of Chapter 30.66C SCC and is an appropriate basis for the collection of school impact fees.
- E. The school district has met the requirements of Chapter 30.66C SCC and the requirements of their interlocal agreements with Snohomish County concerning the operation and administration of the school impact fee program.
- F. The school district, acting as lead agency, reviewed its 2005-2010 CFP pursuant to the State Environmental Policy Act (SEPA), Chapter 43.21C RCW.

- G. The planning commission reviewed the 2005-2010 CFP for Marysville School District No. 25 and heard public comment regarding the CFP at its public hearing on November 27, 2005. The planning commission recommended adoption of the CFP as part of the county's CFP, an element of its GMA comprehensive plan.
- H. The county council conducted a public hearing on the 2005-2010 CFP for the Marysville School District No. 25 on November 21, 2005.
- I. The county council has considered the 2005-2010 CFP for the Marysville School District No. 25 in the context of other potentially related amendments to the county's CFP which are also under consideration, including the updated capital improvement program and the 2006 annual budget. The school district's CFP shall be incorporated by reference into the capital facilities element of the comprehensive plan as provided by SCC 30.66C.055.
- J. An amendment to SCC 30.66C.100 is necessary to adopt an updated fee schedule consistent with the 2005-2010 CFP for the Marysville School District No. 25.
- K. The GMA allows the county to amend the GMACP more frequently than once per year if the amendment is to the capital facilities element and occurs concurrently with the adoption or amendment of the county's budget. This criterion is met because this ordinance will be considered concurrently with the county's 2006 budget ordinance, fulfilling both the GMA and the Snohomish County Charter and Code requirements that tie the capital improvement program to the budget.

Section 2. Based upon the entire record of testimony and exhibits, including all oral and written testimony before the county council and the planning commission, the county council makes the following conclusions:

- A. The public participation requirements of the GMA and the county code have been met or exceeded through the public hearings conducted by the planning commission and the county council.
- B. Adoption of the 2005-2010 CFP for the Marysville School District No. 25 is consistent with the GMA, the county's GMA comprehensive plan, and the Countywide Planning Policies for Snohomish County.
- C. SEPA requirements have been satisfied by the environmental checklist and Determination of Non-Significance completed by Marysville School District No. 25 for its 2005-2010 CFP. Snohomish County adopts and incorporates the SEPA determination made by the school district for its CFP.

Section 3. Based on the foregoing findings and conclusions, the county council hereby adopts the Marysville School District No. 25 Capital Facilities Plan 2005-2010, attached hereto as Exhibit A and incorporated herein by reference, as part of the capital facilities element of the county's GMA comprehensive plan. This CFP plan replaces the 2004-2009 CFP previously adopted for the Marysville School District No. 25 by Amended Ordinance No. 04-118 on November 23, 2004.

Section 4. Section 4 of Amended Ordinance 94-125, adopted on June 28, 1995, and last amended by Amended Ordinance No. 04-118 on November 23, 2005, is hereby amended to read:

Section 4. Based on the foregoing findings and conclusions, the county council hereby adopts the Snohomish County GMA Comprehensive Plan required by the Growth Management Act consisting of the General Policy Plan and Future Land Use Map, the Transportation Element, and the Capital Facilities Element. Attached hereto as Exhibit A is the General Policy Plan element of the comprehensive plan. As part of the GMA Comprehensive Plan, the county council hereby adopts the agricultural, forest land and mineral land designations shown in the Future Land Use map attached to the General Policy Plan and shown in parcel specific detail on a set of county assessor's maps, attached hereto as Exhibit B. As part of the GMA Comprehensive Plan, the county council also adopts the Transportation Element, attached hereto as Exhibit C, and the capital facilities element, which consists of the following documents: Snohomish County Capital Facilities Plan/Year 2001 Update attached to Ordinance 01-090 as Exhibit A; 2005-2010 Capital Improvement Program, attached to Amended Ordinance 04-108 as Exhibit A; Arlington School District #16 Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-1; Edmonds School District #15 Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-2, Everett School District Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-3, Granite Falls School District #332 Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-4; Lake Stevens School District #4 Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-5; Lakewood School District #306 Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-6; Marysville School District #25 ~~((2004-2009))~~ Capital Facilities Plan 2005-2010, attached to ~~((Amended Ordinance 04-118))~~ Ordinance No. 05-108 as Exhibit ~~((D-7))~~ A; Monroe School District #103 Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-8; Mukilteo School District #6

Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-9; Northshore School District # 417 Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-10; Snohomish School District #203 Capital Facilities Plan 2005-2010, attached to Amended Ordinance 04-118 as Exhibit D-11; Stanwood-Camano School District #401 Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-12; and Sultan School District #311 Capital Facilities Plan 2004-2009, attached to Amended Ordinance 04-118 as Exhibit D-13 . The 2001 Countywide Comprehensive Park and Recreation Plan, attached to Ordinance No. 01-108 as Exhibit A, is a supplemental part of the General Policy Plan.

Section 5. The 2005-2010 CFP for the Marysville School District No. 25, as adopted by Section 3 of this ordinance, shall remain in effect for a period of two years from the effective date of Amended Ordinance No. 04-118, unless an updated plan is submitted and approved prior to that date or as otherwise provided by chapter SCC 30.66C.

Section 6. Snohomish County Code Section 30.66C.100, as last amended on November 23, 2004 by Amended Ordinance No. 04-118, is hereby amended to read:

30.66C.100 Fee required.

(1) Each development, as a condition of approval, shall be subject to the school impact fee established pursuant to this chapter. The school impact fee shall be calculated in accordance with the formula established in SCC 30.66C.045. The fees listed in Table 30.66C.100(1) represent one-half of the amount calculated by each school district in its respective capital facilities plan in accordance with the formula identified in SCC 30.66C.045.

(2) The payment of school impact fees will be required prior to issuance of building permits. The amount of the fee due shall be based on the fee schedule in effect at the time of building permit application.

(3) The department shall maintain and provide to the public upon request a table summarizing the schedule of school impact fees for each school district within the county.

(4) The fees set forth in Table 30.66C.100(1) apply to developments that vest to county development regulations from January 1, 2005 to December 31, 2006.

(5) Building permits submitted after January 1, 1999 for which prior plat approval has been obtained under chapter 30.66C SCC as codified prior to January 1, 1999 shall be subject to the school impact fees established pursuant to this chapter, as set forth in this section, except as provided in SCC 30.66C.010(2).

Table 30.66C.100(1)
SCHOOL IMPACT MITIGATION FEES

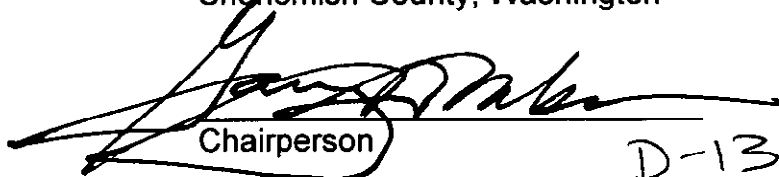
SCHOOL DISTRICT	SINGLE FAMILY per dwelling unit	MULTI-FAMILY 1-BEDROOM per dwelling unit	MULTI-FAMILY* 2+ BEDROOMS per dwelling unit	<u>DUPLEXES AND TOWNHOMES</u>
Arlington No. 16	\$894.00	\$0.00	\$1,476.00	\$1,476.00
Edmonds No. 15	\$0.00	\$0.00	\$0.00	\$0.00
Everett No. 2	\$2,124.00	\$0.00	\$801.00	\$801.00
Granite Falls No. 332	\$1,879.75	\$0.00	\$2,252.32	\$2,252.32
Lake Stevens No. 4	\$3715.00	\$0.00	\$1423.00	\$1423.00
Lakewood No. 306	\$522.00	\$0.00	\$1,198.00	\$1,198.00
Marysville No. 25	(\$5,975.00) \$5,303.00	\$0.00	(\$4,392.00) \$3,851.00	(\$4,392.00) 3,851.00
Monroe No. 103	\$3,909.00	\$18.00	\$3,494.00	\$3,494.00
Mukilteo No. 6	\$3,595.00	\$0.00	\$1,265.00	\$1,265.00
Northshore No. 417	\$0.00	\$0.00	\$0.00	\$0.00
Snohomish No. 203	\$5,798.00	\$0.00	\$2,017.00	\$2,017.00
Stanwood No. 401	\$2,242.00	\$0.00	\$1,042.00	\$1,042.00
Sultan No. 311	\$2,166.00	\$0.00	\$1,735.00	\$1,735.00

Section 7. The effective date of this ordinance shall be January 1 2006.

