SNOHOMISH COUNTY COUNCIL
Snohomish County, Washington

AMENDED ORDINANCE NO. 08-115

ADOPTING THE 2008-2013 CAPITAL FACILITIES PLANS FOR THE ARLINGTON, EDMONDS, EVERETT, LAKE STEVENS, LAKEWOOD, MARYSVILLE, MONROE, MUKILTEO, NORTHSHORE, SNOHOMISH, STANWOOD/CAMANO ISLAND, AND SULTAN SCHOOL DISTRICTS PURSUANT TO SCC 30.66C.020 AND AMENDING THE SCHOOL IMPACT FEE SCHEDULE IN SCC 30.66C.100

WHEREAS, Snohomish County (the county) has adopted an impact fee ordinance to provide mitigation for the impacts of new development on public school facilities pursuant to RCW 82.02.050; and

WHEREAS, pursuant to RCW 82.02.050(4), impact fees may be collected and spent only for the public facilities defined in RCW 82.02.090, which are addressed by the capital facilities element of the Snohomish County Growth Management Act (GMA) Comprehensive Plan (GMACP); and

WHEREAS, pursuant to Snohomish County Code (SCC) 30.66C.040, school districts must submit capital facilities plans to the county for inclusion in the county's capital facilities plan, part of the capital facilities element of the GMACP, to be eligible to receive payment of school impact fees; and

WHEREAS, school capital facilities plans for Arlington School District No. 16, Edmonds School District No. 15, Everett School District No. 2, Lake Stevens School District No. 4, Lakewood School District No. 306, Marysville School District No. 25, Monroe School District No. 103, Mukilteo School District No. 6, Northshore School District No. 417, Snohomish School District No. 201, Stanwood/Camano Island School District No. 401, and Sultan School District No. 311, were adopted by Snohomish County in 2006 and will expire on December 31, 2008; and

WHEREAS, school districts must submit updated capital facilities plans to the county for review and adoption before December 31, 2008, in order to maintain their eligibility to receive school impact fees after December 31, 2008; and

WHEREAS, the Arlington School District No. 16, Edmonds School District No. 15, Everett School District No. 2, Lake Stevens School District No. 4, Lakewood School District No. 306, Marysville School District No. 25, Monroe School District No. 103,

Mukilteo School District No. 6, Northshore School District No. 417, Snohomish School District No. 201, Stanwood/Camano Island School District No. 401, and Sultan School District No. 311 have submitted updated capital facilities plans for the period from 2008-2013 to the Snohomish County Department of Planning and Development Services (PDS) pursuant to SCC 30.66C.035; and

WHEREAS, the Index School District No. 63, Darrington School District No. 330 and Granite Falls School District No. 332 have not submitted school capital facilities plans for the period from 2008-2013; and

WHEREAS, the County adopted Ordinance No. 08 -058 on May 7, 2008, to correct an error in the School Impact Mitigation Fee Table 30.66C.100 (1) for the Mukilteo School District No. 6; and

WHEREAS, PDS has reviewed the school capital facility plans submitted, including the impact fee calculations using SCC 30.66C.045; consulted with the School Technical Review Committee authorized by SCC 30.66C.050(3); and determined that each school capital facilities plan meets the requirements of SCC 30.66C.040 and Appendix F of the Snohomish County GMA Comprehensive Plan - General Policy Plan (GPP); and

WHEREAS, the Snohomish County planning commission held a public hearing on September 23, 2008, on the Arlington School District No. 16, Edmonds School District No. 15, Everett School District No. 2, Lake Stevens School District No. 4, Lakewood School District No. 306, Marysville School District No. 25, Monroe School District No. 103, Mukilteo School District No. 6, Northshore School District No. 417, Snohomish School District No. 201, Stanwood/Camano Island School District No. 401, and Sultan School District No. 311 capital facilities plans and the proposed amended impact fee schedule; and

WHEREAS, at the conclusion of the public hearing, the planning commission voted to recommend adoption of the school plans and proposed amended impact fee schedule, as shown in its recommendation letter dated September 23, 2008; and

WHEREAS, on November 5, 2008 the Snohomish County council (county council) held public hearings after proper notice, heard public testimony related to the school capital facilities plans and proposed amended impact fee schedule, and considered the entire record, including the planning commission's recommendations; and

WHEREAS, immediately following the public hearing on November 5, 2008, the county council deliberated on the school plans and proposed amended impact fee schedule; and

WHEREAS, the State Environmental Policy Act (SEPA) requirements have been satisfied and review has been performed by each school district, acting as lead agency; and

WHEREAS, SCC 30.66C.020 provides that any school capital facilities plan adopted by the county council shall be incorporated by reference into the capital facilities element of the GMACP; and

WHEREAS, the county council considered the entire hearing record, including the planning commission's recommendation and written and oral testimony submitted during the public hearings.

NOW, THEREFORE, BE IT ORDAINED:

Section 1. The county council adopts the foregoing recitals as findings of fact as if set forth in full.

Section 2. The county council makes the following additional findings of fact in support of this ordinance:

A. School districts must prepare and adopt capital facilities plans that meet the specifications of chapter RCW 36.70A and RCW 82.02.020 to meet the requirements of the impact fee program. A school district's capital facilities plan expires two years from the date of its adoption by the county council or when the county council adopts an updated plan that meet the requirements of chapter 30.66C SCC and the GMA.

B. The Arlington School District No. 16, Edmonds School District No. 15, Everett School District No. 2, Lake Stevens School District No. 4, Lakewood School District No. 306, Marysville School District No. 25, Monroe School District No. 103, Mukilteo School District No. 6, Northshore School District No. 417, Snohomish School District No. 201, Stanwood/Camano Island School District No. 401, and Sultan School District No. 311 have submitted updated capital facilities plans for the period from 2008-2013 to PDS pursuant to SCC 30.66C.035.

C. The Index School District No. 63, Darrington School District No. 330 and Granite Falls School District No. 332 did not submit capital facilities plans for the period from 2008-2013, and consequently, the county will not impose and collect impact fees pursuant to the GMA for those districts during the 2008-2013 period. The Index and

Darrington school districts are not currently listed on the school impact fee schedule, table SCC 30.66C.100(1). The Granite Falls school district will be removed from the impact fee schedule. Only schools submitting capital facilities plans appear on the impact fee schedule.

D. PDS reviewed the school capital facilities plans, including the impact fee calculations, using the formula in SCC 30.66C.045 and determined that each plan meets the requirements of SCC 30.66C.040. This determination was made after consultation with the School Technical Review Committee, which reviewed each plan prior to the planning commission's public hearing.

E. This ordinance is adopted to implement Chapter 30.66C SCC and to adopt school district capital facilities plans for the Arlington School District No. 16, Edmonds School District No. 15, Everett School District No. 2, Lake Stevens School District No. 4, Lakewood School District No. 306, Marysville School District No. 25, Monroe School District No. 103, Mukilteo School District No. 6, Northshore School District No. 417, Snohomish School District No. 201, Stanwood/Camano Island School District No. 401, and Sultan School District No. 311.

F. The adoption of this ordinance exercises the county's authority to impose impact fees pursuant to RCW 82.02.050.

G. The 2008-2013 school capital facilities plans for the Arlington School District No. 16, Edmonds School District No. 15, Everett School District No. 2, Lake Stevens School District No. 4, Lakewood School District No. 306, Marysville School District No. 25, Monroe School District No. 103, Mukilteo School District No. 6, Northshore School District No. 417, Snohomish School District No. 201, Stanwood/Camano Island School District No. 401, and Sultan School District No. 311 adopted herein, will further the goals of the GMA by providing adequate public school facilities to accommodate growth.

H. An amendment to SCC 30.66C.100 is necessary to adopt an updated impact fee schedule consistent with the 2008-2013 school capital facilities plans.

I. The impact fee schedule set forth in SCC 30.66C.100 contains "Single Family," "Multi-Family 1-Bedroom per dwelling unit," "Multi-Family 2+ Bedrooms per dwelling unit," and "Duplexes and Townhomes."

J. Pursuant to SCC 30.66C.100, the county reduces the amount of the impact fee calculated by the school districts by fifty-percent.

K. SEPA requirements have been satisfied by each school district, acting as lead agency, completing an environmental checklist and issuing a Determination of

Non-Significance for each plan. The county adopts and incorporates by this reference the SEPA determinations made by the respective school districts.

L. The planning commission has reviewed each school capital facilities plan, has conducted a public hearing on each school capital facilities plan, and has made its recommendation as evidenced in its recommendation letter dated September 23, 2008.

M. The county council conducted a public hearing on November 5, 2008, on the school capital facilities plans and proposed amendments to the impact fee schedule and deliberated.

Section 3. The county council makes the following conclusions:

A. The 2008-2013 school capital facilities plans for the Arlington School District No. 16, Edmonds School District No. 15, Everett School District No. 2, Lake Stevens School District No. 4, Lakewood School District No. 306, Marysville School District No. 25, Monroe School District No. 103, Mukilteo School District No. 6, Northshore School District No. 417, Snohomish School District No. 201, Stanwood/Camano Island School District No. 401, and Sultan School District No. 311 contain the necessary components as prescribed in Chapter 36.70A RCW and Appendix F of the GPP.

B. Arlington School District No. 16, Edmonds School District No. 15, Everett School District No. 2, Lake Stevens School District No. 4, Lakewood School District No. 306, Marysville School District No. 25, Monroe School District No. 103, Mukilteo School District No. 6, Northshore School District No. 417, Snohomish School District No. 201, Stanwood/Camano Island School District No. 401, and Sultan School District No. 311 have met the requirements of Chapter 30.66C SCC and the requirements of Appendix F of the GPP concerning the operation and administration of a school impact fee program.

C. The public participation requirements of the SCC and GMA have been met through the public hearings conducted by the planning commission and the county council.

D. The adoption of these school capital facilities plans is consistent with the county's GMACP, the Countywide Planning Policies for Snohomish County and the GMA.

E. 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 2009-budget ordinance,

fulfilling both the GMA and the Snohomish County Charter and SCC requirements that link the capital improvement program to the budget.

F. Each of the school capital facilities plans shall be incorporated by reference into the capital facilities element of the GMACP as provided by SCC 30.66C.055.

Section 4: Based on the foregoing findings and conclusions, the Arlington School District No. 16 Capital Facilities Plan 2008-2013, attached as Exhibit A-1 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-1 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Arlington as previously adopted by Amended Ordinance No. 06-086.

Section 5: Based on the foregoing findings and conclusions, the Edmonds School District No. 15 Capital Facilities Plan 2008-2013, attached as Exhibit A-2 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-2 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Edmonds as previously adopted by Amended Ordinance No. 06-086.

Section 6: Based on the foregoing findings and conclusions, the Everett School District No. 2 Capital Facilities Plan 2008-2013, attached as Exhibit A-3 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-3 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Everett as previously adopted by Amended Ordinance No. 06-086.

Section 7: Based on the foregoing findings and conclusions, the Lake Stevens School District No. 4 Capital Facilities Plan 2008-2013, attached as Exhibit A-4 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-4 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Lake Stevens as previously adopted by Amended Ordinance No. 06-086.

Section 8: Based on the foregoing findings and conclusions, the Lakewood School District No. 306 Capital Facilities Plan 2008-2013, attached as Exhibit A-5 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-5 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Lakewood as previously adopted by Amended Ordinance No. 06-086.

Section 9: Based on the foregoing findings and conclusions, the Marysville School District No. 25 Capital Facilities Plan 2008-2013, attached as Exhibit A-6 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-6 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Marysville as previously adopted by Ordinance No. 06-086.

Section 10: Based on the foregoing findings and conclusions, the Monroe School District No. 103 Capital Facilities Plan 2008-2013, attached as Exhibit A-7 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-7 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Monroe as previously adopted by Amended Ordinance No. 06-086.

Section 11: Based on the foregoing findings and conclusions, the Mukilteo School District No. 6 Capital Facilities Plan 2008-2013, attached as Exhibit A-8 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-8 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Mukilteo as previously adopted by Amended Ordinance No. 06-086.

Section 12: Based on the foregoing findings and conclusions, the Northshore School District No. 417 Capital Facilities Plan 2008-2013, attached as Exhibit A-9 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-9 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Northshore as previously adopted by Amended Ordinance No. 06-086.

Section 13: Based on the foregoing findings and conclusions, the Snohomish School District No. 201 Capital Facilities Plan 2008-2013, attached as Exhibit A-10 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-10 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Snohomish as previously adopted by Amended Ordinance No. 06-086.

Section 14: Based on the foregoing findings and conclusions, the Stanwood/Camano Island School District No. 401 Capital Facilities Plan 2008-2013, attached as Exhibit A-11 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-11 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Stanwood/Camano Island as previously adopted by Amended Ordinance No. 06-086.

Section 15: Based on the foregoing findings and conclusions, the Sultan School District No. 311 Capital Facilities Plan 2008-2013, attached as Exhibit A-12 is adopted and incorporated herein by reference as if set forth in full, subject to ratification by the school board of the amendments contained in Exhibit A-12 by December 31, 2008. This plan replaces the 2006-2011 school district capital facilities plan for Sultan as previously adopted by Amended Ordinance No. 06-086.

Section 16: Each school district's capital facilities plan adopted by this ordinance shall remain in effect for a period of two years from the effective date of this ordinance, unless an updated plan is submitted and approved prior to that date pursuant to the requirements of chapter 30.66C SCC and the GMA.

Section 17: Snohomish County Code Section 30.66C.100, last amended by Ordinance No. 08-058 on May 7, 2008, 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~~)) 2009 to December 31, ((~~2006~~)) 2010.
(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	DUPLEXES AND TOWNHOMES
Arlington No. 16	~~(($5,342))~~ $4,444	$0	~~(($3,866))~~ $4,546	~~(($3,866))~~ $4,546
Edmonds No. 15	$0	$0	$0	$0
Everett No. 2	~~(($5,170))~~ $0	$0	~~(($2,064))~~ $0	~~(($2,064))~~ $0
~~Granite Falls No. 332~~	~~$0~~	~~$0~~	~~$0~~	~~$0~~
Lake Stevens No. 4	~~(($4,409))~~ $4,414	$0	~~(($1,504))~~ $2,720	~~(($1,504))~~ $2,720
Lakewood No. 306	~~(($2,765))~~ $1,906	$0	~~(($1,552))~~ $2,121	~~(($1,552))~~ $2,121
Marysville No. 25	~~(($5,623))~~ $5,705	$0	~~(($4,586))~~ $4,713	~~(($4,586))~~ $4,713
Monroe No. 103	~~(($3,721))~~ $3,139	$0	~~(($2,419))~~ $1,383	~~(($2,419))~~ $1,383
Mukilteo No. 6	~~(($3,738))~~ $4,170	~~(($114))~~ $0	~~(($2,661))~~ $2,224	~~(($2,661))~~ $2,224
Northshore No. 417	$0	$0	$0	$0
Snohomish No. 203	~~(($6,024))~~ $4,672	$0	~~(($1,918))~~ $37.00	~~(($1,918))~~ $37.00
Stanwood No. 401	$0	$0	$0	$0
Sultan No. 311	~~(($2,950))~~ $2,647	$0	~~(($1,931))~~ $3,172	~~(($1,931))~~ $3,172

Section 18: The county council bases its findings and conclusions on the entire record of the county council, including all testimony and exhibits. Any findings, which should be deemed a conclusion, and any conclusion which should be deemed a finding, is hereby adopted as such.

Section 19: The effective date of this ordinance shall be January 1, 2009.

Section 20: 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 5th day of November, 2008

SNOHOMISH COUNTY COUNCIL
Snohomish County, Washington

Dave Somers
Snohomish County Council Chair

ATTEST:

Sheila McCallister
Asst. Clerk of the Council

(X) APPROVED
( ) VETOED
( ) EMERGENCY

DATE: 11/21/08

MARK SOINE
Deputy Executive
for Snohomish County Executive

ATTEST:

Lora E. Palmer

Approved as to form only:

Deputy Prosecuting Attorney

ARLINGTON PUBLIC SCHOOLS

CAPITAL FACILITIES PLAN

2008-2013

Arlington Public Schools

"Providing the Means to Accomplish Dreams"

ARLINGTON PUBLIC SCHOOLS

CAPITAL FACILITIES PLAN

2008-2013

BOARD OF DIRECTORS

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For information regarding the Arlington Public Schools Capital Facilities Plan, contact the Office of the Superintendent, District Administration Office, 315 N. French Street, Arlington, WA 98223. Telephone: (360) 618-6200; Fax: (360) 618-6221.

Approved by the Board of Directors on _____, 2008

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INTRODUCTION

A. Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (the "GMA") includes schools in the category of public facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

Arlington Public Schools (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide Snohomish County (the "County") and the City of Arlington (the "City") with a schedule and financing program for capital improvements over the next six years (2008-2013).

In accordance with the Growth Management Act, the Snohomish County Ordinance Nos. 97-095 and 99-107, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle, 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 the Snohomish County General Policy Plan:

- District 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. The 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 the GMA. 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.
- The methodology used to calculate impact fees also complies with the criteria and the formulas established by the County and the City.

B. Overview of Arlington Public Schools

Two-hundred square miles in area, the District encompasses the City of Arlington and portions of unincorporated Snohomish County. The District is bordered by the Conway, Darrington, Granite Falls, Lakewood, Marysville, Sedro-Woolley, and Stanwood-Camano School Districts.

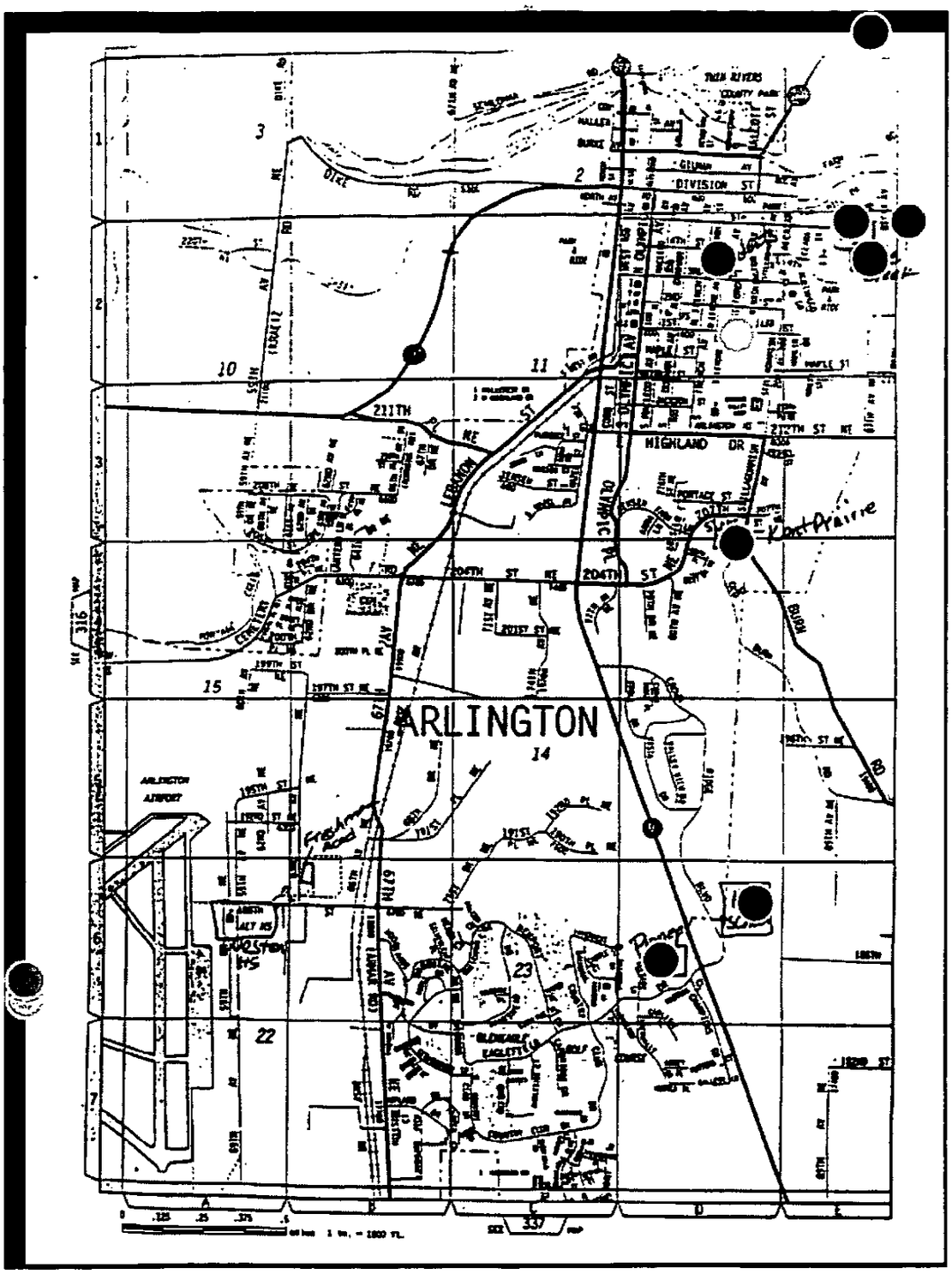
The District serves a full-time equivalent (FTE) student population of 5,289 with five elementary schools (K-5), two middle schools (grades 6-8), one high school (grades 9-12), one alternative high school (grades 9-12), and one support facility for home schooled children (grades K-12). For the purposes of facility planning, this CFP considers grades K-5 as elementary, grades 6-8 as middle school, and grades 9-12 as high school. For purposes of this CFP, neither enrollment in the Stillaguamish Valley School (a home school support facility serving grades K-12), Freshman Academy (9th grade) nor enrollment in the alternative high school (Weston) are included.