Section 8. If any section, sentence, clause or phrase of this ordinance shall be held to be invalid or unconstitutional by the Growth Management Hearings Board, or a court of competent jurisdiction, such invalidity or unconstitutionality shall not affect the validity or constitutionality of any other section, sentence, clause or phrase of this ordinance. Provided, however, that if any section, sentence, clause or phrase of this ordinance is held to be invalid by the Board or court of competent jurisdiction, then the section, sentence, clause or phrase in effect prior to the effective date of this ordinance shall be in full force and effect for that individual section, sentence, clause or phrase as if this ordinance had never been adopted.

PASSED this 21st day of November, 2005

SNOHOMISH COUNTY COUNCIL
Snohomish County, Washington


Chairperson D-13

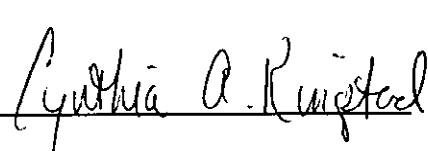
ATTEST:


Clerk of the Council

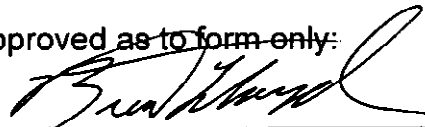
- APPROVED
 VETOED
 EMERGENCY

DATE: 12/6/05


County Executive

ATTEST: 

Approved as to form only:


Deputy Prosecuting Attorney

7

ORDINANCE NO. 05-108
ADOPTING THE MARYSVILLE SCHOOL DISTRICT NO. 25
2005-2010 CAPITAL FACILITIES PLAN AS PART OF THE
SNOHOMISH COUNTY GROWTH MANAGEMENT ACT (GMA)
COMPREHENSIVE PLAN; AMENDING AMENDED
ORDINANCE NO. 94-125; AND AMENDING SCC 30.66C.100
c:\documents and settings\sbfgh\local settings\temporary internet files\olk7c\marysville 2005 school cfp ordinance.doc
09/28/05

Exhibit A

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2005-2010



"Marysville School District ... developing self-directed, lifelong learners."

Adopted: August 1, 2005

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2005-2010

"Marysville School District ... developing self-directed, lifelong learners."

BOARD OF DIRECTORS

Vicki Gates, President

Carol Jason

Michael Kundu

Helen Mount

Ron Young

SUPERINTENDENT

Dr. Larry Nyland

Table of Contents

	<i>Page</i>
Introduction.....	1
Educational Program Standard	5
Capital Facilities Inventory.....	8
Student Enrollment Projections	13
Capital Facilities Projections	16
Financing Plan	19
School Impact Fees.....	23
Appendix A.....	Population and Enrollment Data
Appendix B.....	School Impact Fee Calculations
Appendix C.....	Student Generation Rates

For information regarding the Marysville School District 2005-2010 Capital Facilities Plan, contact John Bingham, Marysville School District No. 25, 4220 80th Street N.E., Marysville, Washington 98270-3498. Telephone: (360) 653-0844.

SECTION ONE: INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (the "GMA") outlines 13 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 Marysville School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide Snohomish County (the "County"), the City of Marysville (the "City"), and the City of Everett ("Everett") with a schedule and financing program for capital improvements over the next six years (2005-2010).

In accordance with the Growth Management Act, adopted County policy, Snohomish County Ordinance Nos. 97-095 and 99-107, and the City of Marysville Ordinance Nos. 2306 and 2213, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary schools, middle level schools, and high schools).
- An inventory of existing capital facilities owned by the District, showing the locations and capacities of the facilities.
- A forecast of the future needs for capital facilities and school sites.
- The proposed capacities of expanded or new capital facilities.
- A six-year plan for financing capital facilities within projected funding capacities, which clearly identifies sources of public money for such purposes. The financing plan separates projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.
- A calculation of impact fees to be assessed and support data substantiating said fees.

In developing this CFP, the District followed the following guidelines set forth in Appendix F of Snohomish County's General Policy Plan:

- Districts should use information from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. School districts may

generate their own data if it is derived through statistically reliable methodologies. Information must not be inconsistent with Office of Financial Management (OFM) population forecasts. Student generation rates must be independently calculated by each school district.

- The CFP must comply with the GMA.
- The methodology used to calculate impact fees must comply with Chapter 82.02 RCW. The CFP must identify alternative funding sources in the event that impact fees are not available due to action by the state, county or cities within the District.

Overview of the Marysville School District

The District encompasses most of the City of Marysville, a small portion of the City of Everett, and portions of unincorporated Snohomish County. The District's boundaries also include the Tulalip Indian Reservation. The District encompasses a total of 72 square miles.

The District currently serves an approximate student population of 11,432 (October 1, 2004 HC) with ten elementary schools (grades K-5), four middle level schools (one with grades 6-7, one with grades 8-9, and two with grades 6-8), and one comprehensive high school (grades 9-12). In addition, the District operates several specialized schools and one alternative high school. For the purposes of facility planning, this CFP considers grades K-5 as elementary school, grades 6-8 as middle level school, and grades 9-12 as high school. In 1999, the District moved approximately 400 9th graders to Marysville Pilchuck High School and approximately 500 9th graders remain at Marysville Junior High School. The District plans to shift all remaining 9th graders from the middle level schools to the high school level when a second high school is ready for occupancy. This is anticipated to be in 2009 if a high school construction bond passes in 2005 or early 2006.

The District currently faces significant challenges related to the capacity and the condition of its facilities. Of particular concern is the capacity of its schools to accommodate growth at the elementary school level in certain areas of the District, and at the middle level and high school level throughout the District. Also of concern is the condition of its facilities. All schools need technology support upgrades (electrical and network). Six elementary schools (Marshall, Kellogg Marsh, Pinewood, Shoultes, Sunnyside and Tulalip), one middle level school (Marysville Middle School), and the high school (Marysville-Pilchuck High School) need to be remodeled. The CFP also calls for the replacement/expansion of Cascade and Liberty elementary schools on the existing sites. Support facilities need additional space.

Significant Issues

The District faces significant issues, as do other districts, with regard to matters affecting the capital facilities planning process. Affordable housing (as compared to Seattle and adjacent

cities) in the District tends to draw young families, which puts demands on the school facilities. In addition, proposed amendments to the Snohomish County Comprehensive Plan could expand the Marysville urban growth boundary by a total of 3.6 square miles, with the addition of 481 acres zoned for residential development. Also, 1,757 acres, currently within the Marysville UGA, could be rezoned to accommodate more density in housing developments. The dramatic modifications to land use priorities will have a significant impact on schools. Capacity impacts are obvious. In addition, locating and purchasing suitable property, agreement on scope and amount of bond measures, and the willingness of the District's patrons to pass a construction bond are of concern.

The District proposed two bond measures to the District's voters in 2003. The first, in February 2003, was for approximately \$136 million. The second, in May 2003, was for approximately \$57 million. Washington state law dictates a 60% supermajority for passage of bond measures. The first measure achieved 44% while the second was tallied at 56%. In May 2005, the District proposed a \$171.6 million bond measure. The proposal received a 58.82% "yes" vote.

School Locations

Administrative Offices:

Marysville School District No. 25
 4220 80th Street NE, Marysville, WA 98270
 360-653-7058 FAX 360-653-9707

Schools of the District: Grades K-5

- | | |
|--|--------------|
| 9. Allen Creek Elementary
6505 - 60 th Drive NE, 98270
Principal, Scott Irwin | 360-653-0660 |
| 1. Cascade Elementary
5200 - 100 th St. NE, 98270
Principal, Chris Sampley | 360-653-0620 |
| 2. Kellogg Marsh Elementary
6329 - 91 st Ave. NE, 98270
Principal, Eric Cullum | 360-653-0643 |
| 3. Liberty Elementary
1919 - 10 th St. NE, 98270
Principal, Heidi Johnsen | 360-653-0625 |
| 4. Marshall Elementary
4407 116 th St. NE, 98271
Principal, Michelle Gurnee | 360-653-0630 |
| 5. Pinewood Elementary
5115 84 th St. NE 98270
Principal, Christine Breeze Williams | 360-653-0635 |
| 17. Quil Ceda Elementary
2415 - 74 th Ave. NE, 98271
Principal, Jeanne Tennis | 360-653-0890 |
| 6. Shoultes Elementary
13525 - 51 st Ave. NE, 98271
Principal, John Waldrop | 360-653-0640 |
| 7. Sunnyside Elementary
3619 Sunnyside NE, 98270
Principal, Jane Colson | 360-653-0645 |
| 8. Tulalip Elementary
7730 - 36 th Ave. NW, 98271
Principal, Teresa Nyall-Santos | 360-653-0650 |

Grades 6-7

- | | |
|--|--------------|
| 10. Marysville Middle
4923 - 67 th St. NE, 98270
Principal, Pete Lundberg | 360-653-0615 |
|--|--------------|

Grades 6-8

- | | |
|--|--------------|
| 11. Cedarcrest School
6400 - 88 th Street NE, 98270
Principal, Susan Bell | 360-653-0850 |
| 12. Tenth Street Program
1010 Beach St., 98270
Principal, John Lombardi | 360-653-0665 |

Grades 6-12

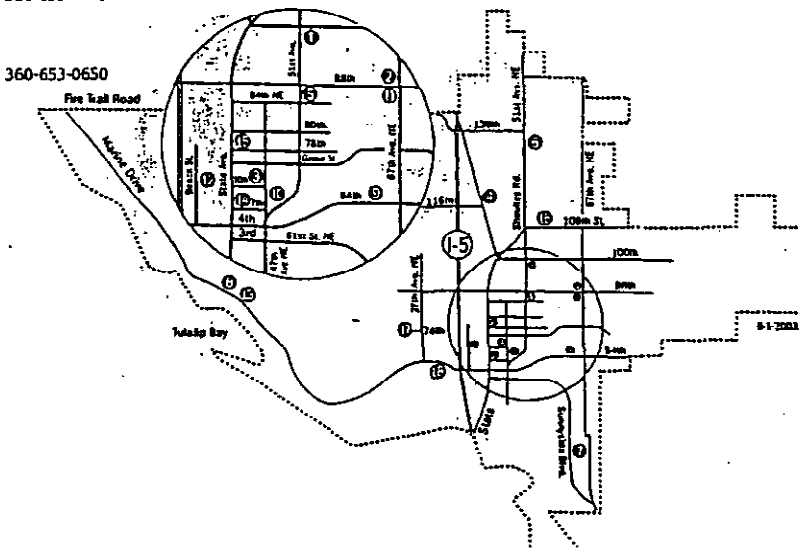
- | | |
|---|--------------|
| 13. Tulalip Heritage
7707 36 th Ave. NW, 98271
Principal, Yvonne Ryans | 360-653-0690 |
|---|--------------|

Grades 8-9

- | | |
|---|--------------|
| 14. Marysville Junior High
1605 - 7 th St. NE, 98270
Principal, Judy Albertson | 360-653-0610 |
|---|--------------|

Grades 9-12

- | | |
|--|--------------|
| 18. Marysville Arts & Technology Option School
6330 31 st Ave. NE, 98270
Principal, John Lombardi | 360-653-0664 |
| 15. Marysville Alternative High School
4317 76 th St. NE, 98270
Principal, Dawn Bechtoldt | 360-653-0628 |
| 16. Marysville-Pilchuck High
5611 - 108 th St. NE, 98271
Principal, Tracy Suchan-Toothaker | 360-653-0600 |



SECTION 2 – EDUCATIONAL PROGRAM STANDARDS

The District acknowledges and realizes that classroom population impacts the quality of instruction provided. 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 needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classrooms (portables).

In addition to student population, other factors such as collective bargaining agreements, government mandates, and community expectations also affect classroom space requirements. Traditional educational programs are often supplemented by programs such as special education, remediation, alcohol and drug education, computer labs, music, art, and other programs. These programs can have a significant impact on the available student capacity of school facilities.

District educational program standards may change in the future as a result of changes in the program year, special programs class sizes, grade span configurations, and use of new technology, as well as other physical aspects of the school facilities. 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.

Within the context of this topic, there are at least three methodologies that can be applied to capacity forecasting. Those include a maximum class size based on contractual obligations, a maximum class size target, and a minimum service level.

The District has internal targets, which predicate staffing decisions. These internal targets are the District's preferred capacity levels. In comparison, class size based on a maximum number of students is predicated on contractual language in the contract with the Marysville Education Association. This contract specifies a maximum number of students in a classroom above which the District must fund additional classroom assistance. Finally, the minimum service level represents the capacity level that the District will not exceed. This is determined by an average maximum number of students in a classroom by grade (for K-8 classes) or by a course of study (for the 9-12 grade level). For example, grade 8 may have an average class size (and minimum level of service) of 31 students. Some classrooms might have less than 31 students and some classrooms might have more than 31 students; however the average of grade 8 classrooms district-wide will not exceed 31 students. At the secondary school level, some classes will exceed 32 students (band, physical education, etc.). This minimum service level is defined for core classes and is an average of all core classes for the secondary level. Table 1 compares class size methodologies.

Table 1
Class Size Methodologies

<i>Grade Level</i>	<i>District Targets</i>	<i>Maximum (Per Contract)</i>	<i>Minimum Service Level</i>
Kindergarten	22	24	27
Grades 1 – 3	23	24	29
Grades 4 -5	25	27	30
Grades 6 – 8	28	27	32
Grades 9 – 12	28	30	34

Educational Program Standards Based Upon Internal Targets

Elementary Schools:

- Average class size for Kindergarten should not exceed 22 students.
- Average class size for grades 1-3 should not exceed 23 students.
- Average class size for grades 4-5 should not exceed 25 students.
- Special education for students may be provided in regular classes when inclusion is possible and in self-contained classrooms when this is the most appropriate option available.

Middle and Junior High Schools:

- Average class size for grades 6-8 should not exceed 28 students.
- It is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity is adjusted using a utilization factor of available teaching stations depending on the physical characteristics of the facility and program needs.
- Special education for students may be provided in regular classes when inclusion is possible and in self-contained classrooms when this is the most appropriate option available.
- Identified students will also be provided other programs in “resource rooms (i.e., computer labs, study rooms), and program specific classrooms (i.e., music, drama, art, home and family education).