The most significant issues facing the District in terms of providing classroom capacity to accommodate existing and projected demands are:

- Facility needs have been projected in both the near and long-term at the high school levels. Though the core capacity of the new high school is designed to support 2,000 students, the current facility lacks classroom capacity to accommodate the existing and projected enrollment.
- The northwest and southern areas of the District are experiencing a rapid rate of growth in new housing starts. Despite the population growth of these areas, no schools are located nearby. It will become more and more difficult to transport students (particularly at the elementary level) to the existing schools which are all located within or near the city limits of Arlington. The District intends to purchase property for a future elementary school in both these areas.

FIGURE 1
MAP OF FACILITIES

(See following page)



Arlington High School
Weston High School
Stillaguamish Valley School
Freshman Academy
Haller Middle School
Post Middle School

Eagle Creek Elementary
Kent Prairie Elementary
Pioneer Elementary
Presidents Elementary
Trafton

SECTION 2
DISTRICT EDUCATIONAL PROGRAM STANDARDS

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, bilingual education, preschool and daycare programs, computer labs, and music programs. These programs can have a significant impact on the available student capacity of school facilities.

A. Districtwide Educational Program Standards

Special programs offered by the District at specific school sites include, but are not limited to:

- APPLE (formerly named ECEAP);
- Elementary program for handicapped students; and
- Enhanced Learning Program/Highly Capable; and
- English Language Learner Program (Eagle Creek Elementary).

District educational program standards may change in the future as a result of various external or internal changes. External changes may include mandates or needs for special programs, or use of technology. Internal changes may include modifications to the program year, class sizes, and grade span configurations. Changes in physical aspects of the school facilities could also affect educational program standards. 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 District educational program standards which directly affect school capacity are outlined below for the elementary, middle, and high school grade levels. Each grade span has a targeted level of service (LOS) which is expressed as a "not to exceed" number. The minimum LOS for each grade span is expressed as "maximum average class size". This figure is used to determine when another class is added. When this average is exceeded, the District will add additional classes if space is available. Only academic classes are used to compute the maximum average class size.

The District is expecting to move from half-day kindergarten to full-day kindergarten within the next two years. Available space has been a deterrent in the past. This move will double the kindergarten FTE and possibly require purchasing portables or new construction. That portable

acquisition or new construction has not been included in this Capital Facilities Plan, but is expected to be added in the next plan.

B. Educational Program Standards for Elementary Schools

- Class size for Kindergarten and grades 1-4 is targeted not to exceed 25 students, with a maximum average class size of 27 students;
- Class size for grade 5 is targeted not to exceed 27 students, with a maximum average class size of 29 students;
- Special Education for some students is provided in a self-contained classroom;
- Music instruction will be provided in a separate classroom (when available); and
- All elementary schools currently have a room dedicated as a computer lab, or will have access to mobile carts with laptop computers for classroom use.

C. Educational Program Standards for Middle and High Schools

- Class size for grade 6 is targeted not to exceed 27 students, with a maximum average class size of 29 students
- Class size for middle school grades 7-8 is targeted not to exceed 29 students, with a maximum average class size of 31 students;
- Class size for high school grades 9-12 is targeted not to exceed 30 students, with a maximum average class size of 32 students;
- It is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, high school classroom capacity has been adjusted using a utilization factor in the range of 90% to 96% (based on a regular school day) or 80% to 85% (based on an extended day schedule) depending on the physical characteristics of the high school facilities. Middle school classroom capacity has been adjusted using a utilization factor of 85% to 90% depending on the physical characteristics of the middle school;
- Special Education for some students will be provided in a self-contained classroom; and
- Identified students will also be provided other programs in classrooms designated as follows:
    1. Resource Rooms (i.e. computer labs, study rooms).
    2. Learning Support Centers.
    3. Program Specific Classrooms (i.e., music, drama, art, home and family education).

SECTION 3
CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities necessary 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, 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 2.* A map showing locations of District facilities is provided as Figure 1.

A. Schools

The District maintains five elementary schools, two middle schools, one high school, a freshman academy, an alternative high school, and the Stillaguamish Valley School (a Home-School Support center). Elementary schools currently accommodate grades K-5, the middle schools serve grades 6-8, and the high school and alternative high school provide for grades 9-12. The Stillaguamish Valley School serves grades K-12.

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. 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 1, 2, and 3.

The Stillaguamish Valley School, Freshman Academy, and the Weston High School are housed in separate District-owned facilities and are not included in this CFP for the purposes of measuring capacity or projecting enrollment. Relocatable classrooms are not viewed by the District as a solution for housing students on a permanent basis. Therefore, these facilities were not included in the school capacity calculations provided in Tables 1, 2, and 3.

B. Relocatable Classrooms

Relocatable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. The District currently uses 12 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 4.

Table 1
Elementary School Inventory

Elementary School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity	Year Built or Remodeled
Eagle Creek	23.70	58,330	29	743	1989
Kent Prairie	10.10	58,488	28	706	1993
Presidents	12.40	60,109	26	650	2004
Trafton	3.73	8,475	4	100	1913
Pioneer	20.60	58,087	25	650	2002
TOTAL	70.53	243,489	87	2,849	

Table 2
Middle School Inventory

Middle School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity	Year Built or Remodeled
Post Middle	24.60	77,663	36	800	1993
Haller Middle	25.46	78,736	31	650	2006
TOTAL	50.06	156,399	67	1,450	

Table 3
High School Inventory

High School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity	Year Built or Remodeled
Arlington High	54.00	220,556	53	1,600	2003

Table 4
Relocatable Classroom (Portable) Inventory

Elementary School	Relocatables	Interim Capacity
Eagle Creek	2	54
Trafton	4	108
SUBTOTAL	6	162
Middle School	**Relocatables**	**Interim Capacity**
Post Middle	5	174
High School	**Relocatables**	**Interim Capacity**
Arlington High	1	0
TOTAL	12	336

C. 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 5.

Table 5
Support Facility Inventory

Facility	Building Area (Square Feet)	Site Location
Administration and Special Programs	21,402	Roosevelt Building, Presidents
Transportation	41,550	Leased
Support Services	7,000	Old HS "A" Bldg

D. Land Inventory & Other Facilities

The District owns the following undeveloped sites:

- A 167-acre site ("Boettcher Site") located 1.5 miles from the city limits of Arlington adjacent to SR 530 and intended for use as a school and/or sports fields. Currently the site is used for school agricultural programs. Utility and road access is a concern;
- Seven sites ranging from 25 to 160 acres that are managed as forest land by the Vocational Agricultural Department and generally topographically unsuitable for school site development; and
- An additional 58.9 acres at the Post Middle School site of farmland located in a floodplain and therefore unsuitable for development.

The District owns one building that is partially leased to another party – the "A" Building on the former high school campus. The upper floors of this building have been leased to the Arlington Boys & Girls Club for community use. The "A" Building has been taken out of educational use and is no longer eligible (by OSPI) for use as for classroom space.

The Stillaguamish Valley School, which supports home-schooled students, is located on the Eagle Creek Elementary site. This facility consists of 10 portable classrooms and is not considered part of the District's permanent facility capacity.

Additionally, the District owns a 33,000 square foot building on a leased 10 acre site near the Arlington Airport. This remodeled building houses the (alternative) Weston High School, Freshman Academy, and a daycare. Since this site houses only alternative educational programs, the building's capacity is not included as part of the District's eligible facility inventory[1].

[1] Students enrolled in these alternative programs are not included in enrollment numbers for the purposes of this CFP update.

SECTION 4
STUDENT ENROLLMENT PROJECTIONS

A. Projected Student Enrollment 2008-2013

Enrollment projections are most accurate for the initial years of the forecast period. In the past, the District has used the methodology from the Office of Superintendent of Public Instruction to determine enrollment projections. The cohort survival method uses historical enrollment data to forecast the number of students who will be attending school the following year. It uses a weighted average of the most recent years to project enrollment. Based on this methodology, a total of 629 FTE students are expected to be added to the District by 2013 - an increase of 11.89% over 2007 enrollment levels.

However, this methodology does not take into account population migration and the number of new housing units expected within Arlington School District boundaries. In order to more closely capture the number of new residents moving to the Arlington area, the District is choosing to use the OFM population-based enrollment projections.

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. Between 1995 and 2007, the District's enrollment constituted 19.63% of the total population in the District. Assuming that between 2008 and 2013 the District's enrollment will constitute 19.63% of the District's total population and using OFM/County data, a total enrollment of 6,632 FTE is projected in 2013. *See Appendix A.*

Table 6
Projected Student Enrollment
2007-2013

Projection	2007*	2008	2009	2010	2011	2012	2013	Change 07-13	% Change 07-13
OFM/County	5,289	5,513	5,737	5,961	6,184	6,408	6,632	1,343	25.39%
District	5,289	5,274	5,358	5,451	5,610	5,773	5,918	629	11.89%

* Actual October 2007 FTE enrollment

B. 2025 Enrollment Projections

Student enrollment projections beyond 2013 are highly speculative. Based on OFM/County data for 2013 and an estimated student-to-population ratio of 19.63%, 8560 FTE students are projected for 2025. The total enrollment estimate was broken down by grade span to evaluate long-term site acquisition needs for elementary, middle, and high school facilities. Enrollment by grade span was determined based on recent and projected enrollment trends at the elementary, middle school, and high school levels.

Projected enrollment by grade span for the year 2025[2] is provided in Table 7. Again, these estimates are highly speculative and are used only for general planning purposes.

Table 7
Projected Student Enrollment
(Ratio Method – OFM)
2025

Grade Span	Projected Enrollment
Elementary (K-5)	3,998
Middle School (6-8)	2,122
High School (9-12)	2,440
TOTAL (K-12)	8,560

C. Transfer of Development Rights (TDR) Impact on Enrollment

Snohomish County has instituted a Transfer of Development Rights (TDR) program for farmlands within Arlington School District's boundaries. This program will help to preserve natural resource areas (such as farmlands) while encouraging higher-density development in more suitable areas. It is a volunteer program, whereby land owners in the "sending area" can sell/transfer development rights for their property to land owners within the "receiving area". With the TDR rights purchased, development within the "receiving area" will be allowed to occur at higher densities than what would have originally been allowed without the TDR exchange. The first phase of this program has the TDR receiving area as 337 acres on the north side of Burn road, adjacent to the eastern City Limits of Arlington. The "sending area" consists of 3,304 acres of farmland in the Stillaguamish River floodplain, northwest of the City of Arlington.

The extent of the impact of TDR on future student enrollment within the Arlington School District is uncertain. However, the District believes that allowing higher-density residential

[2] Snohomish County Planning & Development Services provided the underlying data for the 2025 projections.

development in the TDR receiving area will create additional student enrollment above and beyond the current projection levels. Discussion of the TDR program is included in this plan for informational purposes. It is anticipated that the next capital facilities plan update will evaluate impacts of the TDR program on a more detailed level.

SECTION 5
CAPITAL FACILITIES 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 (2008-2013). Capacity needs are expressed in terms of "unhoused students."

Existing housing deficiencies (which are based on actual enrollment as of October 2007) occur only at the high school level, where 36 students are currently unhoused. Based on information regarding new construction, we believe these numbers do not reflect actual needs. New construction in the north and south ends of the district boundaries indicates we will have additional need for elementary capacity by 2013. Assuming no additional capacity is constructed, by the end of the six-year forecast period (2013), additional classroom space will be needed at all school levels:

Grade Span	Projected Unhoused Students
Elementary (K-5)	175
Middle School (6-8)	72
High School (9-12)	428
TOTAL (K-12)	675

Projected future capacity needs are depicted on Table 8. They are derived by applying the projected number of students to the projected capacity. Planned improvements by the District through 2013 are included in Table 8. 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 4. Information on planned construction projects can be found in the Financing Plan, Table 9.)

Table 8
Projected Student Capacity
2008 - 2013

Elementary School Surplus/Deficiency

Elementary	2008	2009	2010	2011	2012	2013
Existing Capacity	2,849	2,849	2,849	2,849	2,849	2,849
Added Capacity						650
Total Capacity	2,849	2,849	2,849	2,849	2,849	3,499
Enrollment	2,501	2,605	2,709	2,814	2,918	3,024
Surplus (Deficiency)	348	244	140	35	(104)	475

Note: Without construction of additional capacity, 175 students are projected to unhoused by 2013

Middle School Surplus/Deficiency

Middle	2008	2009	2010	2011	2012	2013
Existing Capacity	1,450	1,450	1,450	1,450	1,450	1,450
Added Capacity						150
Total Capacity	1,450	1,450	1,450	1,450	1,450	1,600
Enrollment	1,246	1,301	1,357	1,412	1,467	1,522
Surplus (Deficiency)	204	149	93	38	(17)	78

Note: Without construction of additional capacity, 72 students are projected to unhoused by 2013 .

High School Surplus/Deficiency

High	2008	2009	2010	2011	2012	2013
Existing Capacity	1,600	1,600	1,600	1,600	1,600	1600
Added Capacity						400
Total Capacity	1,600	1,600	1,600	1,600	1,600	2,000
Enrollment	1,710	1,773	1,837	1,900	1,964	2,028
Surplus (Deficiency)	(110)	(173)	(237)	(300)	(364)	(28)

Note: Without construction of additional capacity, 428 students are projected to unhoused by 2013 .

SECTION 6
CAPITAL FACILITIES FINANCING PLAN

A. Planned Improvements

At the time of preparation of this Plan, the District recently completed the last of its construction projects funded by the $54 million bond issue passed in 2000[3]. In order for the District to house its entire projected student enrollment, the following capital projects are planned over the next six years:

Permanent Capacity Adding Projects:

- Construction of 12 new classrooms at Arlington High School, adding space for 400 additional students. This would increase the school's capacity to 2,000 students – which is the facility's original core capacity design. Expected completion 2012.
- Increase capacity at Haller Middle School to a total of 800 students, which would make it the same capacity as Post Middle School. Expected completion 2012.
- Construction of a new 650-student elementary school in the southern end of the District in 2013.

Temporary Capacity Projects:

- Add six new portables to Arlington High School by 2013.

Property Acquisition:

- Purchase two sites (26 acres each) for future elementary schools in the northwest and southern areas of the District (2010).

In the event that planned construction projects do not fully address space needs for student growth and a reduction in interim student housing, the Board could consider various courses of action, including, but not limited to:

- Alternative scheduling options;
- Changes in the instructional model;
- Grade configuration changes;
- Increased class sizes; or
- Modified school calendar.

Funding for planned improvements is typically secured from a number of sources including voter approved bonds, State Match funds, and impact fees. Each of these funding sources is discussed in greater detail below.

[3] The March 2000 bond issue added a replacement high school, a new elementary school, a new middle school, and a replacement elementary.

B. Financing for Planned Improvements

1. General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes. In March 2000, the voters passed a $54 million bond issue for school construction and site acquisition. The funds from this bond have been the primary source of funding for the capital improvement projects listed in previous versions of this Plan.

2. State Match Funds

State Match funds come from the Common School Construction Fund (the "Fund"). Bonds are sold on behalf of the Fund, and then retired from revenues accruing predominantly from the sale of timber from common school lands. If these sources are insufficient, the Legislature can appropriate funds or the State Board of Education can change the standards. School districts may qualify for State Match funds for specific capital projects based on a prioritization system. Based on the District's assessed valuation per student and the formula in the state regulations, the District is currently eligible for State Match funds for a number of school construction projects at the 60.72% match level.

3. 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.

4. Six-Year Financing Plan

Table 9 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2008-2013. The financing components include a bond issue, impact fees, and State Match funds. Projects and portions of projects which remedy existing deficiencies are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity or which remedy existing deficiencies.

Table 9
Capital Facilities Financing Plan

Improvements Adding Permanent Capacity (Costs in Millions)

Project	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Impact Fees[1]	Future Sources
Elementary											
Site Acquisition (NW quadrant of Dist)			1.2				1.2			X	
Site Acquisition (southern area of Dist)			1.2				1.2			X	
New Elementary (southern area)						20.0	20.0			X	X
Middle School											
Add Capacity at Haller MS (150 students)						3.74	3.74		X	X	X
High School											
Additional classrooms (400 students)				4.6			4.6		X	X	X

Improvements Adding Temporary Capacity (Costs in Millions)

Project	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Impact Fees	Future Sources
High School											
Purchase 6 new portables		.15	.15	.15			.45			X	X

Improvements Not Adding Capacity (Costs in Millions)

Project	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Impact Fees	Future Sources
Middle School											
Remodel/upgrade mechanical systems - Post				16.2			16.2	X			

Totals (Costs in Millions)

	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Impact Fees	Future Sources
Elementary			2.4			20.0	22.4			X	X
Middle School				16.2		3.74	19.94		X	X	X
High School		.15	.15	4.75			5.05		X	X	X
Districtwide Improvements							0.0				
TOTAL		.15	2.55	20.95		23.74	47.39		X	X	X

Note: Project costs are based on actual historical construction costs, adjusted for inflation.

SECTION 7
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.

A. School Impact Fees

The County's and the City's impact fee programs require school districts to prepare and adopt CFPs meeting the specifications of the GMA. Impact fees are 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.

B. Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated utilizing the formula in the Snohomish County Impact Fee Ordinance. 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 that add interim capacity needed to serve new development. 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.

C. Methodology for Calculation of Student Generation Rates

The methodology used calculate student generation rates (SGRs) for the Arlington School District is based on methodology developed by the Everett School District and documented in Everett SD's SGR study dated July 20, 2000. SGRs have been calculated for two types of residential construction: Single-family detached, and multi-family with 2 or more bedrooms[4]. Condominiums, townhouses and duplexes are included in the multi-family classification, and mobile homes are included in the single-family classification.

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 2004 within the Arlington school district boundaries. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing site address) to generate a match from the student record data.

Addresses were extracted from the Arlington student records database for all K-12 students attending the District as of January 2006. The student addresses were cleaned up and reformatted

[4] No 0-1 bedroom units were found to be constructed within Arlington District boundaries for the time period studied, so no 0-1 bedroom rates are available.

to be consistent with the Metroscan method of storing addresses. Data from the two sources were then electronically matched to obtain the current student generation rates.

FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family

Elementary	.314
Middle	.162
Senior	.164
Total	**.639**

Student Generation Factors – Multi Family (1 Bdrm)

Elementary	.000
Middle	.000
Senior	.000
Total	**.000**

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.298
Middle	.137
Senior	.137
Total	**.573**

Projected Student Capacity per Planned New Facility

Elementary	650
Middle	150
Senior	400

Required Site Acreage per Facility

Elementary	26.0
Middle	0.0
Senior	0.0

Planned New Facility Construction Cost/Average

Elementary	$20,000,000
Middle	$3,740,000
Senior	$ 4,600,000

Permanent Facility Square Footage

Elementary		243,489
Middle		156,399
Senior		220,556
Total	**98.30%**	**620,444**

Temporary Facility Square Footage

Elementary		5,376
Middle		4,480
Senior		896
Total	**1.70%**	**10,752**

Total Facility Square Footage

Elementary		248,865
Middle		160,879
Senior		221,452
Total	**100.00%**	**631,196**

Average Site Cost/Acre

Elementary	$45,000
Middle	$0.00
Senior	$0.00

Temporary Facility Capacity

Capacity	27
Cost - New	$75,000
Relocate	$50,000

State Match Credit

Current State Match Percentage	60.72%

Area Cost Allowance

Current Area Cost Allowance	$ 168.79

District Average Assessed Value

Single Family Residence	$290,218

District Average Assessed Value

Multi Family (1 Bedroom)	$107,818

District Average Assessed Value

Multi Family (2+ Bedroom)	$161,031

SPI Square Footage per Student

Elementary	90
Middle	117
Senior	130

District Debt Service Tax Rate

Current/$1,000 for 2008	$1.19

General Obligation Bond Interest Rate

Current Bond Buyer Index	4.5%

Developer Provided Sites/Facilities

Value	0
Dwelling Units	0

Note: The total costs of the school construction projects and the total capacities are shown in the fee calculations. However, new development will only be charged for the system improvements needed to serve new growth.

C. Proposed Arlington School District Impact Fee Schedule

Using the variables and formula described in subsection B, impact fees proposed for the District are summarized in Table 10. See also Appendix C.

Table 10
School Impact Fees
2008

Housing Type	Impact Fee Per Dwelling Unit
Single Family	$4,444
Multi-Family (1 Bedroom)	*No fee ($0)*
Multi-Family (2+ Bedroom)	$4,546

APPENDIX A

POPULATION AND ENROLLMENT DATA

APPENDIX A

NOTE: THIS ENROLLMENT PROJECTION IS INCLUDED FOR REFERENCE ONLY. THE DISTRICT IS USING OFM-BASED PROJECTIONS TO DETERMINE FUTURE UNHOUSED STUDENTS

OSPI PROJECTED STUDENT ENROLLMENT 2008 - 2013
(Cohort Survival Method)

	School Year						
Grade	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
K (2)	373	386	394	402	410	418	427
1	393	410	424	433	442	451	460
2	396	403	421	435	444	454	463
3	386	401	408	427	441	450	460
4	454	402	417	425	445	459	468
5	395	487	431	447	456	477	492
Elem K-5	2,397	2,489	2,495	2,569	2,638	2,709	2,770
6	407	405	499	442	458	467	489
7	405	420	418	515	456	473	482
8	434	425	441	439	541	479	497
Mid 6-8	1,246	1,250	1,358	1,396	1,455	1,419	1,468
9	410	449	438	457	455	578	503
10	440	368	400	391	406	405	505
11	375	390	325	354	346	359	358
12	421	328	342	284	310	303	314
HS 9-12 (3)	1,646	1,535	1,505	1,486	1,517	1,645	1,680
Total K-12	5,289	5,274	5,358	5,451	5,610	5,773	5,918

Notes: (1) Actual student enrollment as of October 1, 2007

(2) Kindergarten is counted using headcount not FTE for half-time attendance

(3) Enrollment at the alternative HS (Weston) has been deducted - 30 students in ea HS grade

(3) Enrollment at the alternative Freshman Academy has been deducted - 45 students

APPENDIX A

AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN – OSPI METHODOLOGY

Enrollment by Grade Span

	2007	2008	2009	2010	2011	2012	2013
Elementary (K-5)	2,397	2,489	2,495	2,569	2,638	2,709	2,770
Middle School (6-8)	1,246	1,250	1,358	1,396	1,455	1,419	1,468
High School (9-12)	1,646	1,535	1,505	1,486	1,517	1,645	1,680
Total	5,289	5,274	5,358	5,451	5,610	5,773	5,918

Percentage by Grade Span

	2007	2008	2009	2010	2011	2012	2013
Elementary (K-5)	45.32%	47.19%	46.57%	47.13%	47.02%	46.93%	46.81%
Middle School (6-8)	23.56%	23.70%	25.35%	25.61%	25.94%	24.58%	24.81%
High School (9-12)	31.12%	29.11%	28.09%	27.26%	27.04%	28.49%	28.39%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Average Percentage by Grade Span

Elementary (K-5)	46.71%
Middle School (6-8)	24.79%
High School (9-12)	28.50%
Total	100.00%

APPENDIX A

OFM-BASED ENROLLMENT PROJECTIONS
(As prepared by Snohomish County)

	2000 Census	2001 Estimate	2002 Estimate	2003 Estimate	2004 Estimate	2005 Estimate	2006 Estimate	2007 Estimate	2013 Forecast
District Population (OFM)	23,918	24,606	24,660	25,001	25,223	26,999	28,155	28,875	33,785
ASD Enrollment (Actual FTE)	4,764	4,871	4,901	5,048	5,188	5,272	5,310	5,289	
Student/Population %	19.92%	19.80%	19.87%	20.19%	20.57%	19.53%	18.86%	18.32%	

Avg Student Population %	19.63%

Using the historical average student population of 19.63%, the projected enrollment for 2013 is 6,632 students. This is a growth of 1,343 students from the actual October 2007 enrollment of 5,289. This equates to a total 25.39% growth rate; spread out over the six-year forecast period equates to enrollment growth of approximately 223 students each year.

The following average projected grade span percentages were then used to determine the expected number of students at each grade level:

Elementary (K-5) = 46.71% Middle School (6-8) = 24.79% High School (9-12) = 28.50%

Grade Span	2007	2008	2009	2010	2011	2012	2013
Elem (K-5)	2,397	2,501	2,605	2,709	2,814	2,918	3,024
MS (6-8)	1,246	1,301	1,357	1,412	1,467	1,522	1,580
HS (9-12)	1,646	1,710	1,773	1,837	1,900	1,964	2,028
	5,289	5,512	5,735	5,958	6,181	6,404	6,632

APPENDIX A

HISTORICAL FTE STUDENT ENROLLMENT 2002-2007

	School Year					
Grade	**2002**	**2003**	**2004**	**2005**	**2006**	**2007(1)**
K (2)	151	190	186	179	180	187
1	332	335	411	399	405	393
2	377	355	360	422	392	396
3	343	360	378	382	422	386
4	393	348	391	377	394	454
5	416	445	393	392	412	395
6(3)	395	421	471	411	400	407
Elem K-6	2,407	2,454	2,590	2,562	2,605	2,618
7	437	402	438	486	435	405
8	426	471	438	467	496	432
Mid 7-8	863	873	876	953	931	837
9	616	601	574	575	488	410
10	395	433	456	486	483	440
11	356	360	391	396	486	375
12	261	287	320	333	402	421
HS 9-12 (4)	1,628	1,681	1,741	1,790	1,859	1,646
Total K-12	4,898	5,008	5,207	5,305	5,395	5,212

Notes: (1) Actual student enrollment as of October 1, 2007

(2) Kindergarten is counted using FTE's which assumes half-day attendance

(3) 6th grade moved to middle school in 2006 school year; Elementary is historically shown as grades K through six.

(4) Enrollment at the alternative HS (Weston) has been deducted - 30 students In each HS grade. Enrollment deducted by 45 students for Freshman Academy.

APPENDIX B

STUDENT GENERATION FACTOR REVIEW

APPENDIX B

STUDENT GENERATION RATES (SGR)

This appendix describes the methodology used to calculate student generation rates (SGRs) for the Arlington School District, and provides a listing of rates to be used in the districts Capital Facilities Plan. This document and the methodology used are based on the methodology developed by the Everett School District and documented in the District's SGR study dated 7/20/00.

SGRs were calculated for two types of residential construction: Single family detached, and multi-family with 2 or more bedrooms. No 0-1 bedroom units were found to be constructed within Arlington District boundaries for the time period studied, so no 0-1 bedroom rates are available. Condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes are included in the single family classification.

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 2000 to 2006 within the Arlington school district boundaries. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing site address) to generate a match from the student record data.

Using data files from the Arlington student records database, District staff provided student addresses and grade levels of K-12 students attending the District as of February 2008. 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 2,022 single family units were compared with 5,715 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	101	0.050
1	111	0.055
2	96	0.047
3	116	0.057
4	98	0.048
5	112	0.055
6	91	0.045
7	83	0.041
8	153	0.076
9	90	0.045
10	88	0.044
11	84	0.042
12	69	0.034

Grade Levels	Count of Matches	Calculated Rate
Elementary (K-5)	634	0.314
Middle (6-8)	327	0.162
High (9-12)	331	0.164
Total (K-12)	**1292**	**0.639**

***Calculated rates for individual grades may not equal overall totals due to rounding.**

Multifamily Rates (2-plus Bedrooms): The records of 131 2-plus bedroom units were compared with 5,665 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	4	0.031
1	7	0.053
2	9	0.069
3	3	0.023
4	9	0.069
5	7	0.053
6	4	0.031
7	2	0.015
8	12	0.092
9	5	0.038
10	8	0.061
11	2	0.015
12	3	0.023

Grade Levels	Count of Matches	Calculated Rate
Elementary (K-5)	39	0.298
Middle (6-8)	18	0.137
High (9-12)	18	0.137
Total (K-12)	**75**	**0.573**

***Calculated rates for individual grades may not equal overall totals due to rounding.**

APPENDIX C

SCHOOL IMPACT FEE CALCULATIONS

APPENDIX C

IMPACT FEE CALCULATION

SCHOOL IMPACT FEE CALCULATIONS

DISTRICT Arlington School District
YEAR 2008

School Site Acquisition Cost:
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor

	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	52.00	$ 45,000.00	650	0.314	0.000	0.298	$1,130	$0	$1,073
Middle	0.00	$ -	650	0.162	0.000	0.137	$0	$0	$0
High	0.00	$ -	1,600	0.164	0.000	0.137	$0	$0	$0
						TOTAL	$1,130	$0	$1,073

School Construction Cost:
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)

	%Perm/ Total Sq.Ft.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	98.30%	$20,000,000	650	0.314	0.000	0.298	$9,497	$0	$9,013
Middle*	98.30%	$3,740,000	150	0.162	0.000	0.137	$3,971	$0	$3,358
High	98.30%	$4,600,000	400	0.164	0.000	0.137	$1,854	$0	$1,549
						TOTAL	$15,322	$0	$13,920

Temporary Facility Cost:
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)

	%Temp/ Total Sq.Ft.	Facility Cost	Facility Size	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	1.70%	$ -	27	0.314	0.000	0.298	$0	$0	$0
Middle	1.70%	$ -	27	0.162	0.000	0.137	$0	$0	$0
High	1.70%	$ 75,000.00	27	0.164	0.000	0.137	$8	$0	$6
					TOTAL		$8	$0	$6

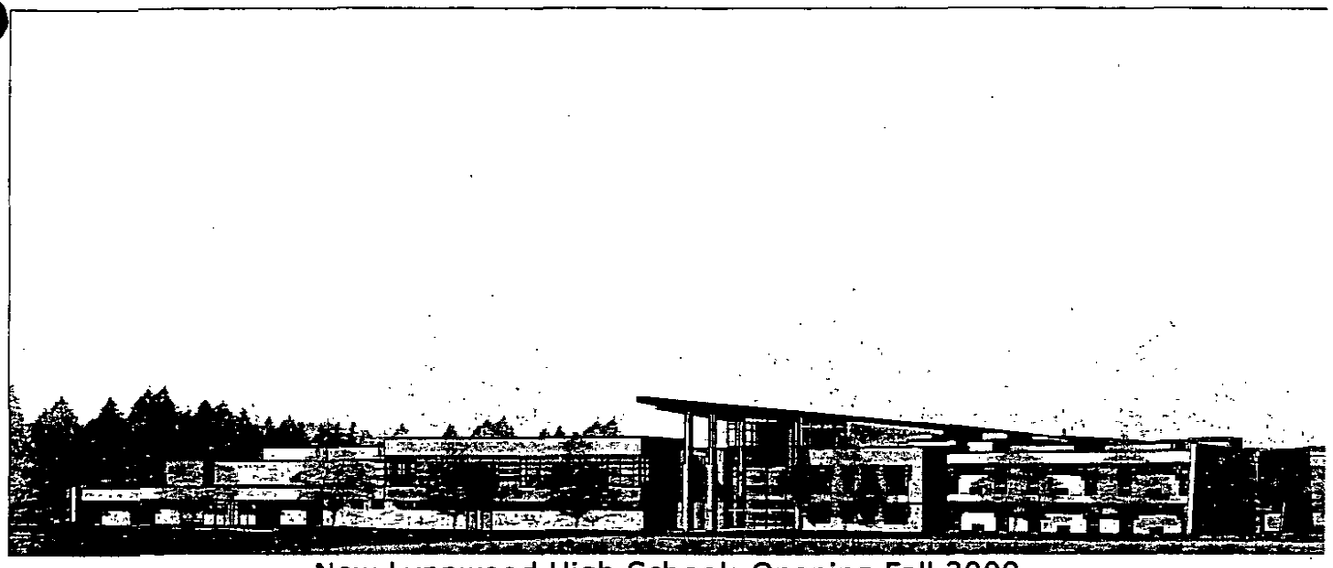
State Matching Credit:
Area Cost Allowance X SPI Square Footage X District Match % X Student Factor

	Area Cost Allowance	SPI Footage	District Match %	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	$ 168.79	90	60.72%	0.314	0.000	0.298	$2,896	$0	$2,749
Middle**	$ 168.79	117	60.72%	0.162	0.000	0.137	$1,943	$0	$1,643
Sr. High**	$ 168.79	130	0.00%	0.164	0.000	0.137	$0	$0	$0
					TOTAL		$4,839	$0	$4,392

Tax Payment Credit:	SFR	MFR (1)	MFR (2+)
Average Assessed Value	$290,218	$107,818	$161,031
Capital Bond Interest Rate	4.50%	4.50%	4.50%
Net Present Value of Average Dwelling	$2,296,413	$853,133	$1,274,193
Years Amortized	10	10	10
Property Tax Levy Rate	$1.19	$1.19	$1.19
Present Value of Revenue Stream	$2,733	$1,015	$1,516

Fee Summary:	Single Family	Multi-Family (1)	Multi-Family (2+)
Site Acquistion Costs	$1,130	$0	$1,073
Permanent Facility Cost	$15,322	$0	$13,920
Temporary Facility Cost	$8	$0	$6
State Match Credit	($4,839)	$0	($4,392)
Tax Payment Credit	($2,733)	($1,015)	($1,516)
FEE (AS CALCULATED)	$8,888	$0	$9,091
FEE (AS DISCOUNTED)	$4,444	$0	$4,546

**Capital Facilities financing plans from Table 9 include Middle School remodel not qualifying as added space for growth and is not included in this calculation*
***It has been determined that the district is only eligible for state match at the Middle and High School levels*



New Lynnwood High School: Opening Fall 2009

2008-2013
CAPITAL FACILITIES PLAN

EDMONDS 15 SCHOOL DISTRICT

June 2008 Draft

Draft

2008-2013
CAPITAL FACILITIES PLAN
EDMONDS SCHOOL DISTRICT No. 15

SCHOOL BOARD MEMBERS

Susan Paine, President
Director District 1

Ann McMurray, Vice President
Director District 2

Gary Noble
Director District 3

Susan Phillips
Director District 4

Patrick Shields
Director District 5

SUPERINTENDENT

Nick Brossoit, Ed. D.

Plan adopted by Board of Directors in August 2008
Resolution #_____
For information on the Edmonds School District Capital Facilities Plan,
Contact Facilities Operations at (425) 431-7332.
This document is also available at:
www.edmonds.wednet.edu

EDMONDS SCHOOL DISTRICT
CAPITAL FACILITIES PLAN
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SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

This Capital Facilities Plan (CFP) is intended to provide Edmonds School District (District), Snohomish County (County), other jurisdictions, and the community with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next twenty years. A more detailed schedule and financing program for capital improvements over the next six years, (2008-2013) is also included. In accordance with the Growth Management Act (GMA), this CFP contains the following elements:

- An inventory of existing capital facilities owned by the District, showing the locations and capacities of those facilities.
- A forecast of the future needs for capital facilities owned and operated by the District.
- The proposed locations and capacities of expanded or new capital facilities.
- A six-year plan for financing capital facilities.

Should available funding fall short of meeting existing capital facility needs, the planning jurisdictions will cooperate with the District to reassess the land use element to ensure that land use, the CFP, and financing plan within the CFP are coordinated and consistent. Jurisdictions within ESD 15 include: Brier, Edmonds, Lynnwood, Mountlake Terrace, and the Town of Woodway as well as portions of unincorporated Snohomish County

In addition to the CFP elements required by the Growth Management Act (GMA), Section 8 of this CFP addresses development fees, mitigation, and other regulatory sources of funding from developers. This report demonstrates that impact fees are not anticipated during the 2008-2013 period.

Overview of Edmonds School District

The District is the largest school district in the County, and the eleventh largest of Washington's 296 public school systems. The District covers an area of 36 square miles. The District currently serves a total student population (headcount, including Kindergarten) of 20,464[1] (as of October 1, 2007) with twenty-one schools serving grades K-6; three schools serving grades K-8; four schools serving grades 7-8; five schools serving grades 9-12; one resource center for grades K-12 home-schooled students, and one district program for students with severe disabilities. The grade configuration of schools has changed over time in response to the desires of the community and needs of the educational program. These changes are made after a process that allows for community participation, with ultimate approval by the Board of Directors.

Planning Objectives

The objective of this CFP is to assess existing school facility capacities, forecast future facility needs within six-year and twenty-year planning horizons, and to articulate a facility and financing plan to address these needs. This CFP replaces and supersedes the District's 2006 Capital Facilities Plan. Much of this report is based on population projections provided by the County. The current projections cycle is 2014 to 2025. Consequently, the District bases projections on this cycle, explaining why, in some cases, estimates end in 2025 instead of the customary twenty year horizon.

This CFP applies the County's allocation of planned urban and rural growth based on Washington State's Office of Financial Management, (OFM) twenty-year projections for 2025 in the formulation of a twenty-year planning horizon for long-term capital facility needs. Based on the OFM projected population growth to be allocated by the County's comprehensive plan for the succeeding twenty-year period to the area served by the District, the District will serve the educational needs of its students by a combination of both existing facilities and additional new facilities.

The process of delivering education within the District is not a static function. The educational program changes and adapts in response to the changing conditions within the learning community of the District. This CFP must be viewed as a work-in-progress that responds to the changing educational program and will assist in decision-making. The District

[1] Headcount differs from FTE in that the figure reflects total number of students served by District educational programming, while FTE is Full Time Enrollment and adjusts for half day attendance by Kindergarten students.

monitors proposed new residential growth for impacts and implications to its facility planning and educational programs. Additionally, the District comments upon proposed new development, working to ensure appropriate provisions for students are factored into a proposed development. Changes to the character of the District are noted as the Southwest Snohomish County Urban Growth Area (UGA) builds out and resulting issues of congestion and affordability occur. These changes may require the District to modify its facilities (i.e., the location, design, etc.), and its educational program (i.e., school year, grade configuration, etc.). Changes would be made in consultation with the community and approved by the Board of Directors.

The CFP records and documents how the District utilizes its educational facilities given current District enrollment configurations, educational program standards and locations, fixed capital facilities, and known capital funding sources. Using this information as a platform to look into the future, the CFP analyzes the implications of current variables upon future possibilities and arrives at directional conclusions and courses of action.

This edition of the CFP differs from previous documents in several aspects. As the District will not ask for mitigation fees during 2008 through 2013, much of the in depth supporting documents that had been contained in appendixes has not been reprinted. All appendixes in prior CFP's have been deleted and all sources are now referenced by footnote or are listed in the bibliography. Information regarding the planning process previously discussed in the prior CFP has been condensed and is included in this introduction. Building area figures have been updated to reflect actual capacity as reported to OSPI. Additionally, this report used headcount as a standard unit of measure, as opposed to Full Time Equivalencies, (FTE) as explained in Section 2. Finally, early photos of District schools are provided for your interest.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historic Trends

Student enrollment in the District reached its highest levels during the late 1960s and early 1970s, with 26,120 students attending District schools in 1973. Enrollment declined steadily between 1974 and 1985, reaching its lowest level in 1985 at 16,315 students. Enrollment then increased steadily from 1987 through 1998 and is now declining.

Methodology

Future facility needs are determined, in part by evaluating recent trends in student enrollment and comparing forecast enrollment against available capacity. For this evaluation, October headcount numbers are used. (The month of October is typically the high-water mark for enrollment in a given year). In addition, kindergarten enrollment is treated as if the students attend full time. While the state only provides funding for half-day kindergarten, the District operates full-day kindergarten programs, using local funds including tuition and I-728).

Furthermore, in recent years the state has begun moving towards funding full-day kindergarten. It is prudent, therefore, to consider this capacity as being consumed under the plan.

This capital facilities plan uses three forecast methodologies: one from the Washington State Office of Superintendent of Public Instruction, (OSPI); one based on data from the Washington State's Office of Financial Management (OFM); and one from Edmonds School District. A comparison to forecast enrollment using the three forecast methodologies is provided in Table 1.

Projected Student Enrollment 2008-2013

School districts typically forecast enrollment based on cohort survival: the number of students that remain in a grade group as they transition together from one grade level to the next. Enrollment forecast models are generally based upon trend data from previous years, and as such, assume that trends in a particular direction will continue in that direction (for instance, a series of years in which enrollment declines will forecast as a continuation of those declines). Therefore, enrollment projections are most accurate for the initial years of a forecast period. Underlying cohort

survival methodologies are based on assumptions about economic conditions and demographic trends in the current year that become less valid the further into the future the projection is made. Because cohort survival models cannot be applied to kindergarten enrollment (since there are no preceding grade levels), how kindergarten is forecast is important. Districts typically forecast kindergarten enrollment using birth rates in the County and may use other factors influencing population growth or decline for the area (termed "net migration").

The District uses two different models for forecasting enrollment – a more conservative- model for staffing purposes and a less conservative model for long-range facility planning. 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's long-range forecast projects kindergarten enrollment based on a market share of Snohomish County live births five years prior to entry to kindergarten, and projected enrollment for grades 1-12 based on cohort survival from the latest year. An assumption inherent in this method is the assumption that the same population of children born in a given year will remain within the enrollment boundaries of the district into school age. Recent enrollment declines suggest that this may no longer be the case, and therefore such a method may be more optimistic than realistic given changing economic and other conditions. Using the less conservative model, total enrollment is expected to decline by 477 students by the year 2013, a decrease of 2.33% from existing levels, (table 1).

In addition to the District's long-range forecast, two other models are presented for comparison: a forecast by OSPI, and a forecast based on data from OFM's population projections.

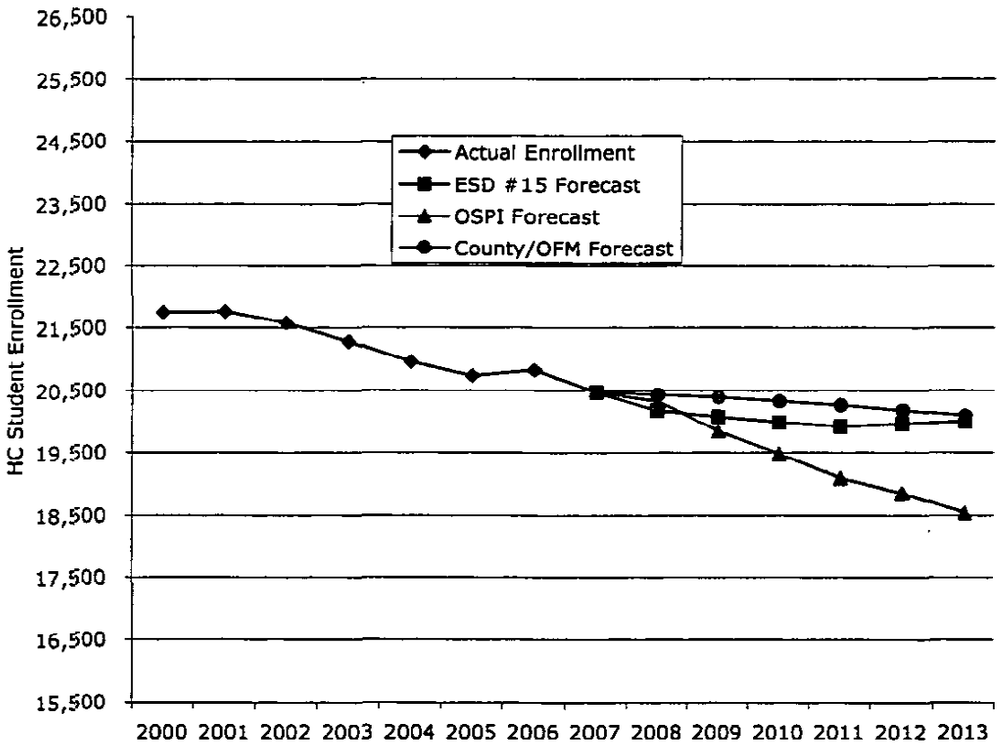
The second model, the OSPI method, calculates an average cohort survival based on the previous six years, and applies that rate to recent enrollment in the District to project enrollment. Kindergarten enrollment is projected separately using a linear regression analysis of actual kindergarten enrollment over the previous six years. This methodology assumes that enrollment trends, which have occurred over the previous six years, will likely continue through the next six years. OSPI updates these projections annually. Based on OSPI projections, enrollment in the District would be expected to decline by 1,929 students by the year 2013, a decrease of 9.43% from existing enrollment levels (Table 1).