High Schools:

- Average class size for grades 9-12 should not exceed 28 students.
- It is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity is adjusted

using a utilization factor of available teaching stations depending on the physical characteristics of the facility and program needs.

- Special education for students may be provided in regular classes when inclusion is possible and in self-contained classrooms when this is the most appropriate option available.
- Identified students will also be provided other programs in "resource rooms (i.e., computer labs, study rooms), and program specific classrooms (i.e., music, drama, art, home and family education).

SECTION THREE: CAPITAL FACILITIES INVENTORY

Under the GMA, public entities are required to inventory capital facilities used to serve existing development. The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate future demand (student enrollment) at acceptable levels of service. This section provides an inventory of capital facilities owned and operated by the District including schools, relocatable classrooms (portables), undeveloped land, and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards. *See Section Two: Educational Program Standards.* A map showing locations of District facilities is provided on page 4.

Schools

See *Section One* for a description of the District's schools and programs.

School capacity was determined based on the number of teaching stations within each building and the space requirements of the District's adopted educational program and internal targets. 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 115 relocatable classrooms at various school sites throughout the District to provide additional interim capacity. A typical relocatable classroom can provide capacity for a full-size class of students. Current use of relocatable classrooms throughout the District is summarized in Table 5.

Table 2
Elementary School Inventory

<i>Elementary School</i>	<i>Site Size (Acres)</i>	<i>Building Area (sq ft)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity</i>
Allen Creek	11.0	47,594	22.0	517
Cascade	9.5	38,923	18.0	423
Kellogg Marsh	12.8	47,816	19.0	447
Liberty	9.1	40,459	17.0	400
Marshall	13.7	53,063	17.0	400
Pinewood	10.5	40,073	19.0	447
Quil Ceda	10.0	47,594	19.0	447
Shoultes	9.5	40,050	16.5	388
Sunnyside	10.4	39,121	22.0	517
Tulalip	10.0	41,530	12.0	282
TOTAL	106.5	436,223	181.5	4,268

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

Table 3
Middle Level School Inventory

<i>Middle Level School</i>	<i>Site Size (Acres)</i>	<i>Building Area (sq ft)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity</i>
Cedarcrest (6-8)	27.0	83,128	21.5	602
Marysville Jr Hi (8-9)	15.2	124,822	35.0	981
Marysville Mid (6-7)	21.0	99,617	33.0	924
Tenth St. School (6-8)	2.9	12,971	2.0	56
Tulalip Heritage School (6-12)	**	**	**	**
TOTAL	66.1	320,538	91.5	2,564

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

** The Tulalip Heritage School is located in relocatable facilities. Some, but not all, of the relocatables are owned by the District. See Table 5. The facility is located on sites that are not owned by the District.

Table 4
High School Inventory

<i>High School</i>	<i>Site Size (Acres)</i>	<i>Building Area (sq ft)</i>	<i>Teaching Stations**</i>	<i>Permanent Capacity</i>
Marysville-Pilchuck	83.0	259,033	64.6	1,809
Marysville Alternative	2.4	18,350	11.0	308
Arts & Technology School	***	***	***	***
TOTAL	85.4	280,326	75.6	2,117

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

** The Arts & Technology School is included in the inventory; however, the building square footage should not be included in the total capacity plan because it is leased space. A new Arts & Technology School, built on land owned by the District, is proposed as a part of this Plan.

**Table 5
Relocatable Classroom (Portable) Inventory**

<i>Elementary School</i>	<i>Relocatables*</i>	<i>Other Relocatables**</i>	<i>Interim Capacity</i>
Allen Creek	5	2	118
Cascade	3	3	71
Kellogg Marsh	5	2	118
Liberty	6	2	141
Marshall***	2	3	47
Pinewood	3	4	71
Quil Ceda	3	2	71
Shoultes	1	7	24
Sunnyside	4	5	94
Tulalip	0	1	0
<i>SUBTOTAL</i>	32	31	755

<i>Middle Level School</i>	<i>Relocatables</i>	<i>Other Relocatables</i>	<i>Interim Capacity</i>
Cedarcrest (6-8)	12	2	336
Marysville Jr Hi (8-9)	0	0	0
Marysville Mid (6-7)	8	5	224
Tenth Street School	5	0	140
<i>SUBTOTAL</i>	25	7	700

<i>High School</i>	<i>Relocatables</i>	<i>Other Relocatables</i>	<i>Interim Capacity</i>
Marysville-Pilchuck	15	0	420
Marysville Alt.	0	0	0
Tulalip Heritage School	4	1	112
<i>SUBTOTAL</i>	19	1	532

<i>TOTAL</i>	76	39	1,987
---------------------	-----------	-----------	--------------

*Used for regular classroom capacity.

*The relocatables referenced under "other relocatables" are used for special pull-out programs.

**The excess relocatables at Marshall Elementary will be used as overflow based on the number of students based from the new developments in the 71st Avenue area in the event that Sunnyside Elementary cannot accept additional students due to capacity constraints. The District expects these relocatables to be filled by the end of 2005.

Support Facilities

In addition to schools, the District owns and operates additional facilities which provide operational support functions to the schools. An inventory of these facilities is provided in Table 6.

***Table 6
Support Facility Inventory***

<i>Facility</i>	<i>Building Area (Square Feet)</i>	<i>Site Size (Acres)</i>
Service Center		11.35
Administration	33,028	
Grounds	3,431	
Maintenance	12,361	
Engineering	7,783	
Warehouse	16,641	

Land Inventory

The District owns a number of undeveloped sites. An inventory of these sites is provided in Table 7.

***Table 7
Undeveloped Site Inventory***

<i>Site</i>	<i>Site Size (Acres)</i>
132nd Street Site	20.00
152nd Street Site	35.02
Old Getchell Site	10.00
New Getchell Site	14.00
West Marshall Site (School Farm)	18.00
Quil Ceda Road Site	39.40
Sunnyside Hills Site	13.00

Development of these sites is restricted due to significant wetlands, limited site sizes, high utility costs, and/or inappropriate locations.

The District plans to acquire a site for the second high school. It also plans to acquire an additional elementary site in the Sunnyside area based upon the anticipated growth in this part of the District. The Quil Ceda Road site is planned to be used for the new Arts & Technology School.

The District does not own any sites which are developed for uses other than schools.

SECTION FOUR: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historical:

The District has experienced an annual average growth rate of approximately 2.07% during the past 11 year period and 1.22% during the past 7 year period. See Appendix A for complete enrollment history. Table 8 breaks down the average growth per grade level:

Table 8
Historical Growth Averages by Grade Level

	11 year	7 year
Elementary School Level	0.83	(0.02)
Middle School Level	1.92	0.71
Junior High Level	2.34	1.75
High School Level	3.20	2.41

Recent:

During the last three years, this growth rate has substantially declined due to a number of factors. First, the effect of a slowing United States economy and specifically in the reduced employment at the Boeing Aircraft Company and supporting companies in and around the Everett/Marysville areas. Second, the prolonged teachers' strike in Marysville during September and October 2003 resulted in an exodus of students to neighboring districts and into home school programs. The effect of these combined events coupled with other exogenous variables significantly affected this trending; however, as a sign of recovery, some enrollment gains were experienced in the fall of 2004. During the past three years, the following average growth rate of 0.06% was experienced. Table 9 breaks down the average growth per grade level for the past three years:

Table 9
Recent Growth Averages by Grade Level

	3 year
Elementary School Level	(2.75)
Middle School Level	(0.59)
Junior High Level	2.48
High School Level	1.10

Projected Student Enrollment 2004-2010

Generally, enrollment projections using historical calculations are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions, land use, and demographic trends in the area affect the projection. Monitoring birth rates in the County and population growth for the area are essential yearly activities in the ongoing management of the CFP. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projections.