The third forecast model considers a population-based enrollment projection using the current population forecast for the school districts prepared by Snohomish County Planning and Development Services, and is based on the current population forecasts made by OFM. This method assumes that student population grows at a level directly proportionate to the overall population in the District by assigning the student population at a fixed percentage of the total population. This model is primarily used to determine the 2013 and 2025 enrollments. Based on a linear projection of the 2007 to 2013 District general population estimates provided by Snohomish County and on actual student enrollment figures from 1998 through 2007, an average of 14.38% of the general population residing in the District are students enrolled in Edmonds School District from 2000-2007. Using this methodology, a total of 384 fewer students are expected to enroll in the District by the year 2013, a decrease of approximately 1.88% over existing enrollment levels.

Table 1 - Comparison of Student Enrollment Projectsions
Edmnds School District 2008-2013

								Actual Change	Percent Change
Projection	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2008-2013**	**2007-2013**
ESD 15	20,464	20,169	20,067	19,980	19,908	19,955	19,987	(477)	-2.33%
OSPI	20,464	20,319	19,840	19,475	19,092	18,848	18,535	(1,929)	-9.43%
OFM	20464	20428	20,381	20,323	20,253	20,172	20,080	(384)	-1.88%

Figure 1 - Comparison of Student Enrollment Projections



Based on the District's model for the six-year period in question, student enrollment is projected to grow by 233 students (2.25%) at the elementary school level, but decrease by 104 students (-3.39%) at the middle school level and decrease by 606 students (-8.60%) at the high school level. Although elementary enrollment is expected to grow, this will be offset by declines at the secondary levels. Projected student enrollment by grade span based on the District's model is provided in Table 2.

Table 2 - Projected Student Enrollment by Grade Span
Edmonds School District 2008-2013

	Actual 2007	Projected						Change 2013	Percent Change
Grade Span	2007	2008	2009	2010	2011	2012	2013		
Elementary (K-6)	10,346	10,237	10,252	10,257	10,372	10,423	10,579	233	2.25%
Middle School (7-8)	3,074	3,101	3,035	3,037	2,998	2,982	2,970	-104	-3.39%
High School (9-12)	7,044	6,831	6,780	6,687	6.538	6,550	6,438	-606	-8.60%
Total	20,464	20,169	20,067	19,981	19,908	19,955	19,987	-477	-2.33%

2025 Student Enrollment Projection

The year 2025 student enrollment projections are used by the District in determining its long-range (twenty-year) facility plan. The long-range plan also operates as a "check" on the six-year plan, and, therefore, is a means to ensure that this CFP is internally consistent, as well as ensuring this CFP's consistency with other elements of the local planning jurisdictions' comprehensive plans.

Student enrollment projections used for the year 2025 are based on OFM's twenty-year population projection. The District's 2007-2013 student to population ratio is expected to be 12.39%; by holding the ratio constant, a total enrollment of 24,379 students would be expected by the year 2025. This represents an increase of approximately 19.2% over existing enrollment levels.

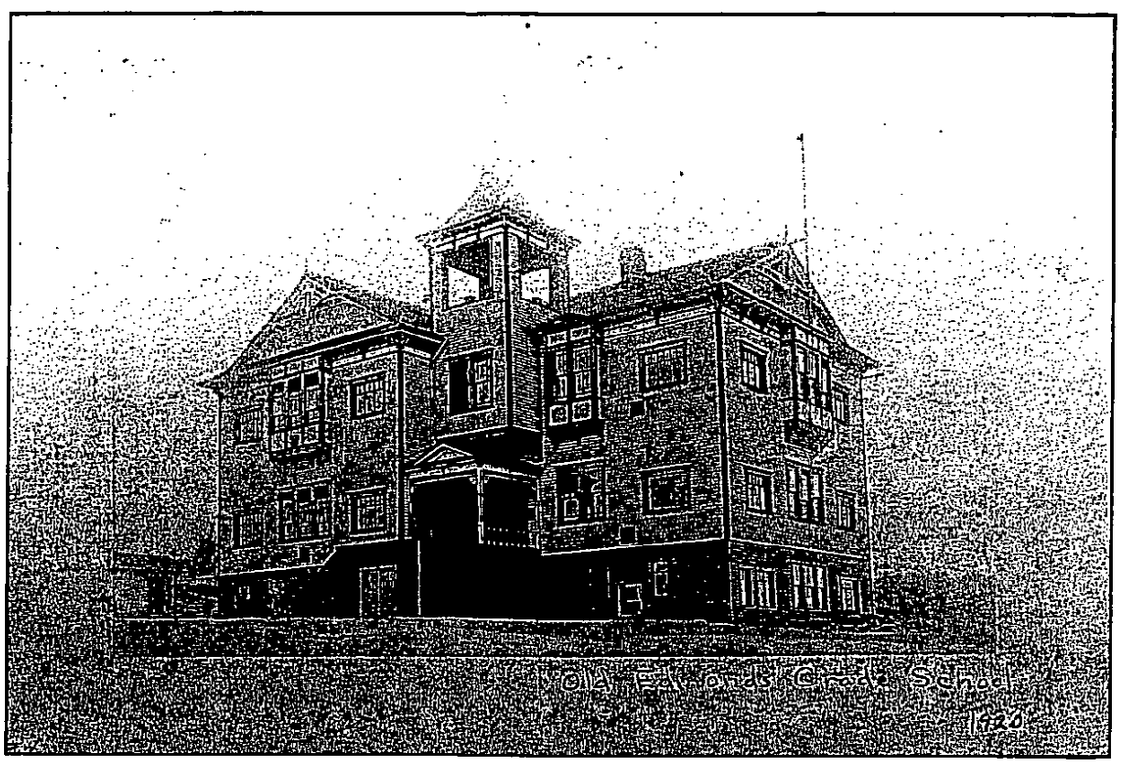
The total enrollment estimate, using OFM population projections for the year 2025, was then broken down by grade span to evaluate long-term site acquisition needs for elementary, middle, and high school facilities. Enrollment by grade span was determined based on recent and projected enrollment trends at the elementary, middle and high school levels. Projected enrollment by grade span for the year 2013 and 2025 is provided in Table 3.

Table 3 - Projected Student Enrollment Through 2025

Grade Span	**2013** Projected Student Headcount	20**25** Projected Student Headcount
Elementary (K-6)	10,389	12,613
Middle School (7-8)	3,031	3,680
High School (9-12)	6,660	8,086
District Total (K-12)	20,080	24,379

Sources: 2013-Edmonds School District; 2025-Shockey Brent

Student Generation Rates were last updated in 2006. As the District is not requesting impact fees, they have not been updated for this plan. Student Generation Rates are the average number of students by grade span (elementary, middle school, and high school) typically generated by each housing type. Student Generation Rates are calculated based on a survey of all new residential units permitted by the jurisdictions within the school district during the most recent five to eight-year period.



Old Edmonds Grade School circa 1920

SECTION 3 – DISTRICT EDUCATIONAL FACILITY STANDARDS

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, and current understanding of educational best practices, as well as classroom utilization and scheduling requirements and use of relocatable classroom facilities (portables).

Program factors, as well as government mandates and community expectations, affect how classroom space is used. The District's basic educational program is a fully integrated curriculum offering instruction to meet Federal, State, and District mandates. In addition, the District's basic educational program is supplemented by special programs, such as music programs, computer labs, and preschool programs that are developed in response to local community choices. Special programs require classroom space that may reduce the overall capacity of buildings. Some students, for example, leave their regular classroom for a short period of time to receive instruction in special programs. Newer schools within the District have been designed to accommodate most of these programs. Older schools, however, often require space modifications to accommodate special programs, and, in some circumstances, these modifications may reduce the classroom capacity and, therefore, the student capacity of these schools.

Grade configurations have changed over time in response to desires from the community and to provide additional learning opportunities for students. New program offerings also continue to evolve in response to research. It is expected that changes will continue in both the type of educational program opportunities and grade clustering being offered by the District.

State Initiative 728, passed by the voters in November 2000 (receiving a 72% voter approval rate), directed local school districts to lower class size at grades K- 3. This action has had facility space implications but has not resulted in over capacity at that level

The total curriculum program, including both the basic educational program and local-choice educational programs, is hereafter referred to as the *total local educational program*. This program may cause variations in student capacity between schools.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, funding, 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.

The District educational program standards, as they relate to class size and facility design capacity, are outlined below for the elementary, middle and high school grade levels. This CFP illustrates the educational program in this manner for the ease of the reader. As noted earlier, other grade configurations also exist.

Educational Facility Class Size and Design Capacity Standards for Elementary Schools

- The District's student to classroom teacher ratio for staffing purposes for grades K-1 is 21 students, 25 students for grades 2-4; and 27 students for grades 5-6.
- Some local-choice educational opportunities for students will be provided in self-contained classrooms designated as resource or program-specific classrooms (e.g., computer labs, music rooms, band rooms, remediation rooms, learning assistance programs).
- Current design capacity for new elementary schools is 25 teaching stations with 21 assigned as K-6 or K-8 basic educational program classrooms and four designated as self-contained resource or program-specific classrooms. School capacity will vary between 500 and 550 students.
- The actual capacity of individual schools may be lower than the design capacity depending on the total local educational program offered at each school.

The application of these classroom staffing ratios and capacity standards to the District's current educational program causes average classroom utilization in individual schools to vary usually within a range of 17 to 29 students. The District estimates that it would require approximately 25 classrooms to accommodate an enrollment of 500 to 550 elementary school students in new facilities.

Educational Facility Class Size and Design Capacity Standards for Middle and High Schools

- Taking account of needs for scheduling student programs, specialized rooms for certain programs, and the need for teachers to have a work space during planning periods, it is not possible to achieve 100% utilization of regular teaching stations. Based on the analysis of actual utilization of its existing secondary schools, the District can achieve a utilization rate of 83% with a class size average of 28 students. It has achieved a utilization rate of 90% in the design of its newest secondary schools. This rate will be used in the planning of new secondary school facilities.

- Current design capacity for new middle schools is 800 students. However, actual capacity of individual schools may vary. Actual capacity may be lower than the design capacity depending on the total local educational programs offered at each school and the size and configuration of older schools. Likewise, actual capacity may be higher than the design capacity based on the design of the District's educational program and the length of the educational day.

- Current design capacity for new high schools is 1,600 students. However, actual capacity of individual schools may vary. Actual capacity may be lower than the design capacity depending on the total local educational program offered at each school and the size and configuration of older schools. Likewise, actual capacity may be higher than the design capacity based on the design of the District's educational program and the length of the educational day.

The application of these standards to the District's current local educational program causes classroom utilization in individual secondary schools to average 26 students. These facility design standards are applied in Section 5 to determine existing capacities and to determine future facility needs.

Minimum Levels of Service

Elementary Schools

With a total of 600 classrooms, the District could accommodate 12,813 elementary school children based upon actual capacity. The current design capacity results in a utilization rate of 85%. With significant alteration to educational programming criteria, the District could increase current enrollment by 2,467 students if conditions required it.

Middle Schools / K-8

With a total of 168 classrooms, the District could accommodate 3,453 seventh and eighth graders in its K-8 and Middle Schools based on actual capacity. The current design capacity results in a utilization rate of 90%. Without significant alteration to educational programming criteria, the District could increase enrollment by 379.

High Schools

The District could accommodate 8365 high school students based upon actual capacity. The current design capacity results in a utilization rate of 82%. Without significant alteration to educational programming criteria, the District could increase enrollment by an additional 1,321 students without seriously compromising educational standards.

SECTION 4 – CAPITAL FACILITIES INVENTORY

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 or established 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 for class size and design capacity (see Section 3). A map showing locations of the District's developed educational facilities is provided as Figure 2.

Schools

Edmonds School District currently operates:

- Twenty one schools serving grades K-6;
- Three schools serving grades K-8;
- Four schools serving grades 7-8;
- Five schools serving grades 9-12; and
- One resource center for K-12 home-schooled students.

The District offers a District program, Maplewood Center, for severely developmentally and physically-challenged students 5 to 21 years of age. Additionally, the District also offers Alderwood Early Childhood Center (AECC) for pre-school children with developmental delays.

Measures of Capacity

The OSPI[2] calculates school capacity by dividing gross square footage of a building by a standard square footage per student (e.g.,90 square feet per elementary student, 117 square feet per middle school student, and 130 square feet per high school student)[2]. This method is used by the State as a simple and uniform approach to determining school capacity for purposes of allocating available State Match Funds to school districts for new school construction. However, this method is not considered to

[2] WAC 392-343-035 Space allocation

be an accurate reflection of the actual capacity required to accommodate the adopted educational program of Edmonds School District.

For this plan, school capacity was determined by applying the District's educational facility standards for class size and design capacity to individual schools. It is this capacity calculation that is used to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment. Should higher student enrollment increases be realized in the near term, the District has sufficient flexibility within its six-year plan to house students or make programmatic changes to eliminate capacity deficits until additional capital improvements can be made. As the District regularly revises this CFP partly to maintain statistical validity in its projections and to closely reflect school demographic trends in its planning, it is not anticipated that enrollment could increase so significantly as to cause an unexpected capacity shortfall.

Inventory

The school facility inventory is summarized in Tables 4, 5 and 6.

Key for Figure 2

1 – Beverly	20 – Chase Lake	40 – Maplewood
2 – Meadowdale	22 – Hazelwood	64 – Meadowdale MS
4 – Lynndale	23 – Cedar Valley	68 – Alderwood MS
5 – Seaview	24 – Lynnwood	69 – Brier Terrace MS
6 – Maplewood Center	25 – Spruce	70 – College Place MS
8 – Sherwood	27 – Martha Lake	77 – Home School/Scriber
9 - Westgate	30 – Oak Heights	82 – Mountlake Terrace HS
13 – Mountlake Terrace	33 – Hilltop	83 – Meadowdale HS
14 – Terrace Park	35 – Edmonds	85 – Lynnwood HS
15 – Brier	36 – College Place	86 – Ed/ Woodway HS
16 – Cedar Way	38 – Evergreen	
19 – Woodway	39 – Madrona	

Figure 2 - Map of School Facility Locations

Table 4 - Elementary School Capacity

Elementary School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Year Built or Last Remodel	Total # of Classes	Total Capacity
Alderwood	8.9	36,869	1965	20	520
Beverly	9.1	48,020	1988	24	526
Brier	10.0	43,919	1989	25	531
Cedar Valley K-8	22.1	64,729	2001	25	517
Cedar Way	9.4	53,819	1993	27	549
Chase Lake	10.3	57,697	2000	25	533
College Place	9.0	48,180	1968	27	552
Edmonds (1)	8.4	34,726	1966	20	391
Evergreen	10.3	42,747	1969	21	448
Hazelwood	10.3	51,453	1987	26	567
Hilltop	9.8	49,723	1967	25	604
Lynndale	10.0	39,043	1989	20	417
Lynnwood	8.9	45,460	1962	25	494
Madrona K-8 (2)	26.9	85,505	1963	32	631
Maplewood K-8	7.4	76,554	2002	27	486
Martha Lake	10.0	50,753	1993	26	599
Meadowdale	9.1	57,111	2000	25	583
Melody Hill	7.4	37,663	1958	20	494
Mountlake	8.0	40,412	1989	21	406
Oak Heights	9.4	49,355	1966	26	615
Seaview	8.3	49,420	997	22	479
Sherwood	13.6	43,284	1966	20	414
Spruce	8.9	43,022	1966	20	414
Terrace Park K-8	15.3	71,664	2002	33	756
Westgate	8.1	44,237	1989	22	443
Woodway (3)	13.1	37,291	1962	20	364
Less Grades 7-8					(520)
Totals		1,237,927		624	12,813

Source: Facilities Operations Department, Edmonds School District, OSPI

Notes:

(1) Formerly Olympic Elementary School.
(2) Formerly Madrona Junior High School.
(3) Formerly Snoline Elementary School.

Upper Meadowdale School circa 1920

Table 5 - Middle School Capacity Inventory

Middle School	Site Size (acres)	Bldg Area (Sq. Ft.)	Year Built or Last Remodel	Total Class rooms	Student Capacity
Alderwood	19.3	93,882	1988	36	753
Brier Terrace	22.7	89,258	1969	37	684
College Place	18.7	87,031	1970	37	737
Meadowdale	20.7	102,925	1961	39	687
Grades 7&8 (1)				19	520
Former Woodway (2)					72
Totals		373,096		168	3,453

Source: Facilities Operations Department, Edmonds School District
Notes:
(1) Grades 7 and 8 housed in K-8 schools.
(2) Edmonds Home School Resource Center housed at former Woodway High School

Table 6 - High School Capacity Inventory

High School	Site Size (acres)	Building Area (Sq. Ft.)	Year Built or Last Remodel	Teaching Stations	Program Student Capacity
Edmonds-Woodway	28.5	208,912	1998	*	1,794
Lynnwood	40.1	176,428	1971	52	1,352
Meadowdale	40.0	197,306	1998	*	1,600
Mountlake Terrace	33.2	211,950	1991	*	1,848
Scriber Lake(1)	Demolished	In 2007			
Former Woodway (2)	39.0	148,740	1967	55	1,430
New LHS (3)	40.5	217,597 (41,169 net gain)	2009	62	341
Totals	181.2	984, 505		*	8,365

Source: Facilities Operations Department, Edmonds School District
*Notes: Capacity may vary depending on education program.
(1) Formerly Cedar Valley Community School. Moved to Former Woodway High, 2007
(2) Edmonds Home School Resource Center and Scriber Lake High housed at former Woodway High School.
(3) The new facility will provide capacity for 341 more students than the current facility in 2009 and provide an additional area of 41,169 square feet

Relocatable Classroom Facilities (Portables)

Relocatable classrooms provide supplemental housing for students and may be located on a campus for extended periods. They may be used additionally, to temporarily house students pending construction of permanent classrooms, or also to provide non-disruptive space for music programs. Their additional teaching stations and student capacities are added to the totals for the elementary schools where they are located. The District currently uses six portables at various school sites.

Table 7 - Relocatable Classroom Inventory

School Site	Number of Portable Classrooms	Less Units to Surplus	Available Units	Interim Student Capacity Provided
College Place Elementary	2	0	2	52
Evergreen Elementary	1	0	1	26
Hilltop Elementary	2	0	2	52
Oak Heights Elementary	1	0	1	26
Former Woodway High School	4	1	0	0
Totals	10	1	6	156

Source: Facilities Operations Department, Edmonds School District

The portables at College Place, Evergreen, Hilltop, and Oak Heights elementary schools are older units that are nearing the end of their useful lives.

In addition to schools, the District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 8.

Table 8 - Inventory of Support Facilities

Facility Name	Building Area (Sq. Ft.)	Site Size(Acres)
Administration Center (ESC)*	57,400	5.0
Maintenance/Transportation*	65,000	9.1
Warehouse*	9,600	3.4
District Stadium	7,068	6.0
New District Support Center	130,000	19.6

Source: Facilities Operations Department, Edmonds School District
* To be relocated to the New District Support Center Site

Land Inventory

Undeveloped Sites

The District owns seven undeveloped parcels varying in size from 3.3 to 18.9 acres. An inventory of the undeveloped parcels (sites) owned by the District is summarized in Table 9.

Table 9 - Inventory of Undeveloped Sites

School District Site Description	Site Size(Acres)	Development Constraints/Environmental Issues
Esperance	3.30	Building demolished in 2003
Site 29	8.90	N.E. of Martha Lake
Site 28	9.50	S. of New Lynnwood High School
Site 32	9.40	N. of Beverly Elementary
Site 7 (Middle School)	18.90	Next to Martha Lake Elementary
Chase Lake Bog	7.50	Wetlands
Old ESC Site	3.90	3800 196th Street, SW

Source: Facilities Operations Department, Edmonds School District

Developed Sites

Table 10 provides an inventory of District-owned sites that are currently developed or planned for uses other than schools under long-term ground

leases, each with a recapture provision that would allow the District to reclaim the property if needed for school capacity needs.

Table 10 - Inventory of Developed Sites

Facility/Site	Size (Acres)	Development Constraints/Environmental Issues
Meadowdale Playfields	21.00	Recreation Facility - Lynnwood, Edmonds, Snohomish County
Civic Center Playfield	7.9	Recreation Facility City of Edmonds

Source: Facilities Operations Department, Edmonds School District

SECTION 5 -- PROJECTED FACILITY NEEDS

Six-Year Facility Needs (through 2013)

Projected available student capacity was derived by subtracting projected student enrollment for each of the six years in the forecast period from the existing 2007 school capacity. Available student capacity by grade span, based on capacity existing in 2007, is shown in Table 11. As described above, the District counts portable classroom units in capacity calculations; therefore, supplimental capacity provided by portables is included (information on portables can be found in Table 7).

Table 11 - Projected Available Student Capacity
(Based on 2007 Actual Capacity)
Edmonds School District 2008– 2013

Grade Span	2007	2008	2009*	2010	2011	2012	2013
Elementary	2,467	2,576	2,561	2,556	2,441	2,390	2,234
Middle School	379	370	377	386	396	408	422
High School	1,321	1,534	1,585	1,678	1,827	1,815	1,927

- **New Lynnwood High School will provide capacity for an additional 341 students beginning in 2009**

The District projects that it will have no unhoused students by the end of the forecast period (the year 2013). The District will not have to construct any additional classrooms. The District does have schools that are in need of rebuilding and remodel within the twenty year planning horizon. When funding opportunities arise, the District will seek voter approval for capital construction funds for these projects.