The District has developed its own methodology for forecasting future enrollments. This methodology, a modified cohort survival method, considers the cumulative effect of the economic situation, the 2003 teachers' strike, and the projected residential development within the District. The District methodology uses the cohort projections developed by the Office of the Superintendent of Public Instruction as a baseline and then applies a growth factor for each year through 2019. *See Appendix A.* The average growth factor applied for the six year period of this CFP is 1.28% of enrollment growth per year. This growth factor was determined using an analysis of historic average housing development in the District and past enrollment growth within the last six years (with the exception of the year 2003, which was the year of the District-wide teachers' strike), knowledge of active known and proposed future housing developments, and an assessment of preliminary proposals to amend the Snohomish County Comprehensive Plan to expand the existing urban growth boundaries. Future updates to this CFP will include more specific information related to the Comprehensive Plan amendments.

Using the modified cohort survival projections, a total enrollment of 12,339 is expected in 2010. In other words, the District expects the enrollment of 907 additional students between 2005 and 2010. *See Table 7.*

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. Between 1990 and 1999, the District's enrollment constituted 20.13% of the District's population. Assuming that, between 2005 and 2010, the District's enrollment will constitute 20.13% of the District's population, using OFM/County data, the District projects a total enrollment of 14,074 students in 2010. *See Table 10.*

***Table 10
Projected Student Enrollment
2004-2010***

<i>Projection</i>	<i>2004*</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>Actual Change</i>	<i>Percent Change</i>
OFM/County	11,432	11,872	12,312	12,752	13,192	13,632	14,074	2,642	18.8%
District	11,432	11,623	11,820	11,934	12,145	12,235	12,339	907	7.4%

* Actual enrollment (October 1, 2004).

Based upon the immediate dynamics of the District, as discussed above, the District has chosen to follow the more conservative District estimates as opposed to the OFM/County projections during this planning period. This decision will be revisited in future updates to the CFP.

2012 Enrollment Projections

Student enrollment projections beyond 2005 and to the future are highly speculative. The District projects a total enrollment of 12,679 students in 2012. This is based on the District's enrollment projections for 2005 and an estimated 1.3% average annual increase in the student population. The total enrollment estimate was then broken down by grade span to evaluate long-term site acquisition needs for elementary, middle level, and high school facilities.

Projected enrollment by grade span for the year 2012 is provided in Tables 11-A and 11-B. Again, these estimates are highly speculative and are used only for general planning purposes.

Table 11-A
Projected Student Enrollment - District
2012

<i>Grade Span</i>	<i>Projected Enrollment</i>
Elementary (K-5)	5,736
Middle Level School (6-8)	3,089
High School (9-12)	3,845
TOTAL (K-12)	12,679

Assuming that the District's enrollment will continue to constitute 20.13% of the District's population through 2012, the projected enrollment by grade span based upon the County/OFM projections is as follows:

Table 11-B
Projected Student Enrollment - County/OFM
2012

<i>Grade Span</i>	<i>Projected Enrollment</i>
Elementary (K-5)	6,591
Middle Level School (6-8)	3,558
High School (9-12)	4,433
TOTAL (K-12)	14,582

SECTION FIVE: CAPITAL FACILITIES PROJECTIONS FOR FUTURE NEEDS

Projected available student capacity was derived by subtracting projected student enrollment from existing school capacity (excluding relocatable classrooms) for each of the six years in the forecast period (2005-2010). Capacity needs are expressed in terms of “unhoused students” Table 12 identifies the District’s current capacity needs (based upon information contained in Table 14):

Table 12
Unhoused Students - 2005

<i>Grade Span</i>	<i>Unhoused Students</i>
Elementary Level (K-5)	1,007
Middle Level (6-8)	678
High School Level (9-12)	986
TOTAL (K-12)	2,671

The method used to define future capacity needs assumes that:

- The 9th grade students remaining at the middle level schools, approximately 500 students, will shift from the middle level schools to the high schools in 2010, assuming that High School No. 2 is opened in 2010.
- High School No. 2, housing approximately 1,600 students, starts construction in 2007 and opens in 2010 (assuming that a construction bond passes in 2005 or early 2006).
- A new elementary school, housing 550 students, starts construction in 2006 and opens in 2009 (again assuming the passage of a construction bond).
- Cascade and Liberty Elementary Schools are replaced in 2008 resulting in a cumulative capacity addition of 336 students (again assuming the passage of a construction bond).
- A new Arts & Technology School, housing 400 students and serving grades 9-12, starts construction in 2007 and opens in 2008.

Assuming these capacity additions, Table 13 identifies the additional permanent classroom capacity that will be needed in 2010, the end of the six year forecast period:

Table 13
Unhoused Students - 2010

<i>Grade Span</i>	<i>Unhoused Students</i>
Elementary Level (K-5)	505
Middle Level (6-8)	386
High School Level (9-12)	0
TOTAL (K-12)	891

Projected future capacity needs, shown in Table 14, are derived by applying the projected number of students to the projected capacity. Grade reconfigurations and planned improvements by the District through 2010 are included in Table 14. Due to varying configurations in the District's schools, the capacity noted in Table 14 is by grade level, not by individual schools. It is not the District's policy to include relocatable classrooms when determining future capital facility needs; therefore interim capacity provided by relocatable classrooms is not included. (Information on relocatable classrooms and interim capacity can be found in Table 5. Information on planned construction projects can be found in the Financing Plan, Table 15.)

Table 14
Projected Student Capacity – 2005 through 2010

Elementary School – Surplus/Deficiency

	2005	2006	2007	2008	2009	2010
Existing Capacity	4,220	4,268	4,268	4,268	4,604	5,154
Added Permanent Capacity	48*	0	0	336	550	0
Added Relocatables	0	0	0	0	0	0
Total Capacity**	4,268	4,268	4,268	4,604	5,154	5,154
Enrollment	5,275	5,366	5,489	5,572	5,652	5,659
Surplus (Deficiency)**	(1,007)	(1,097)	(1,221)	(966)	(496)	(505)

*Two classrooms were added at Quil Ceda Elementary in 2005.

**Does not include added relocatable capacity

Middle School Level – Surplus/Deficiency

	2005	2006	2007	2008	2009	2010
Existing Capacity	2,564	2,564	2,564	2,564	2,564	2,564
Added Permanent Capacity	0	0	0	0	0	0
Added Relocatables	0	0	0	0	0	0
Total Capacity**	2,564	2,564	2,564	2,564	2,564	2,564
Enrollment	3,243	3,231	3,169	3,259	3,288	2,952*
Surplus (Deficiency)**	(678)	(666)	(604)	(694)	(724)	(386)

* Assumes shifting of remaining grade 9 students from middle/junior high schools to high school in 2010.

**Does not include added relocatable capacity

High School Level -- Surplus/Deficiency

	2005	2006	2007	2008	2009	2010
Existing Capacity	2,117	2,117	2,117	2,567	2,567	2,567
Added Permanent Capacity	0	0	450	0		1,600
Added Relocatables	0	0	0	0	0	0
Total Capacity**	2,117	2,117	2,567	2,567	2,567	4,167
Enrollment	3,104	3,224	3,276	3,314	3,295	3,728*
Surplus (Deficiency)	(986)	(1,106)	(708)	(746)	(727)	439

* Assumes shifting of remaining grade 9 students from middle/junior high schools to high school in 2009.