While Edmonds School District is not anticipating dramatic population fluctuations in student enrollment until after 2013, population forecasts suggest that the District will have an enrollment in excess of current capacity by 2025.

Although schools may be rebuilt or remodeled, the District does not expect to create new schools to accommodate students in established service areas. The District has identified all anticipated capital

construction projects in its Six Year Facilities Plan, which is periodically reassessed and revised as necessary, to maintain consistency with long-range projections of facility needs. The District appears to have adequate undeveloped sites for the construction of a new middle school. However, if student enrollment exceeds projections, the District may need to acquire additional property.

Projected housing needs by grade span for each year in the six-year forecast period are provided in Table 12

Table 12 - Projected Housing Needs
Edmonds School District 2008-2025

Grade Span	2008	2009	2010	2011	2012	2013	2025
Elementary	0	0	0	0	0	0	0
Middle School	0	0	0	0	0	0	-227
High School	0	0	0	0	0	0	0

SECTION 6 -- PLANNED IMPROVEMENTS

On May 18, 2004, voters approved a capital levy for technological, structural and facility improvements. Once completed, these improvements will have no significant impact on building capacities but will provide educational and safety enhancements.

In February 2006, voters approved Capital Construction funding for remodeling, rebuilding and renovating schools and building systems. Discussed further below is the 2008 Capital Construction scope of work. The majority of the capital construction work is focused upon rebuilding; however, some additional student capacity was planned as part of the rebuilding of schools. Many of the District's schools will be remodeled or building systems renovated as funding becomes available. These projects are described in this section not to meet any capacity shortfall but to reflect other planned improvements the District may make during the 6 year planning period for this CFP. It is possible that when these projects occur, additional capacity may be added as a consequence of updated facility design according to current District standards.

Construction Projects - (Six-Year Plan)

The 2008 to 2013 period will see a great deal of activity in the construction of a number of new sites. The new Lynnwood High School, currently under construction, will open for the 2009/2010 school year. In 2007, Scriber Lake High was relocated to former Woodway High to make room for the construction of the new District Services Center. Administration, Maintenance, Transportation, and the Warehouse will all move to the new DSC. The Warehouse, Maintenance/Transportation, and the old ESC property on 196th Street, SW will be sold or ground leased, adding to the revenue stream along with the current Lynnwood High School Property. Proceeds from the development of these three properties will allow the District to use independent, non-tax dollars for capital construction purposes. The current Administration building (ESC) will be remodeled to house Scriber Lake High School along with other activities. Currently in the planning stages, a new Meadowdale Middle School is scheduled to open in 2011. These projects are described in table 13.

Table 13 - Construction Projects

Active Projects	Estimated Completion Date*	Student Capacity Change(1)	Estimated Project Cost **
New Lynnwood High School	Fall 2009	341	$ 86 million
New Meadowdale Middle	Fall 2011	TBD	$38 million
Bond total			**$137,800,000**
New Alternative Learning Center	TBD	TBD	$12 million
New District Support Center	TBD	N/A	TBD
Revenue from Surplus Property Sub total			**$12 million**
Capital Improvement Projects, multi	uncertain		**$ 42 million**
Proposed Projects	**Estimated Completion Date***	**Student Capacity Change**	**Estimated Project Cost****
New Madrona K-8 Design & construction*	Fall 2013	TBD	$30 million
New Alderwood Middle- Design and Construction*	Fall 2013	TBD	$40 million
New Lynnwood Elementary- Design and Construction*	Fall 2013	TBD	$21 million
Revenue from Surplus Property Sub total			**$91 million**
Total- All Projects			**$282,800,000**

(1) Based on District's Educational Facility Standards

* Completion dates for projects funded from property revenue depend upon the availability of future revenues

** Project costs represent currently approved amounts. Budgets may be revised as additional cost and revenue data are available

The primary source of funding for these construction projects will be proceeds from bond sales, interest earnings, real-estate earnings, and from State matching funds as shown in Table 14.

Table 14 - Capital Construction Finance Detail in Thousands

	Budget	2006 Bond	2004 Levy	Reserve Funds	Local Funds	State Match	Other
New LHS	$99,700	$86,000	$2,900		$924	$9,376	$500
New MDM	$38,000	$38,000					
New Alt. Learning Ctr.	TBD				Property Revenue		EdCC
New DSC	TBD				Property Revenue		
New AWM	TBD				Property Revenue		
New MAD	TBD				Property Revenue		
New LDE	TBD				Property Revenue		

Completion of these construction projects will allow the District to continue to have sufficient capacity at the elementary, middle, and high school levels to house projected student enrollment through the year 2013 and to update existing classroom and building space to assist in achieving its total local educational program objectives.

Relocatable Classroom Facilities (Portables) - (Six-Year Plan)

Six serviceable portables are expected to be in use at school sites throughout the District, providing supplemental capacity for approximately 156 students The District does not intend to purchase additional portables.

Site Acquisition and Improvements

The District currently owns enough school sites to accommodate projected student housing needs through the year 2013.

SECTION 7 -- CAPITAL FACILITIES FINANCING PLAN

Funding of school facilities is secured from a number of sources, with the major source being voter-approved bonds. Other sources may include State matching funds, development fees and mitigations, and proceeds from real-estate leases and surplus property sales. Each of these funding sources is discussed in greater detail below.

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. Voters in the District passed a capital construction bond for $140 million in February 2006.

State Match Funds

State Match Funds come from the Common School Construction Fund. School districts may qualify for State matching funds for specific capital projects based on an eligibility system. State matching funds are generated from a complex formula based on many factors. At the present time, the State provides matching funds on Edmonds School District projects at a rate of 41.89% of ELIGIBLE costs, which are a fraction of actual costs. For example, the new Lynnwood High School has a total project cost of $99.7 million dollars. The state match for this project is $15,644,178.71 or an actual rate of 15.69%. State match for all Edmonds School District projects for the last fifteen years have had a similar actual state match ratio

State match funds can only be applied to school construction projects. Site acquisition and improvements are not eligible to receive matching funds from the State. Because availability of State match funds has not been able to keep pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the State may not be received by a school district until two or three years after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from reserves in the Capital Projects Fund.) When the State share is disbursed (without accounting for escalation), the District's capital projects fund is reimbursed, but without interest earnings or accounting for escalating construction costs.

Sales and Ground Lease of District Surplus Property

School districts are permitted to sell or engage in long-term leases of surplus properties. The proceeds of these activities are deposited in the Capital Facilities Fund and become available to fund capital construction projects. As of 2008, the District has entered into a development agreement for the current Lynnwood High School site, which anticipates a long term ground lease when the site is vacated. Future leases or sales, affecting the current Maintenance and Transportation site and the Lynnwood City Center (Old ESC) site, will provide additional continuing property revenues.

Developer Contribution

Development impact fees authorized by the GMA have been adopted by a number of jurisdictions in the state as a means of supplementing other funding sources for construction of public facilities needed to accommodate new development. To date, Snohomish County is the only jurisdiction within Edmonds School District to adopt an impact fee ordinance. School impact fees are generally collected by the permitting agency at issuance of the building permit or certificates of occupancy. A discussion on impact fees is provided in Section 8.

Schools are also eligible to receive developer contributions for impacts attributable to development by operation of other laws, such as the State Environmental Policy Act, and the Subdivision Act.

SECTION 8 -- IMPACT FEES

The County is currently the only local government within the District's jurisdictional boundaries that has adopted a GMA-based impact fee ordinance. The implementing ordinance is found at SCC Title 30.66C. Local city governments within the District's boundaries also have the ability to adopt their own approach to school impact fee assessment or to adopt an ordinance requiring compliance with the County's 30.66C criteria and incorporating the County-approved CFP by reference. Additionally, the State Environmental Policy Act (SEPA) authorizes jurisdictions to require mitigation for impacts directly related to a proposed development. In the previous years, some impacts to schools resulting from new residential development have been mitigated through voluntary agreements negotiated on a case-by-case basis. The State subdivision code also addresses the need to provide appropriate provisions for schools (Chapter 58.17 RCW).

The District does not presently anticipate collecting impact fees. This conclusion is based on information available at the time of publication. Given the dynamic development of additional residential capacity within the District's borders the District cannot rule out the need for fees after 2013. In preparation for the time when such fees may be needed, the District requests that all jurisdictions adopt a school impact fee ordinance that will allow the district to make use of this source of revenue should the need arise. The District will closely monitor development as it occurs and will actively seek appropriate developer contributions for impacts upon the District on a case-by-case basis as authorized by applicable law, after 2013. The District has not updated Student Generation Rates, (SGR's) this year as the District is not requesting collection of impact fees. SGR's are not used in forecasting enrollment and are only needed if calculating impact fees.

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Snohomish County Tomorrow 1999 Growth Monitoring Report, Snohomish County Planning & Development Services, December 1999.

EVERETT SCHOOL DISTRICT No. 2

CAPITAL FACILITIES PLAN

2008 - 2013

August 1, 2008

Produced by Everett School District No. 2
and
Shockey/Brent, Inc.

EVERETT SCHOOL DISTRICT NO. 2

RESOLUTION NO. ___

A Resolution of the Board of Directors (the "Board") of the Everett School District No. 2 (the "District") to adopt a Capital Facilities Plan (the "Plan") for school facilities conforming to requirements of the State Growth Management Act and the Snohomish County General Policy Plan.

WHEREAS, in August, 1998, the District approved Resolution 651 adopting a Capital Facilities Plan meeting the requirements of RCW 36.70A (the Growth Management Act) and the Snohomish County General Policy Plan; and

WHEREAS, in June, 2000, September 2002, September 2004 and August 2006 the District approved Resolutions 700, 742, 799 and 860 adopting updated Capital Facilities Plans meeting the requirements of RCW 36.70A (the Growth Management Act) and the Snohomish County General Policy Plan; and

WHEREAS, Districts are required to update their Capital Facilities Plan every two years in compliance with the Act and the General Policy Plan; and

WHEREAS, this Plan update was developed by the District in accordance with accepted methodologies and requirements of the Growth Management Act; and

WHEREAS, the proposed impact fees utilize calculation methodologies meeting the conditions and tests of RCW 82.02; and

WHEREAS, a draft of the Plan was submitted to the Snohomish County Department of Planning and Development Services for review with changes having been made in accordance with Department comments; and

WHEREAS, the District finds that the Plan meets the basic requirements of RCW36.70A and RCW 82.02; and

WHEREAS, the District conducted a review of the Plan in accordance with the State Environmental Policy Act, state regulations implementing the act, and District policies and procedures;

Now, Therefore Be It Resolved as follows:

1. The 2008 Capital Facilities Plan for the years 2008-2013 is hereby adopted by the District.
2. The Snohomish County Council is hereby requested to adopt the Plan by reference as part of the capital facilities element of the County's General Policy Plan.
3. The Cities of Mill Creek and Everett are hereby requested to adopt the Plan by reference as part of the Capital Facilities Plan element of their respective General Policy Plans.

ADOPTED this _____ day of _____, 2008 and authenticated by the signatures affixed below.

By: _____
Karen Madsen, President

By: _____
Carol Andrews, Member

By: _____
Kristie Dutton, Vice President

By: _____
Sue Cooper, Member

ATTEST:

By: _____
Dr. Carol Whitehead, Superintendent and Secretary for the Board

By: _____
Ed Petersen, Member

CAPITAL FACILITIES PLAN
2008-2013
EVERETT SCHOOL DISTRICT No. 2

BOARD OF DIRECTORS

Karen Madsen, President
Kristie Dutton, Vice President
Carol Andrews, Member
Sue Cooper, Member
Ed Petersen, Member

SUPERINTENDENT

Dr. Carol Whitehead

August 1, 2008

For information on the Everett School District's Capital Facilities Plan contact Michael Gunn, Director of Facilities and Planning, Everett School District No. 2, P.O. Box 2098, Everett WA 98213, Phone (425) 385-4190, email: mgunn@everettsd.org

EVERETT SCHOOL DISTRICT No. 2
CAPITAL FACILITIES PLAN

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SECTION 1: INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington Growth Management Act (the GMA) outlines thirteen broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The public school districts serving Snohomish County residents have developed 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.

This Capital Facilities Plan (CFP) is intended to provide the Everett School District (District), Snohomish County and other jurisdictions a description of facilities needed to accommodate projected student enrollment at acceptable levels of service through the year 2025, and a more detailed schedule and financing program for capital improvements over the six year period 2008-2013.

In accordance with GMA mandates, and Chapter 30.66C SCC, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle and high).
- An inventory of existing capital facilities owned by the District, showing the locations and student capacities of the facilities.
- A forecast of the future needs for capital facilities and school sites, distinguishing between existing and projected deficiencies.
- The proposed capacities of expanded or new capital facilities.
- A 6-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. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects which address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.
- A calculation of impact fees to be assessed and support data substantiating said fees.
- In developing this CFP, the guidelines of Appendix F of the General Policy Plan were used as follows:
- Information was obtained 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 is to be consistent with the State Office of Financial Management (OFM) population forecasts and those of Snohomish County.
- Chapter 30.66C SCC requires that student generation rates be independently calculated by each school district. Rates were updated for this CFP.

- The CFP complies with RCW 36.70A (the Growth Management Act) and, where impact fees are to be assessed, RCW 82.02.
- The calculation methodology for impact fees meets the conditions and tests of RCW 82.02. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

Unless otherwise noted, all enrollment and student capacity data in this CFP is expressed in FTE (Full time Equivalent)[1] as of October 1 of the year indicated.

Overview of the Everett School District

The Everett School District stretches approximately fifteen miles from Union Slough on the north to 195th Street Southeast at its southernmost boundary. The average width is a little more than two and a half miles, giving the District an area of approximately 39 square miles. The District includes most of the City of Everett, all but a very small area of the City of Mill Creek, and portions of unincorporated Snohomish County. Total population within the District in 2007 is estimated to be approximately 124,578.

The District serves 17,872 students (October, 2007) in 17 elementary schools, five middle schools, three comprehensive high schools, one alternative high school and 69 portable classrooms. Full and part-time District staff number approximately 2000.

Significant Issues Related to Facility Planning in the Everett School District

The most significant school facility issues facing the Everett School District are: 1) the need to acquire appropriate sites for school facilities anticipated to be needed in the future, and 2) the need to upgrade older facilities so they can continue to serve students in the decades ahead.

- The District anticipates the need to acquire two new elementary school sites, one new middle school site and possibly one new high school site to accommodate new schools needed by 2025 for unhoused students, and new classroom facilities at all grade levels will need to be constructed. Projections for unhoused students are based on enrollment growth and planned program changes.

- The acquisition of property for new schools or additions to existing schools will be a challenge, as the number of suitable properties diminish and the prices escalate.

- In recent years, the District has embarked on an ambitious plan to modernize older buildings. Despite this endeavor, there still are a few 25 to 40 year old facilities which are in need of renovation. Without the necessary modernization, it is an on-going maintenance challenge to keep these schools in service.

[1] Full Time Equivalents (FTE) which includes half the students attending Kindergarten and all students attending grades 1-12.

- In addition to major new construction and modernization work on school facilities, the District is finding it necessary to address other district-wide needs. Mechanical system upgrades, roofing replacements, seismic upgrades, technology upgrades and a new central administrative office facility are among these needs.

- The District construction program in recent years has been financed in large part by passage of a $74.0 million bond issue in 2002, and in 2006 the voters approved a $198.9 million bond issue including a new elementary school, modernizations, property acquisitions, technology upgrades, and a variety of other projects. Lesser amounts have come from state match and growth mitigation fees.

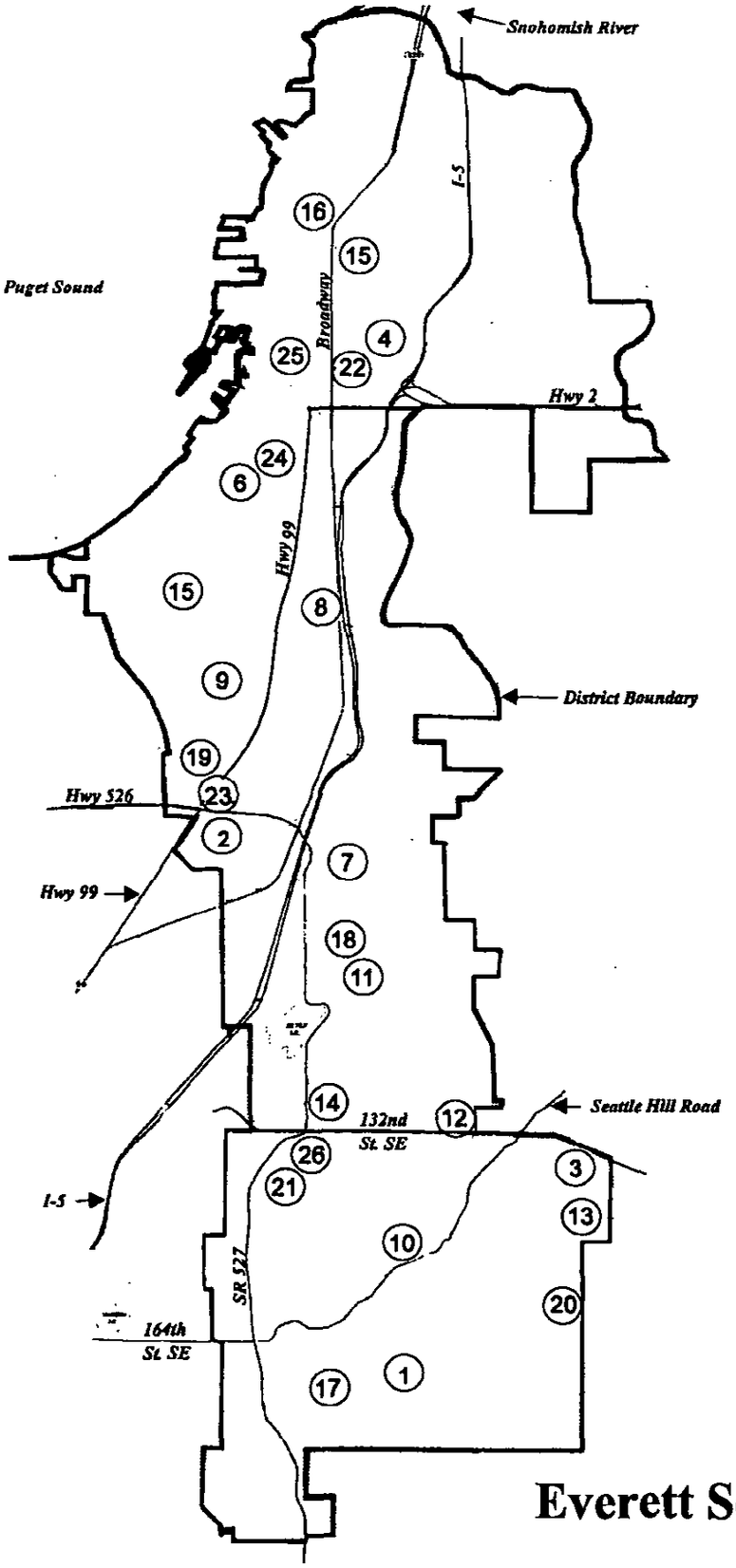

Figure 1
Map of School Facilities

NORTH

Approximate Scale: 1" = 1.2 Miles

School Facilities

1. Cedar Wood ES
2. Emerson ES
3. Forest View ES
4. Garfield ES
5. Hawthorne ES
6. Jackson ES
7. Jefferson ES
8. Lowell ES
9. Madison ES
10. Mill Creek ES
11. James Monroe ES
12. Penny Creek ES
13. Silver Firs ES
14. Silver Lake ES
15. View Ridge ES
16. Whittier ES
17. Woodside ES
18. Eisenhower MS
19. Evergreen MS
20. Gateway MS
21. Heatherwood MS
22. North MS
23. Cascade HS
24. Sequoia HS
25. Everett HS
26. H. M. Jackson HS

Everett School District No. 2

SECTION 2: DEFINITIONS

Note: Definitions of terms proceeded by an asterisk (*) are provided in Ordinance 97-095 as amended by Ordinance 99-107. They are included here, in some cases with further clarification to aid in the understanding of this CFP. Any such clarifications provided herein in no way affect the legal definitions and meanings assigned to them in Ordinance 97-095, as amended.

* **Appendix F** means Appendix F of the Snohomish County Growth Management Act (GMA) Comprehensive Plan, also referred to as the General Policy Plan (GPP).

* **Average Assessed Value** means the average assessed value by dwelling unit type of all residential units constructed within the District.

Board means the Board of Directors of the Everett School District No. 2 ("School Board").

* **Boeckh Index** means the current construction trade index of construction costs for each school type. (OSPI currently refers to this index as the Area Cost Analysis)

* **Capital Facilities** means school facilities identified in the District's capital facilities plan and are "system improvements" as defined by the GMA as opposed to localized "project improvements".

* **Capital Facilities Plan (CFP)** means the District's facilities plan adopted by its school board consisting of those elements required by Chapter 30.66C SCC and meeting the requirements of the GMA and Appendix F of the General Policy Plan. The definition refers to this document.

* **Council** means Snohomish County Council.

* **County** means Snohomish County.

DCTED means the Washington State Department of Community, Trade and Economic Development.

* **Developer** means the proponent of a development activity, such as any person or entity who owns or holds purchase options or other development control over property for which development activity is proposed.

* **Development** means all subdivisions, short subdivisions, conditional or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar uses) and other applications requiring land use permits or approval by Snohomish County.

* **Development Activity** means any residential construction or expansion of a building, structure or use of land or any other change of building, structure or land that creates additional demand and need for school facilities, but excluding building permits for attached or detached accessory apartments, and remodeling or renovation permits which do not result in additional dwelling units. Also excluded from this definition is "Housing for Older Persons" as defined by 46 U.S.C. § 3607, when guaranteed by a restrictive covenant, and new single-family detached units constructed on legal lots created prior to May 1, 1991.

* **Development Approval** means any written authorization from the County which authorizes the commencement of a development activity.

* **Director** means the Director of the Snohomish County Department of Planning and Development Services (PDS), or the Director's designee.

District means Everett School District No. 2.

* **District Property Tax Levy Rate** means the District's current capital property tax rate per thousand dollars of assessed value.

* **Dwelling Unit Type** means (1) single-family residences, (2) multi-family one-bedroom apartment or condominium units and (3) multi-family multiple-bedroom apartment or condominium units.

* **Encumbered** means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

* **Estimated Facility Construction Cost** means the planned costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs.

* **Facility Design Capacity** means the number of students each school type is designed to accommodate, based on the District's standard of service as determined by the District.

FTE (Full Time Equivalent) is a means of measuring student enrollment based on the number of hours per day in attendance at District schools. A student is considered one FTE if he/she is enrolled for the equivalent of a full schedule each school day. Most kindergarten students attend half-day programs and therefore are counted as 0.5 FTE. For purposes of this Capital Facilities Plan, all other grades are considered to contain one FTE per student.

GFA (per student) means the Gross Floor Area per student.

* **Grade Span** means a category into which the District groups its grades of students (e.g., elementary, middle or junior high, and high school). Grade spans for the Everett School District include grades K-5 for elementary level, grades 6-8 for middle school and grades 9-12 for senior high school.

* **Growth Management Act/GMA** means the Growth Management Act, Chapter 17, Laws of the State of Washington of 1990, 1st Ex. Sess., as now in existence or as hereafter amended.

* **Interest Rate** means the current interest rate as stated in the Bond Buyer Twenty-Bond General Obligation Bond Index.

* **Land Cost Per Acre** means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs in other districts, or the average assessed value per acre of properties comparable to school sites located within the District.

* **Multi-Family Dwelling Unit** means any residential dwelling unit that is not a single-family unit as defined by the ordinance. [2]

OFM means Washington State Office of Financial Management.

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[2] For purposes of calculating Student Generation Rates, assisted living or senior citizen housing is not included in this definition.

OSPI means Washington State Office of the Superintendent of Public Instruction.

* **Permanent Facilities** means school facilities of the District with a fixed foundation.

Portables: Synonym for Relocatable Facilities

R.C.W. means the Revised Code of Washington

* **Relocatable Facilities** (also referred to as Portables) means factory-built structures, transportable in one or more sections, that are designed to be used as education spaces and are needed to prevent the overbuilding of school facilities, to meet the needs of service areas within the District, or to cover the gap between the time that families move into new residential developments and the date that construction is completed on permanent school facilities.

* **Relocatable Facilities Cost** means the total cost, based on actual costs incurred by the District, for purchasing and installing portable classrooms.

* **Relocatable Facilities Student Capacity** means the rated capacity for a typical portable classroom used for a specified grade span.

* **School Impact Fee** means payment of money imposed upon development as a condition of development approval to pay for school facilities needed to serve new growth and development. The school impact fee does not include a reasonable permit fee, an application fee, the administrative fee for collecting and handling impact fees, or the cost of reviewing independent fee calculations.

SEPA means State Environmental Policy Act.

* **Single-Family Dwelling Unit** means any detached residential dwelling unit designed for occupancy by a single family or household.

* **Standard of Service** means the standard adopted by the District which identifies the program year, the class size by grade span and taking into account the requirements of students with special needs, the number of classrooms, the types of facilities the District believes will best serve its student population, and other factors as identified in the District's capital facilities plan. The District's standard of service shall not be adjusted for any portion of the classrooms housed in relocatable facilities which are used as transitional facilities or from any specialized facilities housed in relocatable facilities.

* **State Match Percentage** means the proportion of funds that are provided to the District for specific capital projects from the state's Common School Construction Fund. These funds are disbursed based on a formula which calculates district assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the maximum percentage of the total project eligible to be paid by the state.

* **Student Factor or Student Generation Rate (SGR)** means the number of students of each grade span (elementary, middle/jr. high, high school) that the District determines are typically generated by different dwelling unit types within the district. The District will use a survey or statistically valid methodology to derive the specific student generation rate, provided that the survey or methodology is approved by the Snohomish County Council as part of the adopted capital facilities plan for the District.

Subdivision means small and large lot subdivisions as defined in Title 19 of the Snohomish County Code, and all short subdivisions as defined in Title 20 which are within the definition of "development" above.

Teaching Station means a facility space (classroom) specifically dedicated to implementing the District's educational program and capable of accommodating at any one time, at least a full class of up to 32 students. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

Unhoused Students means students projected to be housed in classrooms where class size exceeds standards within the District and students projected to be housed in portable classrooms.

WAC means the Washington Administrative Code.

SECTION 3: EDUCATIONAL PROGRAM STANDARDS

Educational Program Standards

School facility and student capacity needs are dictated by the types and amount of space required to accommodate the School Board adopted educational programs. 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 classroom facilities (portables).

In addition, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by the Everett School District are supplemented by nontraditional or special programs, such as: Special Education, English Language Learner, remediation programs, alcohol and drug education, AIDS education, preschool and daycare programs, computer labs, music programs, Career and Technical Education, Accelerated Learning Support Classes (ALS), etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

Examples of special teaching stations and programs offered by the Everett School District:

- Athletics, Health and Fitness
- Contract Learning
- Career Counseling
- Lighthouse Cooperative
- Denny Youth Center Services
- Drug and Alcohol Counseling
- ECEAP (Early Childhood Educational Assistance Program)
- Elementary Music (designated classroom)
- ELL (English Language Learner)
- Health Services
- Highly Capable Program
- Homeschool Alternative Program
- Intervention Services i.e. Counseling, Social Work
- LAP (Learning Assistance Program)
- Library Instruction
- Online High School
- Readiness to Learn Parent Center
- Wireless Computer Carts
- Science Resource Center
- Accelerated Learning Support
- Advanced Placement
- Special Education
  - Deaf and Hard of Hearing Specialists
  - Positive Behavior Support
  - Occupational Therapy

- Physical Therapy
- Pre-School
- Resource Room
- School Psychologists
- Extended Resource
- Speech and Hearing Therapy
- Vision Impaired Service
- Preschool Assessment Teams(PAT)

- Technology Instruction
- Title I Programs: Reading and Math
- Time Out Room (In-House Suspension)
- Vocational
  - Auto Shop
  - Business and Marketing
  - Health and Human Services
  - Horticulture, Agriculture, Floriculture
  - Technology and Industry

Variations in student capacity between schools are often a result of special programs offered at specific schools. These special programs require classroom space, which can reduce the permanent capacity of the buildings housing these programs. Some students, for example, leave their regular classroom for a period of time to receive instruction in these special programs. Newer schools within the district have been designed to accommodate many of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the building.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, special programs, class size, grade span configurations, use of new technology, and 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.

Educational Program Standards for Elementary Schools

- Class size targets are:
  22 Kindergarten
  24 Regular Education Grades 1-5
  10 Developmental Kindergarten/Self Contained
  10 Special Education – Positive Behavior Support
  15 Special Education – Extended Resource
  10 Special Education – Life Skills
- Students are provided music instruction in a separate classroom
- Students are scheduled into the computer lab as a pull-out program
- All elementary schools should strive to offer at least one All Day Kindergarten class and one Special Education Resource Room as part of their curriculum.

Optimum design capacity for new elementary schools is 550 students (FTE). However, actual capacity of individual schools may vary depending on the educational programs offered or housed at a particular school.

Educational Program Standards for Middle and High Schools

As a result of scheduling conflicts for student programs, the need for specialized rooms for specific programs, and the need for teachers to have a workspace during planning periods, it is not possible to achieve 100% utilization of teaching stations. Based on an analysis of actual utilization of secondary schools, the standard utilization rate is 85%, resulting in the following target class sizes.

- Class size targets:
  - 24.3 Middle School Regular Education
  - 24.3 Middle School Special Education Resource
  - 15 Middle School Special Education Self Contained
  - 15 Middle School Special Education Positive Behavior Support and Life Skills
  - 18 Middle School ELL (English Language Learner)
  - 24 High School Regular Education
  - 24 High School Special Education Resource
  - 15 High School Special Education Self Contained
  - 15 High School Special Education Positive Behavior Support and Life Skills
  - 18 High School ELL (English Language Learner)
  - 24 Alternative High School
- Students will also be provided educational opportunities in classrooms such as:
  - Computer Lab (one at middle schools and three at high schools)
  - Auto Shop
  - Music rooms
  - Drama rooms
  - Art Labs
  - Home and Family Life Labs
  - Health and Fitness
  - Challenge or Advanced Placement Programs
  - Student Stores
  - Science Labs
- Optimum design capacity is 825 students for middle school and 1500 students for high schools.

Minimum Levels of Service

(Average class size throughout District)

- 25 Kindergarten
- 27 Regular Education Grades 1-5
- 31 Regular Education Grades 6-8
- 35 Regular Education Grades 9-12

School Boundary Changes

The Everett School District recognizes that school boundaries need to be modified occasionally to respond to changes in student enrollment or educational programs. Boundary changes can be an effective method of reducing the need for new school construction, and are also necessary when new schools or classroom additions are built. A good example of changing school boundaries to reduce the need for new schools will occur in fall, 2008 when the District will implement new middle school boundaries District-wide in response to significant enrollment growth at Gateway Middle School in the southern end of the District. Boundary changes, however, can also be disruptive to the educational program and the lives of students and their parents. Therefore, careful consideration of the following should be given before implementing any boundary change:

- The potential negative and positive impacts of any proposed boundary changes should be carefully evaluated.
- Boundary changes should be implemented only after appropriate discussions with affected parties and careful consideration of alternative solutions.
- Boundary changes should be made in the context of long term solutions, and short term solutions that do not address long term issues should be avoided.
- Natural or manmade barriers to safe and efficient transportation routes should be taken into consideration. This applies to pedestrian as well as vehicular transportation.
- It is important, especially at the elementary school level, that students be able to attend schools located close to their own neighborhood, and all students living in a neighborhood should attend the same schools if possible.

SECTION 4: CAPITAL FACILITIES INVENTORY

Under the GMA, cities and counties are required to inventory capital facilities used to serve existing development. The purpose of the following facilities inventory is to establish a baseline for determining what facilities will be required to address existing deficiencies and accommodate future demand (student enrollment) at acceptable or established levels of service. This section provides an inventory of capital facilities owned and operated by the Everett School District including schools, portables, developed school sites, 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 3). A map showing locations of District school facilities is provided in Figure 1 on page 1-4.

Schools

Everett School District elementary schools include grades K-5, middle schools grades 6-8, and high schools grades 9-12.

OSPI calculates school capacity by dividing gross square footage of a building by a standard square footage per student[3]. This method is used by the State as a simple and uniform approach for determining school capacity for purposes of allocating available State Match Funds to school districts for school construction. However, this method is not considered an accurate reflection of the capacity required to accommodate the adopted educational program of each individual district.

For this CFP, capacity is based on the number of teaching stations within each building and the space requirements of the educational program. The school inventory is summarized in Table 1.

Portables

Portables are used as interim classroom space to house students until permanent classroom facilities can be provided and to prevent overbuilding. Portables are not a solution for housing students on a permanent basis. The number of portables and their capacities are summarized in Table 2. For this Capital Facilities Plan, costs of portable relocations have not been included in the formula for determining developer mitigation fees

Support Facilities

In addition to schools, the Everett School District owns and operates additional facilities which provide operational support functions to the schools. An inventory of these facilities is provided in Table 3.

Land

The Everett School District owns the following additional sites not currently used for school purposes:

- 36th & Norton, 3.25 acres. Currently used as a neighborhood playground.
- Approximately 8 acres adjacent to Jefferson Elementary School. This site is considered in a poor location and too small for a middle or high school site, and is unlikely to be used as an elementary school site because it is located immediately adjacent to an existing elementary school.

[3] 80 to 90 sf per kindergarten through sixth grade student, 110 to 117 sf per grade seven and grade eight student, 120 to 130 sf per grade nine through grade twelve student, and 140 to 144 sf per disabled student.

- Northwest corner of 35th Street & Grand Avenue, 1.5 acres. Size and terrain make it unsuitable for a school. Presently leased on a long-term basis to the City of Everett for a small neighborhood park.

- Southeast corner of Seattle Hill Road and State Route 527 (Bothell Everett Highway) 18.9 acres. This site is located on a very busy highway near the City of Mill Creek's retail center, and is considered undesirable for a school site due to significant traffic and safety concerns and poor location.

- 41st & Broadway, approximately 4 acres contiguous to Memorial Stadium. This site has been selected as the location for a new central administrative facility, currently being designed.

Table 1
School Inventory

Elementary School	Site Size	Bldg. Area	Basic Ed. (Gr. 1-5)		1/2 Day Kindergarten		All Day KG		Developmental KG		Positive Behavior Support Spec. Ed.		Extended Resource Spec. Ed.		Life Skills Spec. Ed.		Other	Total School
	(acres)	(Sq. Ft.)(4)	Classrms	Capacity (X24)	Classrms	Capacity (X22)	Classrms	Capacity (X11)	Classrms	Capacity (X10)	Classrms	Capacity (X10)	Classrms	Capacity (X15)	Classrms	Capacity (X10)	(note 1)	Capacity
Cedar Wood	14.40	55,454	18	432	2	44	2	22	0	0	0	0	0	0	0	0	5	498
Emerson	8.05	52,796	21	504	2	44	0	0	0	0	0	0	0	0	0	0	4	548
Forest View	15.30	62,156	21	504	1	22	1	11	0	0	0	0	2	30	0	0	3	567
Garfield	5.60	50,960	15	360	1	22	1	11	0	0	0	0	2	30	0	0	5	423
Hawthorne	8.84	72,395	18	432	0	0	5	55	0	0	0	0	0	0	0	0	5	487
Jackson	5.16	51,652	13	312	2	44	0	0	0	0	2	20	0	0	0	0	3	376
Jefferson	21.57 (2)	45,299	17	408	2	44	0	0	0	0	0	0	2	30	0	0	4	482
Lowell	9.34	58,690	15	360	2	44	1	11	0	0	0	0	0	0	0	0	6	415
Madison	9.64	58,063	18	432	1	22	1	11	0	0	0	0	2	30	0	0	5	495
Mill Creek	9.69	55,646	20	480	2	44	1	11	0	0	0	0	0	0	2	20	3	555
Monroe	9.15	46,865	20	480	2	44	1	11	0	0	0	0	0	0	0	0	3	535
Penny Creek	13.90	64,882	24	576	2	44	2	22	0	0	2	20	0	0	0	0	3	662
Silver Firs	12.02	55,839	17	408	1	22	1	11	1	10	0	0	0	0	0	0	6	451
Silver Lake	11.09	54,646	18	432	2	44	0	0	0	0	0	0	2	30	0	0	3	506
View Ridge	9.47	76,032	21	504	1	22	1	11	1	10	0	0	0	0	2	20	4	567
Whittier	5.20	53,798	17	408	1	22	1	11	0	0	0	0	0	0	0	0	3	441
Woodside	10.84	53,395	20	480	2	44	1	11	0	0	0	0	0	0	0	0	3	535
Total	179.26	970,768	313	7512	26	572	19	209	2	20	4	40	10	150	4	40	68	8543

Middle School	Site Size	Bldg. Area	Basic Ed.		Spec. Ed Resource		Extended Resource Spec. Ed.		ESL (English- 2nd Language)		Accel Learning Support		Other	Total School
	(acres)	(Sq. Ft.)(4)	Classrms	Capacity (X24.3)	Classrms	Capacity (X24.3)	Classrms	Capacity (X15)	Classrms	Capacity (X18)	Classrms	Capacity (X15)	(note 1)	Capacity
Eisenhower	19.67	107,252	34	826	2	49	2	30	0	0	2	30	1	935
Evergreen	21.74	116,526	39	948	2	49	3	45	0	0	1	15	1	1056
Gateway	43.7	110,181	35	851	2	49	1	15	0	0	2	30	1	944
Heatherwood	29.21	117,051	28	680	2	49	2	30	0	0	2	30	1	789
North	10.66	94,911	36	875	2	49	2	30	0	0	2	30	1	983
Total	124.98	545,921	172	4180	10	243	10	150	0	0	9	135	5	4707

High School	Site Size	Bldg. Area	Basic Ed.		Spec. Ed Resource		Extended Resource Spec. Ed.		ESL (English- 2nd Language)		Math/English Remedial		Other	Total School
	(acres)	(Sq. Ft.)(4)	Classrms	Capacity (X24)	Classrms	Capacity (X24)	Classrms	Capacity (X15)	Classrms	Capacity (X18)	Classrms	Capacity (X15)	(note 1)	Capacity
Cascade	38.85	244,345	68	1632	4	96	3	45	1	18	5	75	3	1866
Everett	11.12	280,459	69	1656	3	72	5	75	2	36	5	75	3	1914
Jackson	42.79	241,490	65	1560	3	72	3	45	1	18	5	75	3	1770
Sequoia	3.02 (3)	67,007	20	480	0	0	0	0	0	0	0	0	1	480
Total	95.78	833,301	222	5328	10	240	11	165	4	72	15	225	10	6030

Notes:
1. Other classrooms not providing capacity: i.e.. elementary music rooms, computer labs, preschool, ECEAP, LAP, reading rooms and resource rooms.
2. Jefferson ES site excludes adjacent undeveloped site of 8 acres.
3. Sequoia HS excludes 2 nearby sites - 3.25 acre playfield at 36th Street and Norton Avenue and 1.5 acre park at the NW corner of 35th Street and Grand Avenue.
4. Building areas do not include covered play areas.
5. Program locations and capacities are projected as of Fall, 2008 and as determined by Section 3: Educational Program Standards.

Table 2
Portable Classroom Inventory

Elementary School	Basic Ed. (Gr. 1-5)		1/2 Day Kindergarten		All Day KG		Developmental KG		Positive Behavior Support Spec. Ed.		Extended Resource Spec. Ed.		Life Skills Spec. Ed.		Other	Total School
	Classrms	Capacity (X24)	Classrms	Capacity (X22)	Classrms	Capacity (X11)	Classrms	Capacity (X10)	Classrms	Capacity (X10)	Classrms	Capacity (X15)	Classrms	Capacity (X10)	(note 1)	Capacity
Cedar Wood	7	168	0	0	0	0	0	0	0	0	0	0	0	0	0	168
Emerson	3	72	0	0	0	0	0	0	0	0	0	0	0	0	1	72
Forest View	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Garfield	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hawthorne	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Jackson	1	24	0	0	0	0	0	0	0	0	0	0	0	0	1	24
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lowell	2	48	0	0	0	0	0	0	0	0	0	0	0	0	0	48
Madison	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mill Creek	4	96	0	0	0	0	0	0	0	0	0	0	0	0	0	96
Monroe	4	96	0	0	0	0	0	0	0	0	0	0	0	0	0	96
Penny Creek	6	144	0	0	0	0	0	0	0	0	0	0	0	0	0	144
Silver Firs	2	48	0	0	0	0	0	0	0	0	0	0	0	0	0	48
Silver Lake	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
View Ridge	2	48	0	0	0	0	0	0	0	0	0	0	0	0	0	48
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Woodside	1	24	0	0	0	0	0	0	0	0	0	0	0	0	0	24
Total	32	768	0	0	0	0	0	0	0	0	0	0	0	0	3	768

Middle School	Basic Ed.		Spec. Ed. Resource		Extended Resource Spec. Ed.		ESL (English- 2nd Language)		Accel Learning Support		Other	Total School
	Classrms	Capacity (X24.3)	Classrms	Capacity (X24.3)	Classrms	Capacity (X15)	Classrms	Capacity (X18)	Classrms	Capacity (X15)	(note 1)	Capacity
Eisenhower	6	146	0	0	0	0	0	0	0	0	0	146
Evergreen	0	0	2	49	0	0	0	0	1	15	0	64
Gateway	7	170	1	24	0	0	0	0	0	0	0	194
Heatherwood	7	170	0	0	0	0	0	0	0	0	0	170
North	1	24	0	0	0	0	0	0	0	0	0	24
Total	21	510	3	73	0	0	0	0	1	15	0	598

High School	Basic Ed.		Spec. Ed. Resource		Extended Resource Spec. Ed.		ESL (English- 2nd Language)		Math/English Remedial		Other	Total School
	Classrms	Capacity (X24)	Classrms	Capacity (X24)	Classrms	Capacity (X15)	Classrms	Capacity (X18)	Classrms	Capacity (X15)	(note 1)	Capacity
Cascade	0	0	0	0	0	0	0	0	0	0	1	0
Everett	0	0	0	0	0	0	0	0	0	0	0	0
Jackson	8	192	0	0	0	0	0	0	0	0	0	192
Sequoia	0	0	0	0	0	0	0	0	0	0	0	0
Total	8	192	0	0	0	0	0	0	0	0	1	192

Notes:
1. Other classrooms not providing capacity: ie. elemetary music rooms, computer labs, preschool, ECEAP, LAP, reading rooms and resource rooms.
2. Program locations and capacities are projected as of Fall, 2008 and as determined by Section 3: Educational Program Standards.