**Does not include added relocatable capacity.

District Summary -- Surplus/Deficiency

	2005	2006	2007	2008	2009	2010
Existing Capacity	8,901	8,949	8,949	9,399	9,735	10,285
Added Permanent Capacity	48	0	450	336	550	1,600
Added Relocatables	0	0	0	0	0	0
Total Permanent Capacity	8,949	8,949	9,399	9,735	10,285	11,885
Relocatable Capacity	1,987	1,987	1,987	1,987	1,987	1,987
Total Capacity	10,936	10,936	11,386	11,722	12,272	13,872
Enrollment	11,621	11,820	11,934	12,145	12,235	12,339
Surplus (Deficiency)	(684)	(883)	(547)	(422)	37	1,533

SECTION SIX: FINANCING PLAN

Planned Improvements

Subject to the availability of funding, the District plans to address projected enrollment increases by constructing a 550 student elementary school which will open in the fall of 2007. A 1,200 to 1,600 student high school is planned to open in the fall of 2009 and an Arts & Technology School (grades 9-12) will open in 2007. In addition, improvements at both Liberty and Cascade Elementaries will result in an increased elementary capacity of 336.

In the event that a construction bond is not approved to fund these projects, capacity will be added by purchasing portable structures and other non-permanent improvements.

Financing for Planned Improvements

Funding for planned improvements is typically secured from a number of sources including voter-approved bonds, State match funds, and impact fees.

General Obligation Bonds: Bonds are typically used to fund construction of new schools and other capital improvement projects, and require a 60% voter approval. The District has not finalized its plan on the scope and timing of a future bond issue, and has not secured funding at this time. A fully articulated plan will require input from community and staff, substantial exploration of facility options, and critical decisions by the Board of Directors. From this kind of process, the District can develop a bond issue package for submittal to District voters. The bond would be the major source of funding for future capital improvement projects.

State Match Funds: State Match Funds come from the Common School Construction Fund, which is composed of revenues accruing predominantly from the sale of renewable resources (i.e., timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects. School districts may qualify for State match funds for specific capital projects based on a prioritization system. While the District currently qualifies for State match funds, decreasing enrollment during the past three years has resulted in a significant decrease in potential matching funds. Actual growth in future years should reverse this trend.

Impact Fees: Impact fees are a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time plats are approved or building permits are issued. *See Section 7 School Impact Fees.*

The Six-Year Financing Plan shown on Table 15 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2005-2010. The financing components include bonds, State match funds, and impact fees. The Financing Plan separates projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.

Capital Facilities Financing Plan

Improvements Adding Permanent Capacity (Costs in Millions)

Project	2005	2006	2007	2008	2009	2010	Total Cost	Bonds	State Match	Impact Fees ¹
Elementary										
Elementary No. 11 ² (Construction)			\$2.0	\$6.5	\$6.4		\$14.9	\$11.6	\$2.3	\$1.0
Elementary Site Acquisition	\$1.5						\$1.5			\$1.5
Replace Cascade ³		\$1.0	\$2.0	\$1.5			\$4.5	\$3.3	\$1.0	\$0.2
Replace Liberty		\$1.0	\$2.0	\$1.5			\$4.5	\$3.3	\$1.0	\$0.2
High School										
Arts & Technology School ²	\$4.0	\$4.0	\$6.0				\$14.0	\$12.0		\$2.0
High School No. 2 ² (Site Acquisition)		\$4.0					\$4.0	\$3.5		\$0.5
High School No. 2 ² (Construction)				\$17.0	\$39.0	\$15.0	\$71.0	\$38.5	\$12.0	\$0.5
Land Purchase (for future growth)				\$6.5			\$6.5	\$6.5		

Improvements Adding Temporary Capacity (Costs in Millions)

Project	2005	2006	2007	2008	2009	2010	Total Cost	Bonds	State Match	Impact Fees
Elementary										
Portables										
Middle Level										
Portables										
High School										
Portables										

Total Capacity Improvements -- (Costs in Millions)

Project	2005	2006	2007	2008	2009	2010	Total Cost	Bonds	State Match	Impact Fees
Elementary	\$1.50	\$2.00	\$6.00	\$9.5	\$6.4	0	\$25.4	\$18.2	\$4.3	\$2.9
Middle Level	0	0	0		0	0	\$0.0			
High School	\$4.0	\$8.00	\$6.00	\$17.0	\$39.0	\$15.0	\$89.00	\$74.0	\$12.0	\$3.0
Land Purchase				\$6.5			\$6.5	\$5.0		\$1.5
TOTALS	\$5.5	\$10.00	\$12.0	\$33.0	\$45.4	\$15.0	\$120.9	\$97.2	\$16.3	\$7.4

¹ Fees in this column are based on amount of fees collected to date and estimated fees on future units. Estimated fees are based on recent fee collections and a review of projected fee amounts and known or anticipated future growth.

² The cost estimates for Elementary No. 11, High School No. 2, and the Arts & Technology School are preliminary and subject to change.

³ The cost estimates for Cascade and Liberty replacements are for a pro-rata (@ 29.1%) of the estimated cost of construction. This corresponds to the additional capacity added to total new capacity.

Improvements Not Adding New Permanent Capacity (Costs in Millions)

Project	2005	2006	2007	2008	2009	2010	Total Cost	Bonds	State Match	Impact Fees
Elementary										
Replace Cascade ⁴		\$4.0	\$3.4	\$3.4			\$10.8	\$10.8		
Replace Liberty		\$4.0	\$3.4	\$3.4			\$10.8	\$10.8		
High School										
Modernize Marysville-Pilchuck			\$10.0	\$12.6	\$13.0		\$35.6	\$35.6		
Upgrade MPHs Stadium					\$3.0		\$3.0	\$3.0		
District-wide										
Repair/Remodel Projects				\$2.5	\$2.5		\$5.0	\$5.0		
Technology Improvements				\$2.5	\$2.5		\$5.0	\$5.0		

Total Non-Capacity Improvements – (Costs in Millions)

	2005	2006	2007	2008	2009	2010	Total Cost	Bonds	State Match	Impact Fees
Elementary		\$8.0	\$6.8	\$6.8			\$21.6	\$21.6		
High School			\$10.0	\$12.6	\$16.0		\$38.6	\$38.6		
District-wide				\$5.0	\$5.0		\$10.0	\$10.0		
TOTALS		\$8.0	\$16.8	\$24.4	\$21.0		\$70.2	\$70.2		

⁴ The cost estimates for Cascade and Liberty replacements reflect 70.9% of the estimated cost of construction. This corresponds to the replacement capacity portion of the projects.

SECTION SEVEN: SCHOOL IMPACT FEES

The GMA authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands.

School Impact Fees in Snohomish County, the City of Marysville, and the City of Everett

The Snohomish County General Policy Plan ("GPP") which implements the GMA sets certain conditions for school districts wishing to assess impact fees:

- The District must provide support data including: an explanation of the calculation methodology, description of key variables and their computation, and definitions and sources of data for all inputs into the fee calculation.
- Data must be accurate, reliable, and statistically valid.
- Data must accurately reflect projected costs in the Six-Year Financing Plan.
- Data in the proposed impact fee schedule must reflect expected student generation rates from the following residential unit types: single family; multi-family/studio or one-bedroom; and multi-family/two or more-bedroom.

Snohomish County established a school impact fee program in November 1997, and amended the program in December 1999. This program requires school districts to prepare and adopt Capital Facilities Plans meeting the specifications of the GMA. Impact fees calculated in accordance with the formula, which are based on projected school facility costs necessitated by new growth and are contained in the District's CFP, become effective following County Council adoption of the District's CFP.