Table 3

Support Facility Inventory

Support Facility	Site Size (acres)	Building Area (Sq. Ft.)
Maintenance Facility	1.5	29,080
Vehicle Repair Building	-	7,851
Maintenance Storage Building	0.4	10,594
Longfellow Bldg. & Annex.	2.2	32,200
Educ. Service Center	8.1	14,741
North Satelite Bus Facility	2.4	12,600
Lively Environ. Center	22	2,528
Central Bus Facility	5.25	24,102
Memorial Stadium	24.7	-
Athletics Building	-	11,925
FB Press Box	-	1,602
Baseball Facility	-	7,625
Batting Cage/Storage	-	2,800
Other Buildings	-	5,639
Total	66.55	163,287

SECTION 5 - STUDENT ENROLLMENT

Historical and Current Enrollment Trends

Student enrollment in the Everett School District was relatively constant between 1973 and 1983. From 1983 to 2001 enrollment increased steadily due to a healthy local economy and an active housing market, and then gradually decreased from 2002 to 2004 due to slowing economic conditions. Fueled by historically low interest rates and another active housing market in the Mill Creek East UGA Plan area, District enrollment rose again from 2005 to 2007, and is projected to continue to rise gradually through 2013. Enrollment projections from 2013 to 2025 are linked directly to GMA population forecasts, and are expected to show a gradual increase as well.

2008-2013 Enrollment Projections

This CFP has been prepared using an OSPI enrollment projection from 2008 through 2013. This enrollment projection method was chosen because it uses an historical cohort-survival analysis that has historically produced relatively accurate results. This method tracks enrollment each year at each grade span as students move through the K-12 system, and projects enrollment based on actual enrollment changes over the previous six years. The OSPI methodology is described in more detail in Appendix C. OSPI enrollment projections are presented in Tables 4, 5 and 6, and OFM - Ratio enrollment projections are presented in Table 7. Please note that all enrollment figures shown in this CFP are FTE as of October 1 of the year indicated.

Table 5 also contains enrollment forecasts from two other sources for comparison purposes: A modified cohort projection prepared for the District by Orin Fjeran of School Services for Tomorrow, Inc., and an OFM Ratio projection prepared by Shockey/Brent, Inc. based on a percentage of the District's population as predicted by OFM and Snohomish County.

Based on the OSPI enrollment projections, overall District enrollment will increase by 844 students over the next six years, reflecting an increase of approximately 4.72% over 2007 levels. Table 6 provides a breakdown of the OSPI enrollment projections by grade span for every year from 2008 to 2013. This table indicates elementary and middle school enrollments will rise through 2013, and high school enrollments will peak in 2010, decline in 2011 and then rise again through 2013.

2025 Enrollment Projections

Long-range enrollment projections are, by their nature, much more speculative than short-range projections. Nevertheless, they are useful in developing comprehensive plans for future facilities and sites. Enrollment projections for 2025 are presented in Table 7 using the OFM-ratio method since neither OSPI nor Fjeran produce projections that far into the future.

The OFM projections for 2025 indicate that total enrollment in the District will increase to 21,278 FTE, an increase of 19 % over the 2007 enrollment levels. 2025 enrollments are predicted to be higher than 2007 capacities at all grade levels. An analysis of future capacities and facilities needs is provided in Section 6.

Table 4

Enrollment 2000 - 2013

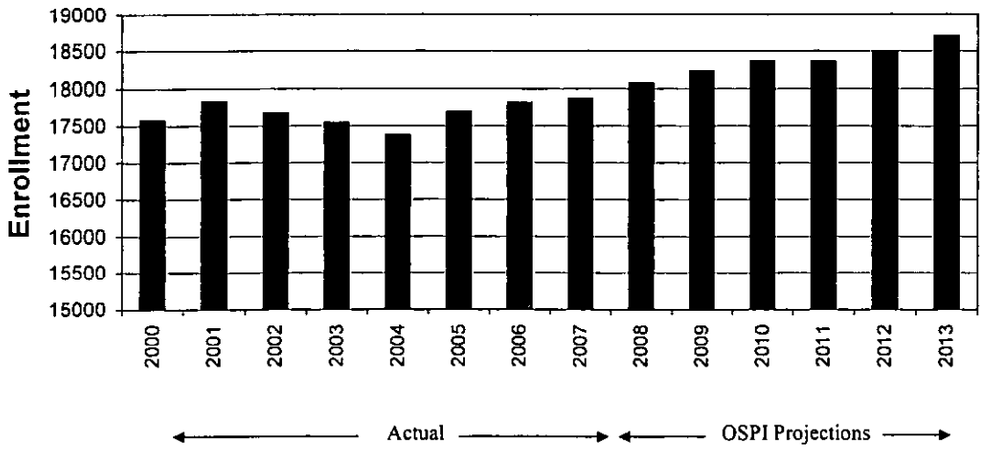


Table 5

Comparison of Enrollment Projections: 2007-2013

	2007	2008	2009	2010	2011	2012	2013	Projected Total Change 07-13	Projected Percent Change 07-13
OSPI	17,872	18,073	18,236	18,364	18,365	18,501	18,716	844	4.72
OFM Ratio	17,872	18,048	18,223	18,397	18,571	18,743	18,914	1,042	5.83
Fjeran	17,872	17,981	17,953	17,933	17,840	17,803	17,818	-54	-0.30

Table 6

OSPI Enrollment Projections: 2007-2013

	2007	2008	2009	2010	2011	2012	2013
Elementary School	7,926	8,023	8,125	8,208	8,242	8,313	8,423
Middle School	4,238	4,188	4,244	4,274	4,395	4,470	4,489
High School	5,708	5,862	5,867	5,882	5,728	5,718	5,804
Total	17,872	18,073	18,236	18,364	18,365	18,501	18,716

Table 7

OFM Ratio Enrollment Projections: 2025

	2025
Elementary School	9,521
Middle School	5,029
High School	6,728
Total	21,278

Table 7
Permanent Facility Capacity Calculations 2007-2025

Elementary School	2007	2008	2009	2010	2011	2012	2013	2025
Enrollment	7926	8023	8125	8208	8242	8313	8423	9521
Capacity Increase Due to Construction Projects		0	0	0	0	0	0	1100
Total Capacity (after construction projects)	8543	8543	8543	8543	8543	8543	8543	9643
Amount of Enrollment Above or Below (-) Capacity		-520	-418	-335	-301	-230	-120	-122
2008-2013 Elementary School Growth Factor (1)		Growth Factor = 0 (no new construction is planned)						

Middle School	2007	2008	2009	2010	2011	2012	2013	2025
Enrollment	4238	4188	4244	4274	4395	4470	4489	5029
Capacity Increase Due to Construction Projects		0	0	0	0	0	0	375
Total Capacity (after construction projects)	4707	4707	4707	4707	4707	4707	4707	5082
Amount of Enrollment Above or Below (-) Capacity		-519	-463	-433	-312	-237	-218	-53
2008-2013 Middle School Growth Factor (1)		Growth Factor = 0 (no new construction is planned)						

High School	2007	2008	2009	2010	2011	2012	2013	2025
Enrollment	5708	5862	5867	5882	5728	5718	5804	6728
Capacity Increase Due to Construction Projects		0	0	0	0	0	0	750
Total Capacity (after construction projects)	6030	6030	6030	6030	6030	6030	6030	6780
Amount of Enrollment Above or Below (-) Capacity		-168	-163	-148	-302	-312	-226	-52
2008-2013 High School Growth Factor (1)		Growth Factor = 0 (no new construction is planned)						

1. ((Highest Enrollment from 2008 to 2013) minus (2007 Capacity)) divided by (Sum of Capacity Increases Due to Construction Projects).

SECTION 6: CAPITAL FACILITIES PLAN

Facilities Needs 2008-2013

District-wide enrollment is projected to increase gradually from 2008 to 2013. During this six year time period, with the relocation of portable classrooms, the anticipated enrollment levels will be below existing capacities at all grade levels. Enrollment and capacity projections are presented together for comparison purposes in Table 7 – Permanent Facility Capacity Calculations 2007-2025.

Planned Improvements Adding Student Capacity

The following is an outline of the projects that add capacity and are considered necessary to accommodate the students forecasted in OSPI enrollment projections in the District through 2013.

Elementary Schools

Portable classrooms will need to be relocated in order to provide sufficient classroom space while avoiding additional construction expense. The total cost is estimated to be approximately $750,000. No other projects adding capacity are planned through 2013.

Middle Schools

Portable classrooms will need to be relocated in order to provide sufficient classroom space while avoiding additional construction expense. The total cost is estimated to be approximately $75,000. No other projects adding capacity are planned through 2013.

High Schools

Portable classrooms will need to be relocated in order to provide sufficient classroom space while avoiding additional construction expense. The total cost is estimated to be approximately $150,000. No other projects adding capacity are planned through 2013.

Planned Improvements Not Adding Student Capacity

The following is an outline of the projects that do not add capacity that are considered necessary to accommodate and support the educational program in the District through 2013.

Elementary Schools

Modernizations of Garfield, View Ridge, Monroe, Jefferson, Silver Lake and Whittier elementary schools. The total cost is estimated to be approximately $94,600,000.

High Schools

Seismic upgrades at Everett High School and modernization of Everett High School Little Theater and Gymnasium buildings. The total cost is estimated to be approximately $10,500,000.

Other School Projects
District-wide upgrades to heating, ventilation and air conditioning systems, technology upgrades, upgrades to Memorial Stadium and other miscellaneous upgrades District-wide. Included with these improvements, as an integral component of the District's overall technology system for operations and instruction, is a program to lease fiber optic data transmission lines connecting all District sites. The total cost is estimated to be approximately $36,900,000.

Support Services
A new Central Administration Facility is planned for the south end of Memorial Stadium, just north of 41st Street on Broadway Avenue, Everett, WA. The total cost is estimated to be approximately $28,000,000.

Facilities Needs 2014-2025

Planned Improvements
In order to house the District wide OFM Ratio projected enrollments from 2014 to 2025, as shown on Table 7, the District would need to construct an additional 2 elementary schools and the equivalent of at least 1/2 of a middle school and 1/2 of a high school. To prepare for this growth, the district will need to purchase two new elementary school sites plus property to construct one or two new secondary schools (middle school, high school, or both).

Since most of the undeveloped land suitable for housing development is situated in the southeastern portion of the District, it is likely that a disproportionate amount of the anticipated enrollment growth would occur there. This trend could increase the amount of school facilities needed in this area beyond the levels described above. Additionally, due to the difficulties and high cost of transporting students over long distances, the District believes bussing students from one area to another is not the appropriate way to address anticipated south end growth.

Table 8 - Capital Facilities Plan

	Estimated Project Cost by Year - in $ Millions						Total Cost	Secured Bond/Levy (1)	Secured Other (2)	Unsecured Other (3)
	2008	2009	2010	2011	2012	2013				
Improvements Adding Student Capacity										
Elementary School										
Portable Relocations		$0.300	$0.300		$0.150		$0.750	$0.750		
Middle School										
Portable Relocations	$0.075						$0.075	$0.075		
High School										
Portable Relocations			*$0.150*				*$0.150*	*$0.150*		
Property Acquisitions										
Acquire 2 School Sites (4)	$4.000	$13.800					$17.800	$17.800		
Subtotal	**$4.075**	**$14.100**	**$0.450**		**$0.150**		**$18.775**	**$18.775**		
Improvements Not Adding Student Capacity										
Modernization of 6 Elem. Schools	$12.000	$19.000	$18.750	$19.250	$18.000	$7.600	$94.600	$94.600		
Modernization of EHS Little Theater	$2.500	$2.000					$4.500	$4.500		
Modernization of EHS Gymnasium						$6.000	$6.000	$6.000		
Everett HS Seismic Upgrades		$0.700					$0.700	$0.700		
Upgrade HVAC Systems	$2.500						$2.500	$2.500		
Memorial Stadium Upgrades	$1.800	$0.400					$2.200	$1.500	$0.700	
District-Wide System Upgrades	$1.500	$2.500	$2.000	$1.500	$0.750	$0.750	$9.000	$9.000		
District-Wide Technology Upgrades	$3.200	$4.600	$5.000	$2.800	$3.800	$3.800	$23.200	$9.800	$13.400	
Central Administration Facility	$1.000	$19.000	$7.000	$1.000			$28.000		$28.000	
Subtotal	**$24.500**	**$48.200**	**$32.750**	**$24.550**	**$22.550**	**$18.150**	**$170.700**	**$128.600**	**$42.100**	
Total	$28.575	$62.300	$33.200	$24.550	$22.700	$18.150	$189.475	$147.375	$42.100	

Source: Everett School District

(1) Secured Bond/Levy- Bond and levy funding already approved by voters.

(2) Secured Other - Funds currently available to the District including proceeds from property sales, school mitigation and impact fees, and state match funds remaining from prior construction projects.

(3) Unsecured future - School mitigation and impact fees not yet collected, bonds and levies not yet approved.

(4) Acquisition of 2 additional school sites (for a total of 4 sites) are not included because is it uncertain whether acquisition will occur within the 6 year financing period of this CFP.

CAPITAL FACILITIES FINANCING PLAN

Six Year Finance Plan

The Capital Facilities Plan on Table 8 demonstrates how the Everett School District intends to fund improvements to school facilities for the years 2008 through 2013. The financing components include secured funding from capital projects bonds and levies, secured funding from other sources (proceeds from property sales, school mitigation and impact fees and State Match funds remaining from prior construction projects) and unsecured future funding (bonds, school mitigation and impact fees).

Funding for the Plan

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. The Everett School District passed capital improvements bonds for $96.5 million in 1990, $68.5 million in 1996, $74.0 million in 2002 and 198.9 million in 2006. Several major projects have been or will be financed by these bonds.

State Match Funds

State Match Funds come from the common school construction fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e., timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects.

School Districts may qualify for State matching funds for a specific capital project. To qualify, a project must first meet a state-established criteria of need. This is determined by a formula that specifies the amount of square footage the State will help finance to house the enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on seven prioritization categories. Funds are then disbursed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State for eligible projects. The State contribution for eligible projects can range from less than half to more than 70% of the project's cost.

[55] Paying for Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January 1992, Pg. 30.

State match funds can be applied only to major school construction projects. Site acquisition and minor improvements are not eligible to receive matching funds from the State. Because availability of State match funds has not kept pace with the rapid enrollment growth occurring in many of Washington's school districts, sometimes matching funds from the State may not be received by a school district until after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

The Everett School District is not currently eligible for State Matching funds on projects that provide increased capacity.

Proposed locations and capacities of future school facilities:

Two new elementary school sites and one or two new secondary sites (middle school and/or high school) are anticipated to be needed by 2025. The District is pursuing acquisition of property for one future elementary school and one future middle school in the southeast portion of the school district, the area expected to house a disproportionate amount of the anticipated enrollment growth. The District has negotiated a purchase and sale agreement for a group of 9 properties representing approximately 30 acres on 180th Street SE between Sunset Road and 51st Avenue SE for this purpose, and is conducting a feasibility study and due diligence survey of the properties. No locations for the other school sites have yet been determined. The capacities of these schools are anticipated to be 550 per elementary school, 825 per middle school and 1,500 per high school.

Portable Relocations at various school sites throughout the District. (Capacity 24 FTE ea.)

Student Generation Rates

The student generation rates for the Everett School District are discussed in Appendix A and shown on Table 9.

Table 9 -- Student Generation Rates*

Housing Type	K-5	6-8	9-12	K-12
Single Family	.295	.135	.142	.572
Multiple Family, 2+ BR	.156	.057	.063	.277
Multiple Family, 0-1 BR	.028	.019	.009	.057

**Note: Due to rounding, calculated K-12 Student Generation Rate totals may not equal the sum of individual grade rates.*

School Impact Fees

Development impact fees have been adopted by a number of jurisdictions as 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 building permits or certificates of occupancy are issued.

The acquisitions of a future elementary school site and a future secondary school site are included in this CFP as a need within the six-year planning window and the CFP financing plan shows the secured funding for this purpose. Site acquisition costs are appropriate costs to include in the calculation of impact fees pursuant to the formula in Chapter 30.66C SCC. However, the District has not calculated an unsecured portion of these costs because the costs are uncertain pending verification of costs of acquisition.

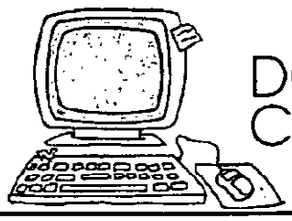
During the 2008 to 2013 time period with the planned, funded portable relocations, the anticipated enrollment levels will be below existing capacities at all grade levels, and, applying the Snohomish County impact fee ordinance, the District will not be eligible to collect impact fees beginning with the collection period commencing on January 1, 2009.

Table 10
School Impact Fees
Everett School District

Housing Type	Impact Fee Per Unit
Single Family	$0
Multiple Family, 0-1 BR	$0
Multiple Family, 2+ BR	$0

Appendix A

Student Generation Rate Study



DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
For the
Everett School District

4/10/2008

This document describes the methodology used to calculate student generation rates (SGRs) for the Everett School District. This document and the methodology used are based on the methodology developed by the Everett School District and documented in the District's SGR study dated 7/20/00.

SGRs were calculated for three types of residential construction: Single family detached, multi-family with 2 or more bedrooms, and multi-family with 0-1 bedrooms. Condominiums, townhouses and duplexes are included in the multi-family classification since they are not considered "detached", and manufactured homes are included in the single family classification.

1. Electronic records were obtained from Snohomish County containing data on all new construction within the Everett School District from January 2000 through December 2006. This data was extracted from the Metroscan database maintained by the County, and provided in Microsoft Excel format. As compiled by Metroscan, this data included the address, building size, assessed value, and year built for new single and multi-family construction. The data was "cleaned up" by eliminating records which did not contain sufficient information to generate a match with the District's student record data (i.e. incomplete addresses).

2. The District downloaded student records data into Microsoft Excel format. This data included the addresses and grade levels of all K-12 students attending the Everett School District as of March 2008. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the Metroscan data.

3. **Single Family Rates:** The data on all new single family detached residential units in Metroscan were compared electronically with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 4,189 single family detached units were compared with data on 18,431 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	216	0.052
1	234	0.056
2	220	0.053
3	201	0.048
4	192	0.046
5	172	0.041
6	194	0.046
7	185	0.044
8	188	0.045
9	179	0.043
10	157	0.037
11	141	0.034
12	117	0.028
K-5	1235	0.295
6-8	567	0.135
9-12	594	0.142
K-12	2396	0.572

4. *Large Multi-Family Developments*: Metroscan data does not specifically indicate how many units or bedrooms are contained in large multi-family developments. Phone interviews and site visits were performed to obtain this information from building managers, owners, or residents. Information obtained included the number of 0-1 bedroom units, the number of 2+ bedroom units, and specific addresses of 0-1 bedroom units. In cases where information had been gathered previously for a prior SGR study, prior study information was used.

   Small Multi-Family Developments: This method included all developments in Metroscan containing fourplexes, triplexes, duplexes, townhouses, condominiums and townhouses. Metroscan data contained information on the number of bedrooms for all townhouses and condominiums. Site visits and phone interviews were performed for duplex and larger units in cases where number of bedroom data was missing.

5. **Multi-Family 2+ BR Rates:** The multi-family 2+ BR SGR's were calculated by electronically comparing data on 2+ BR multi-family units with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 1,692 multi-family 2+ BR units were compared with data on 18,431 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	2+ COUNT OF MATCHES	2+ CALCULATED RATE
K	47	0.028
1	40	0.024
2	44	0.026
3	47	0.028
4	43	0.025
5	43	0.025
6	33	0.020
7	30	0.018
8	34	0.020
9	48	0.028
10	27	0.016
11	20	0.012
12	12	0.007
K-5	264	0.156
6-8	97	0.057
9-12	107	0.063
K-12	468	0.277

6. **Multi-Family 0-1 BR Rates:** The multi-family 0-1 BR SGR's were calculated by electronically comparing data on 0-1 BR multi-family units with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 634 multi-family 0-1 BR units were compared with data on 18,431 students registered in the District, and the following matches were found by grade level: K-5 = 18, 6-8 = 12, and 9-12 = 6. This resulted in the following SGR's by grade level*:

	K-5	6-8	9-12	K-12
Multi-Family 0-1 BR	.028	.019	.009	.057

7. **Summary of Student Generation Rates*:**

	K-5	6-8	9-12	K-12
Single Family	.295	.135	.142	.572
Multi-Family 2+ BR	.156	.057	.063	.277
Multi-Family 0-1 BR	.028	.019	.009	.057

***Calculated rates for grade level groups may not equal the sum of individual grade rates due to rounding.**

Appendix B

OSPI Enrollment Projection Methodology

OSPI Enrollment Projection Methodology
Cohort-Survival or Grade-Succession Technique

Development of a long-range school building program requires a careful forecast of school enrollment indicating the projected number of children who will attend school each year.

The following procedures are suggested for determining enrollment projections:

1. Enter in the lower left corner of the rectangle for each year the number of pupils actually enrolled in each grade on October 1 as reported on the October Report of School District Enrollment, Form M-70, Column A. (For years prior to October 1, 1965, enter pupils actually enrolled as reported in the county superintendent's annual report, Form A-1.)

2. In order to arrive at enrollment projections for kindergarten and/or grade one pupils, determine the percent that the number of such pupils each year was of the number shown for the immediately preceding year. Compute an average of the percentages, enter it in the column headed "Avg. % of Survival", and apply such average percentage in projecting kindergarten and/or grade one enrollments for the next six years.

3. For grade two and above determine the percent of survival of the enrollment in each grade for each year to the enrollment in the next lower grade during the preceding year and place this percentage in the upper right corner of the rectangle. (For example, if there were 75 pupils in actual enrollment in grade one on October 1, 1963, and 80 pupils in actual enrollment in grade two on October 1, 1964, the percent of survival would be 80/75, or 106.7%. If the actual enrollment on October 1, 1965 in grade three had further increased to 100 pupils, the percent of survival to grade three would be 100/80, or 125%).

   Compute an average of survival percentages for each year for each grade and enter it in the column, "Avg. % of Survival".

   In order to determine six-year enrollment projections for grade two and above, multiply the enrollment in the next lower grade during the preceding year by the average percent of survival. For example, if, on October 1 of the last year of record, there were 100 students in grade one and the average percent of survival to grade two was 105, then 105% of 100 would result in a projections of 105 students in grade two on October 1 of the succeeding year.