The City of Marysville also adopted a school impact fee program consistent with the Growth Management Act in November 1998 and amended the program in December 1999, and in August 2000.

Methodology Used to Calculate School Impact Fees

Impact fees in Appendix B have been calculated utilizing the formula in the Snohomish County Code and the Municipal Code for the City of Marysville. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements,

construct schools, and purchase/install relocatable facilities (portables). As required under the GMA, credits have also been applied in the formula to account for State Match Funds to be reimbursed to the District and projected future property taxes to be paid by the dwelling unit.

The District's cost per dwelling unit is derived by multiplying the cost per student by the applicable student generation rate per dwelling unit. The student generation rate is the average number of students generated by each housing type -- in this case, single family dwellings and multi-family dwellings. Multi-family dwellings were broken out into one-bedroom and two-plus bedroom units. Pursuant to the Snohomish County and the City of Marysville School Impact Fee Ordinances, the District conducted student generation studies within the District. This was done to "localize" generation rates for purposes of calculating impact fees. Student generation rates for the District are shown on Table 16. *See also* Appendix C.

Table 16
Student Generation Rates

	<i>Elementary</i>	<i>Middle Level</i>	<i>High School</i>	<i>TOTAL</i>
Single Family	.322	.202	.119	.643
Multi-Family (1 Bedroom)	No Data	No Data	No Data	No Data
Multi-Family (2+ Bedrooms)	.234	.140	.079	.453

(Source: Browning Consulting, April 2004)

Proposed Marysville School District Impact Fee Schedule for Snohomish County and the City of Everett

Using the variables and formula described, impact fees proposed for the District in Snohomish County and in the City of Everett, using the County's discount rate of 50%, are summarized in Table 17. *See also* Appendix B.

***Table 17
School Impact Fees
2005***

<i>Housing Type</i>	<i>Impact Fee Per Dwelling Unit</i>
Single Family	\$5,303
Multi-Family (1 Bedroom)	N/A
Multi-Family (2+ Bedroom)	\$3,851

Proposed Marysville School District Impact Fee Schedule for the City of Marysville

Using the variable and formula described, impact fees proposed for the District in the City of Marysville, assuming the City's discount of 25%, are summarized in Table 14. *See also* Appendix B.

***Table 18
School Impact Fees
2005***

<i>Housing Type</i>	<i>Impact Fee Per Dwelling Unit</i>
Single Family	\$7,955
Multi-Family (1 Bedroom)	N/A
Multi-Family (2+ Bedroom)	\$5,777

APPENDIX A

POPULATION AND ENROLLMENT DATA

MARYSVILLE SCHOOL DISTRICT
 ENROLLMENT HISTORY
 INDIVIDUAL GRADE LEVEL
 1983 TO 2004

	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
(October 1 Headcount) Enrollment excluding Running Start)																						
K	501	565	619	658	679	710	714	822	771	773	714	752	779	834	832	863	830	860	805	815	781	876
1	559	571	606	629	686	704	742	735	821	801	758	776	809	867	871	932	909	866	918	857	818	852
2	493	564	592	625	635	713	742	757	752	831	792	792	796	849	870	918	951	947	868	923	821	860
3	498	532	574	591	647	639	736	767	794	745	842	809	803	850	864	893	942	984	965	897	856	818
4	487	523	519	578	591	647	650	749	758	778	771	846	841	832	851	906	910	958	1005	995	849	887
5	502	520	530	510	606	607	674	671	746	760	811	771	861	871	848	879	916	939	992	969	956	837
Subtl	3,050	3,275	3,440	3,591	3,844	4,020	4,258	4,501	4,642	4,688	4,688	4,746	4,889	5,103	5,136	5,391	5,458	5,564	5,553	5,456	5,081	5,130
6	528	517	548	533	561	620	617	650	688	744	758	814	756	894	887	879	872	948	961	886	921	932
7	573	547	536	553	547	535	613	616	695	667	747	765	818	809	891	918	878	891	944	939	940	941
8	603	573	549	539	546	560	556	633	614	668	691	747	739	807	782	895	930	902	891	918	894	969
Subtl	1,704	1,637	1,633	1,625	1,654	1,715	1,786	1,939	1,997	2,079	2,196	2,326	2,313	2,510	2,560	2,692	2,680	2,741	2,796	2,843	2,755	2,842
9	556	577	572	563	585	586	597	587	661	641	700	719	782	777	870	883	997	1018	1137	1113	917	929
10	471	538	585	542	573	584	565	600	564	649	614	672	709	765	756	856	835	935	859	848	948	950
11	442	449	543	565	564	568	559	549	575	560	598	566	634	682	727	752	799	789	848	805	799	818
12	447	455	475	558	525	494	531	531	505	539	550	594	541	610	643	589	698	722	739	751	718	763
Subtl	1,916	2,019	2,175	2,228	2,247	2,232	2,252	2,267	2,305	2,389	2,462	2,551	2,666	2,834	2,996	3,180	3,329	3,464	3,583	3,517	3,382	3,460

1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Totals	6,670	6,931	7,248	7,444	7,745	7,957	8,296	8,707	8,944	9,156	9,346	9,623	9,868	10,447	10,692	11,253	11,467	11,932	11,816	11,218	11,432

* This column reflects November 1997 data, as October data appears to be in error.

ANNUAL GROWTH FACTOR

4.6%	2.7%	4.0%	2.9%	4.1%	5.0%	2.7%	2.4%	2.1%	3.0%	2.5%	5.9%	2.3%	5.3%	1.8%	2.6%	1.4%	-1.0%	-5.1%	1.9%
------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	-------	-------	------

AVERAGE GROWTH FACTOR

3.6%	3.8%	3.5%	3.7%	3.9%	3.7%	3.5%	3.4%	3.3%	3.3%	3.5%	3.4%	3.4%	3.5%	3.4%	3.4%	3.3%	3.0%	2.6%	2.6%
------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

AVERAGE GROWTH FACTOR FROM 1997

3.8%	3.2%	3.0%	2.7%	2.1%	1.1%	1.2%
------	------	------	------	------	------	------

Source: SPI data files

MARYSVILLE SCHOOL DISTRICT
 ENROLLMENT PROJECTION
 INDIVIDUAL GRADE LEVEL
 2005 TO 2008

	(Oct. 1, Headcount, excl. running start)										GROWTH FACTOR PER YEAR	
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007		2008
K	663	830	860	805	815	781	876	852	867	844	872	
1	932	909	866	918	857	818	852	925	899	915	891	2005 TO 2019
2	918	951	947	868	923	821	860	871	945	919	935	102.00%
3	893	942	984	965	897	856	818	883	894	971	944	
4	906	910	968	1005	995	849	887	837	904	915	993	
5	879	916	939	992	969	956	837	908	856	925	936	
Subtl	5,391	5,458	5,564	5,553	5,456	5,081	5,130	5,275	5,366	5,489	5,572	
6	879	872	948	961	986	921	932	852	923	871	941	
7	918	878	891	944	939	940	941	938	857	929	876	
8	895	930	902	891	918	894	969	954	951	869	942	
Subtl	2,692	2,680	2,741	2,796	2,843	2,755	2,842	2,743	2,731	2,669	2,759	
9	883	997	1018	1137	1113	917	929	1121	1104	1100	1005	
10	856	835	935	859	848	948	950	845	1020	1004	1001	
11	752	799	789	848	805	799	818	882	785	947	933	
12	689	698	722	739	751	718	763	755	815	725	875	
Subtl	3,180	3,329	3,464	3,583	3,517	3,382	3,460	3,604	3,724	3,777	3,814	
Totals	11,263	11,467	11,769	11,932	11,816	11,218	11,432	11,623	11,820	11,934	12,145	
Change		204	302	163	-116	-598	214	191	197	114	210	
% Change		1.81%	2.63%	1.38%	-0.97%	-5.06%	1.91%	1.67%	1.70%	0.97%	1.76%	

MARYSVILLE SCHOOL DISTRICT
 ENROLLMENT PROJECTION
 INDIVIDUAL GRADE LEVEL
 2009 TO 2019

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
K	878	885	890	901	909	916	924	933	941	949	958
1	920	927	934	939	951	959	967	975	985	993	1002
2	911	941	947	955	960	972	980	988	997	1006	1015
3	960	936	966	973	981	986	999	1007	1015	1024	1034
4	966	983	957	989	996	1003	1009	1022	1030	1039	1048
5	1016	988	1005	979	1011	1019	1027	1032	1045	1054	1063
Subtl	5,652	5,659	5,700	5,736	5,807	5,855	5,905	5,957	6,013	6,065	6,119
6	953	1034	1005	1023	996	1029	1037	1044	1050	1054	1072
7	947	958	1040	1011	1029	1002	1035	1043	1051	1056	1070
8	889	960	972	1054	1026	1043	1016	1050	1057	1065	1071
	2,788	2,952	3,017	3,089	3,051	3,075	3,088	3,137	3,158	3,185	3,213
9	1090	1029	1111	1125	1220	1187	1208	1176	1215	1224	1233
10	914	991	935	1010	1023	1110	1080	1098	1070	1105	1113
11	930	849	921	869	938	950	1031	1003	1020	994	1026
12	861	858	784	850	802	867	877	952	926	942	918
Subtl	3,795	3,728	3,751	3,854	3,984	4,114	4,195	4,229	4,231	4,264	4,290
Totals	12,235	12,339	12,469	12,679	12,842	13,044	13,189	13,323	13,402	13,515	13,622
Change	91	104	130	211	163	201	145	135	79	113	107
% Change	0.75%	0.85%	1.05%	1.69%	1.29%	1.57%	1.11%	1.02%	0.59%	0.84%	0.79%

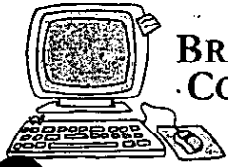
APPENDIX B

SCHOOL IMPACT FEE CALCULATIONS

SCHOOL IMPACT FEE CALCULATIONS									
DISTRICT	Marysville School District								
YEAR	2005								
JURISDICTION	City of Marysville and Snohomish County/City of Everett								
School Site Acquisition Cost:									
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor									
	Facility	Cost/	Facility	Student	Student	Student	Cost/	Cost/	Cost/
	Acres	Acre	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	20.00	\$ 75,000.00	550	0.322	0.000	0.234	\$878	\$0	\$638
Middle	20.00	\$ -	450	0.202	0.000	0.140	\$0	\$0	\$0
High	40.00	\$100,000.00	1,600	0.119	0.000	0.079	\$298	\$0	\$198
						TOTAL	\$1,176	\$0	\$836
School Construction Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)									
	%Perm/	Facility	Facility	Student	Student	Student	Cost/	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	92.60%	\$23,900,000	886	0.322	0.000	0.234	\$8,043	\$0	\$5,845
Middle	92.60%	\$ -	450	0.202	0.000	0.140	\$0	\$0	\$0
High	92.60%	\$83,000,000	2,000	0.119	0.000	0.079	\$4,573	\$0	\$3,036
						TOTAL	\$12,616	\$0	\$8,881
Temporary Facility Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)									
	%Temp/	Facility	Facility	Student	Student	Student	Cost/	Cost/	Cost/
	Total Sq.Ft.	Cost	Size	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	7.40%	\$ -	24	0.322	0.000	0.234	\$0	\$0	\$0
Middle	7.40%	\$ -	26	0.202	0.000	0.140	\$0	\$0	\$0
High	7.40%	\$ -	26	0.119	0.000	0.079	\$0	\$0	\$0
						TOTAL	\$0	\$0	\$0
State Matching Credit:									
Boeckh Index X SPI Square Footage X District Match % X Student Factor									
	Boeckh	SPI	District	Student	Student	Student	Cost/	Cost/	Cost/
	Index	Footage	Match %	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	\$ 141.95	80	24.08%	0.322	0.000	0.234	\$881	\$0	\$640
Junior	\$ 141.95	0	64.49%	0.202	0.000	0.140	\$0	\$0	\$0
Sr. High	\$ 141.95	120	64.49%	0.119	0.000	0.079	\$1,307	\$0	\$868
						TOTAL	\$2,188	\$0	\$1,508
Tax Payment Credit:									
Average Assessed Value							SFR	MFR (1)	MFR (2+)
Capital Bond Interest Rate							\$172,268	\$59,278	\$87,456
Net Present Value of Average Dwelling							5.00%	5.00%	5.00%
Years Amortized							\$1,330,208	\$457,729	\$675,312
Property Tax Levy Rate							10	10	10
Present Value of Revenue Stream							\$0.75	\$0.75	\$0.75
Fee Summary:							\$998	\$343	\$506
				Single	Multi-	Multi-			
				Family	Family (1)	Family (2+)			
				\$1,176	\$0	\$836			
				\$12,616	\$0	\$8,881			
				\$0	\$0	\$0			
				(\$2,188)	\$0	(\$1,508)			
				(\$998)	(\$343)	(\$506)			
				FEE (AS CALCULATED)	\$10,607	\$0	\$7,702		
				FEE (Snohomish County)	\$5,303	\$0	\$3,851		
				FEE (Marysville)	\$7,954.92		\$5,776.85		

APPENDIX C

STUDENT GENERATION RATES (SGR)



**BROWNING
CONSULTING**

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

April 26, 2004

Student Generation Rate – Marysville School District

This document describes the methodology used by Browning Consulting to calculate student generation rates for the Marysville School District, and provides results of the calculations.

Using data files from the Metroscan database, Snohomish County Planning and Development Services staff provided addresses and land use codes of all new construction between the years 1996 to 2002 within the Marysville school district. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing or incomplete site address) to generate a match from the student record data.

Using data files from the Marysville student records database, District staff provided student addresses and grade levels of K-12 students attending the District as of March 2004. The student addresses were cleaned up and reformatted to be consistent with the Metroscan method of storing addresses.

Data from the two sources were electronically matched to obtain the following student generation rates:

Single Family Rates: The records of 3,373 single family units were compared with 11,200 registered students in the District, and the following count of matches and calculated rates were found (calculated rates for individual grades may not equal overall totals due to rounding):

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	186	0.055
1	176	0.052
2	180	0.053
3	173	0.051
4	170	0.050
5	200	0.059
6	190	0.056
7	177	0.052
8	152	0.045
9	164	0.049
10	160	0.047
11	112	0.033
12	129	0.038
K-5	1085	0.322
6-9	683	0.202
10-12	401	0.119
K-12	2169	0.643

Multifamily Rates (0-1 Bedrooms): The Metroscan database contained six 0-1 bedroom multifamily construction records for the study time period, and no student matches were found.

Multifamily Rates (2-plus Bedrooms): The records of 623 2-plus bedroom units were compared with 11,200 registered students in the District, and the following count of matches and calculated rates were found (calculated rates for individual grades may not equal overall totals due to rounding):

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	26	0.042
1	30	0.048
2	23	0.037
3	24	0.039
4	17	0.027
5	26	0.042
6	19	0.030
7	21	0.034
8	18	0.029
9	29	0.047
10	12	0.019
11	15	0.024
12	22	0.035
K-5	146	0.234
6-9	87	0.140
10-12	49	0.079
K-12	282	0.453