4. If, after calculating the "Projected Enrollment", there are known factors which will further influence the projections; a statement should be prepared showing the nature of those factors involved, and their anticipated effect upon any portion of the calculated projection.

*Kindergarten students are projected based on a regression line.

State of Washington
STATE BOARD OF EDUCATION
Olympia
OSPI

PROJECTION OF ENROLLMENT DATA

School District: _____ No.: _____ County: _____

DETERMINING SURVIVAL RATE

	Actual Enrollment (October 1st)								Projected Enrollment					
	20__	20__	20__	20__	20__	20__	20__	Ave. % of Survival	20__	20__	20__	20__	20__	20__
Kindergarten														
Grade 1														
Grade 2														
Grade 3														
Grade 4														
Grade 5														
Grade 6														
Grade 7														
Grade 8														
Grade 9														
Grade 10														
Grade 11														
Grade 12														
Totals 1 - 6														
1 - 8														
7 - 9														
10 - 12														
9 - 12														
Hcpd.														
Grand Total Incl. Ktgn.														

We, the undersigned authorized representatives of the aforesaid school district, hereby certify that the information submitted herewith is, to the best of our knowledgfe and belief, correct and complete.

Date _____ Signed _____
Chairman of the Board

Date _____ Signed _____
Superintendent of Schools

OSPI PROJECTED STUDENT ENROLLMENT 2008-2013

School Type	Grade Level	2008	2009	2010	2011	2012	2013
Elementary	K	722	729	736	743	751	758
	1	1,445	1,487	1,502	1,516	1,530	1,546
	2	1,469	1,447	1,489	1,504	1,518	1,532
	3	1,517	1,495	1,472	1,515	1,530	1,545
	4	1,451	1,515	1,493	1,470	1,513	1,528
	5	1,419	1,452	1,516	1,494	1,471	1,514
Middle	6	1,398	1,422	1,455	1,519	1,497	1,474
	7	1,430	1,403	1,427	1,460	1,524	1,502
	8	1,360	1,419	1,392	1,416	1,449	1,513
High	9	1,679	1,582	1,651	1,619	1,647	1,686
	10	1,677	1,546	1,456	1,520	1,490	1,516
	11	1,409	1,613	1,487	1,401	1,462	1,434
	12	1,097	1,126	1,288	1,188	1,119	1,168
Elementary		8,023	8,125	8,208	8,242	8,313	8,423
Middle School		4,188	4,244	4,274	4,395	4,470	4,489
High School		5,862	5,867	5,882	5,728	5,718	5,804
	TOTAL	18,073	18,236	18,364	18,365	18,501	18,716

Source:OSPI
Note: All enrollments shown are Full Time Equivalents (FTE) as of October 1 of the year indicated.

ACTUAL STUDENT ENROLLMENT 1996-2007

School Type	Grade Level	School Year: 1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Elementary	K	718	727	716	707	659	657	668	684	715	696	718	702
	1	1,461	1,486	1,492	1,398	1,439	1,333	1,327	1,380	1,369	1,457	1,497	1,467
	2	1,421	1,484	1,489	1,462	1,417	1,473	1,334	1,354	1,363	1,395	1,434	1,491
	3	1,422	1,445	1,457	1,492	1,471	1,423	1,429	1,383	1,350	1,395	1,419	1,453
	4	1,421	1,425	1,451	1,445	1,497	1,502	1,410	1,425	1,359	1,364	1,401	1,418
	5	1,388	1,398	1,418	1,451	1,420	1,512	1,455	1,424	1,402	1,344	1,398	1,395
Middle	6	1,354	1,397	1,392	1,390	1,434	1,454	1,457	1,462	1,415	1,403	1,335	1,425
	7	1,362	1,361	1,397	1,390	1,418	1,452	1,438	1,426	1,449	1,430	1,419	1,370
	8	1,350	1,398	1,411	1,403	1,385	1,446	1,448	1,401	1,391	1,443	1,430	1,443
High	9	1,601	1,788	1,798	1,726	1,570	1,557	1,632	1,614	1,526	1,490	1,829	1,822
	10	1,232	1,302	1,395	1,358	1,468	1,477	1,461	1,500	1,470	1,461	1,512	1,464
	11	1,084	1,032	1,159	1,257	1,272	1,327	1,352	1,311	1,386	1,678	1,373	1,373
	12	926	1,008	960	1,159	1,130	1,216	1,258	1,180	1,184	1,144	1,055	1,049
Elementary		7,831	7,965	8,023	7,955	7,903	7,900	7,623	7,650	7,558	7,651	7,867	7,926
Middle School		4,066	4,156	4,200	4,183	4,237	4,352	4,343	4,289	4,255	4,276	4,184	4,238
High School		4,843	5,130	5,312	5,495	5,440	5,577	5,703	5,605	5,566	5,773	5,769	5,708
	TOTAL	16,740	17,251	17,535	17,633	17,580	17,829	17,669	17,544	17,379	17,700	17,820	17,872

Source:OSPI
Note: All enrollments shown are Full Time Equivalents (FTE) as of October 1 of the year indicated.

Appendix C

OFM Ratio Enrollment Projection Methodology

OFM Ratio Forecast Methodology

The Growth Management Act requires that capital facilities plans for schools consider enrollment forecasts that are related to official population forecasts for the district. The OFM ratio method computes past enrollment as a percentage of past population and then projects how those percentage trends will continue into the future. Snohomish County prepares the population estimates by distributing official estimates from the Washington Office of Financial Management (OFM) to the school district level.

The Everett School District considered several OFM forecast-related models (including longer trend and shorter trend) and chose, for comparison purposes the average growth trend for the six- year period 2000-2007. This method was selected for two reasons:

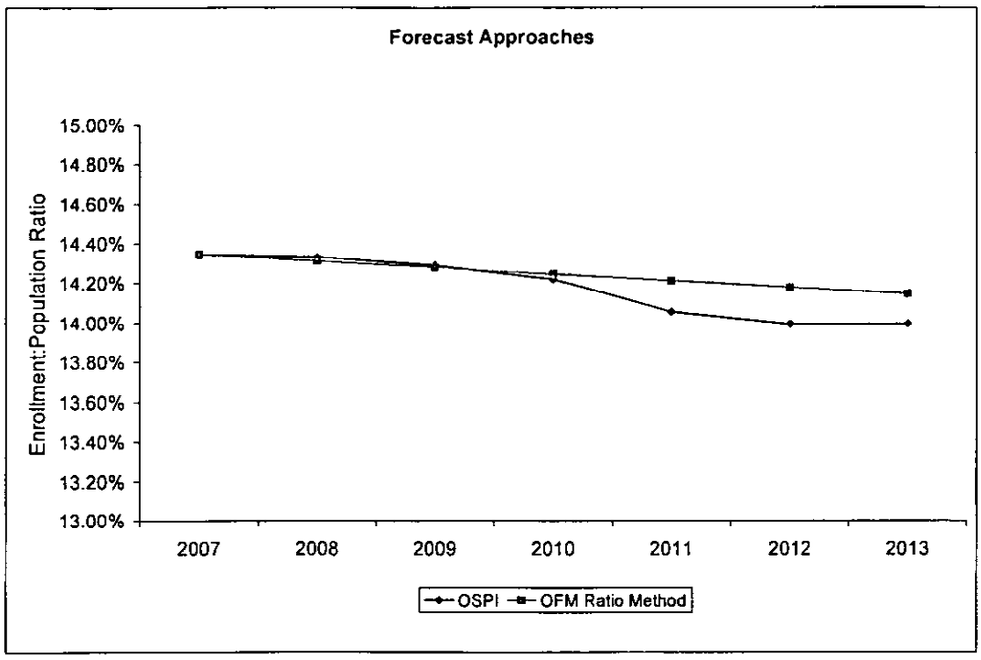
1) Using six-year trends to forecast future trends seems to coincide with observed/actual enrollment data. As population grew between 2000-2007, the percentage of students declined, albeit with a slight increase in 2005. The District anticipates this gradual declining trend will continue.

2) OFM yearly population estimates for years 2000-2007 have been reconciled to the 2000 Census by Snohomish County.

Historical Ratio (Actual Student Enrollment)								
	2000	2001	2002	2003	2004	2005	2006	2007
Population	112,145	113,873	115,657	117,441	119,226	121,010	122,794	124,578
FTE Student Enrollment	17,580	17,829	17,669	17,545	17379	17700	17,820	17,872
Student/Population Ratio	15.68%	15.66%	15.28%	14.94%	14.58%	14.63%	14.51%	14.35%

OFM Population-based Forecast

Everett's OFM forecast approach is similar to that of OSPI in that both depict a declining ratio between student enrollment and total population. The difference between the two forecasts is that while OSPI shows a continuous decline from 17.17% in 1996 to a 16-year low of 14.00% in 2013, the OFM method shows a decline to 14.15% in 2013. That percentage is an average of the OSPI forecasts for 2007-2013.



To forecast annual enrollments using this method, the projected 2013 population (Snohomish County) was multiplied by 14.15% to arrive at a figure of 18,914. Enrollments between 2007 and 2013 were then "straight-lined to produce the following estimates:

2008	2009	2010	2011	2012	2013	2025
18,048	18,223	18,397	18,571	18,743	18,914	21,278

OSPI does not forecast enrollments through the horizon year of 2025 used by Snohomish County. The District assumed a 14% ratio for 2025 to reflect the declining enrollment ratio trend continuing into the future and then leveling out somewhat due to GMA policies such as infill, affordable housing, higher density development within the UGA, etc., which could draw a higher proportion of students to the Everett School District.

The enrollments by grade level using this method are as follows:

Grade Span	2008	2009	2010	2011	2012	2013	2025
Elementary (K-5)	8,075	8,154	8,232	8,309	8,386	8,463	9,521
Middle School (6-8)	4,266	4,307	4,348	4,389	4,430	4,471	5,029
High School (9-12)	5,707	5,762	5,817	5,872	5,926	5,980	6,728
Total	18,048	18,223	18,397	18,571	18,743	18,914	21,278

Appendix D

Fjeran Enrollment Projection Methodology

Fjeran Enrollment Projection Methodology

Orin Fjeran, School Services for Tomorrow

School Services for Tomorrow uses a Modified Cohort of Survival method for predicting student enrollment. A cohort of survival is identified, which is the percentage of survival of one grade level to the next grade level the following year. A series of years are evaluated to determine an average cohort to be applied to the present known grades at a given period in time. The average percentage of survival for each grade is then applied to the latest grade enrollments to determine a projection for each grade for the next several years.

Kindergarten projections are calculated by obtaining the number of births for the City of Everett over the last several years, and applying a calculated percentage to these numbers to estimate what the kindergarten enrollment will be five years after these babies were born.

Housing permit data is then used to improve the accuracy of student enrollment projections. New housing construction is tracked throughout the District and updated student generation rates are used to produce estimates for students entering the District. These figures are used to modify the cohort projections to give a more accurate picture of what the enrollments may look like in the future.

Fjeran Enrollment Projections (FTE)

4/9/2008

ELEMENTARY SCHOOL

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
CEDAR WOOD		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	K	42	49	58	62	50	49	50	49	51	49
	1	72	83	107	129	75	97	97	102	97	93
	2	63	83	107	132	88	86	87	107	100	91
	3	83	72	105	130	97	100	91	92	101	94
	4	115	86	88	114	89	102	104	95	91	99
	5	77	110	103	105	80	83	99	100	95	82
TOTALS		452	483	568	672	479	517	528	545	535	508
EMERSON											
	K	54	51	50	49	42	44	45	44	46	42
	1	114	103	90	110	105	78	95	92	87	99
	2	108	114	93	82	111	105	70	105	90	90
	3	69	106	104	98	84	108	110	75	99	91
	4	82	77	101	111	101	95	113	115	74	101
	5	94	93	65	100	103	113	93	109	116	77
TOTALS		521	544	503	550	546	543	526	540	512	500
FOREST VIEW											
	K	0	0	0	0	32	34	43	45	52	52
	1	0	0	0	0	80	70	74	90	101	108
	2	0	0	0	0	75	86	75	72	112	123
	3	0	0	0	0	58	76	81	74	88	130
	4	0	0	0	0	63	55	76	73	89	94
	5	0	0	0	0	52	68	65	83	89	107
TOTALS		0	0	0	0	360	389	414	437	531	614
GARFIELD											
	K	34	36	30	33	31	31	35	30	34	31
	1	68	65	75	65	68	56	65	73	62	63
	2	80	59	75	72	67	59	61	62	74	54
	3	84	78	64	74	72	65	63	61	62	70
	4	78	78	66	64	58	68	61	62	56	58
	5	84	64	73	64	66	59	64	66	64	58
TOTALS		428	380	383	372	362	338	349	354	352	334
HAWTHORNE											
	K	44	47	41	38	48	41	40	46	40	40
	1	76	79	83	75	66	85	71	70	79	70
	2	85	80	81	67	77	69	82	58	70	83
	3	81	76	74	79	68	68	63	80	58	60
	4	80	82	73	64	73	70	64	54	74	59
	5	94	78	73	69	62	69	63	60	52	71
TOTALS		460	442	425	392	394	402	383	368	373	383
JACKSON											
	K	32	33	35	32	26	29	30	33	32	33
	1	67	58	65	67	54	46	56	55	56	57
	2	64	60	44	65	63	48	46	56	51	50
	3	71	66	58	41	58	64	46	44	50	50
	4	47	64	63	58	43	53	60	46	45	45
	5	62	54	61	60	57	47	51	56	44	51
TOTALS		343	335	326	323	301	287	289	290	278	286

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
JEFFERSON		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	K	37	33	38	39	37	35	35	34	34	32
	1	73	61	86	97	78	75	69	84	68	70
	2	75	66	77	83	84	85	73	66	72	75
	3	65	62	76	84	81	83	81	79	64	70
	4	64	60	86	82	89	81	83	86	84	64
	5	56	52	77	89	82	90	83	84	86	85
TOTALS		370	334	440	474	451	449	424	433	408	396
LOWELL											
	K	47	47	42	38	48	44	42	37	50	46
	1	99	106	84	97	71	107	87	93	70	111
	2	84	90	73	75	87	64	95	78	82	64
	3	84	85	74	68	78	87	61	88	80	81
	4	106	76	70	80	67	71	86	65	86	73
	5	100	102	53	76	80	62	70	92	65	81
TOTALS		520	506	396	434	431	435	441	453	433	456
MADISON											
	K	40	38	41	40	33	35	41	43	41	39
	1	91	76	79	84	94	75	72	81	102	94
	2	90	80	79	76	81	82	74	69	76	90
	3	87	86	81	71	76	77	82	67	69	70
	4	103	82	83	80	68	72	73	80	63	65
	5	82	94	91	83	85	60	82	71	85	57
TOTALS		493	456	454	434	437	401	424	411	436	415
MILL CREEK											
	K	43	43	41	51	45	41	38	47	43	40
	1	84	101	77	98	112	105	87	79	100	93
	2	86	88	93	80	122	117	112	88	81	102
	3	101	80	97	105	103	113	118	118	93	81
	4	100	104	82	111	123	107	113	124	117	95
	5	106	95	109	93	124	116	113	120	127	120
TOTALS		520	511	499	538	629	599	581	576	561	531
MONROE											
	K	41	52	52	54	49	49	42	51	48	47
	1	99	89	95	96	97	107	88	74	91	104
	2	84	96	94	103	100	94	107	96	76	89
	3	99	83	96	85	102	98	92	97	94	72
	4	104	106	94	92	96	110	109	87	109	101
	5	90	104	93	93	89	95	98	106	84	108
TOTALS		517	530	524	523	533	553	536	511	502	521
PENNY CREEK											
	K	53	64	54	63	58	51	55	49	53	53
	1	119	118	141	116	112	127	111	114	104	113
	2	124	129	133	138	110	121	137	113	116	107
	3	115	125	124	134	128	110	114	143	119	117
	4	125	110	130	112	120	124	113	120	142	122
	5	124	136	124	143	106	130	142	119	123	146
TOTALS		660	682	706	706	634	663	672	658	657	658
SILVER FIRS		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	K	51	49	49	45	39	36	37	45	42	39
	1	88	87	89	98	85	65	64	70	85	69
	2	90	81	84	84	80	78	59	61	62	79
	3	108	86	83	83	80	76	79	59	57	57
	4	97	99	88	72	75	74	76	68	55	57
	5	91	93	99	85	62	70	75	72	65	53
TOTALS		525	495	492	467	421	399	390	375	366	354

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
SILVER LAKE		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	K	37	52	37	41	32	33	33	33	36	36
	1	95	77	116	91	79	65	72	78	65	73
	2	82	82	95	106	76	68	76	65	74	66
	3	80	90	94	96	101	83	77	77	72	89
	4	89	79	90	99	84	101	81	80	77	81
	5	96	81	82	98	80	75	106	87	74	79
TOTALS		479	461	514	531	452	425	445	420	398	424
VIEW RIDGE											
	K	47	41	50	43	51	40	48	43	46	38
	1	71	94	91	84	77	102	87	77	78	92
	2	87	80	102	91	94	86	105	87	84	88
	3	106	102	92	101	99	110	98	104	93	96
	4	98	103	96	86	101	97	101	90	103	91
	5	99	96	109	86	89	98	105	89	93	101
TOTALS		508	516	540	491	511	533	544	490	497	506
WHITTIER											
	K	40	37	35	42	35	38	38	36	38	42
	1	77	75	71	71	87	64	73	73	76	68
	2	55	67	67	75	74	75	53	77	75	66
	3	67	58	61	72	65	77	68	58	66	76
	4	64	66	52	65	70	65	68	71	56	65
	5	70	65	61	63	71	70	61	81	78	56
TOTALS		373	368	347	388	402	389	361	396	389	373
WOODSIDE											
	K	42	45	43	47	45	44	45	48	49	49
	1	80	94	103	110	115	100	99	111	118	109
	2	89	103	92	94	95	109	90	85	96	96
	3	76	90	103	93	86	92	108	82	73	82
	4	60	81	97	105	92	92	95	110	70	66
	5	93	77	64	85	99	118	74	82	94	62
TOTALS		440	490	502	534	532	555	511	518	500	464
OTHER											
	K	5	2	4	5	5	4	6	4	5	5
	1	7	3	5	9	12	6	7	7	10	9
	2	8	5	6	11	7	11	8	8	9	9
	3	7	5	9	5	17	4	11	9	10	8
	4	13	6	5	6	6	5	5	6	5	4
	5	6	8	7	6	8	3	6	5	4	6
TOTALS		46	29	36	42	55	33	43	39	43	41

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
ELEMENTARY		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	K	685	715	696	718	702	674	701	713	737	708
	1	1,380	1,369	1,457	1,497	1,467	1,429	1,375	1,423	1,448	1,495
	2	1,354	1,363	1,395	1,434	1,491	1,445	1,408	1,352	1,400	1,423
	3	1,383	1,350	1,395	1,419	1,453	1,490	1,445	1,406	1,351	1,398
	4	1,425	1,359	1,364	1,401	1,418	1,445	1,481	1,433	1,396	1,342
	5	1,424	1,402	1,344	1,398	1,395	1,422	1,449	1,482	1,435	1,398
TOTALS		7,651	7,558	7,651	7,867	7,926	7,905	7,859	7,809	7,767	7,764

MIDDLE SCHOOL

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
EISENHOWER		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	6	263	273	232	217	268	270	278	308	294	260
	7	284	266	258	249	235	302	285	301	333	319
	8	250	281	245	250	256	301	311	300	326	358
TOTALS		797	820	735	716	759	873	874	909	953	937
EVERGREEN											
	6	343	301	320	312	315	331	319	334	346	341
	7	327	318	305	325	323	349	329	309	321	330
	8	266	318	314	300	327	333	339	313	294	307
TOTALS		936	937	939	937	965	1,013	987	956	961	978
GATEWAY											
	6	325	309	353	332	355	239	277	299	293	291
	7	297	315	313	363	342	243	238	279	296	290
	8	322	292	321	328	372	244	246	238	275	290
TOTALS		944	916	987	1,023	1,069	726	761	816	864	872
HEATHERWOOD											
	6	267	290	277	273	257	285	294	256	271	287
	7	275	291	317	266	278	268	285	288	255	274
	8	294	288	297	303	270	283	267	277	278	246
TOTALS		836	869	891	842	805	836	846	821	804	807
NORTH											
	6	251	236	211	197	221	253	239	233	257	230
	7	228	245	225	209	187	254	241	227	222	244
	8	252	202	250	239	208	240	235	230	210	204
TOTALS		731	683	686	645	616	747	715	690	689	678
OTHER											
	6	13	6	10	4	9	13	10	10	11	17
	7	15	14	12	7	5	10	14	11	11	12
	8	17	10	16	10	10	6	11	15	12	12
TOTALS		45	30	38	21	24	29	35	36	34	41

	Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
MIDDLE SCHOOL	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
6	1,462	1,415	1,403	1,335	1,425	1,391	1,417	1,440	1,472	1,426
7	1,426	1,449	1,430	1,419	1,370	1,426	1,392	1,415	1,438	1,470
8	1,401	1,391	1,443	1,430	1,443	1,408	1,409	1,373	1,395	1,417
TOTALS	4,289	4,255	4,276	4,184	4,238	4,225	4,218	4,228	4,305	4,313

HIGH SCHOOL

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
CASCADE		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	9	496	498	515	537	565	500	515	531	513	541
	10	532	492	503	487	437	519	460	475	482	461
	11	444	505	534	457	466	393	476	431	442	446
	12	382	412	411	333	335	377	326	381	338	348
TOTALS		1,854	1,907	1,963	1,814	1,803	1,789	1,777	1,818	1,775	1,796
EVERETT											
	9	454	466	462	612	610	492	543	544	518	473
	10	426	422	442	445	407	518	418	460	442	426
	11	404	389	446	369	358	338	434	353	384	372
	12	390	374	337	279	285	298	291	359	287	311
TOTALS		1,674	1,651	1,687	1,705	1,660	1,646	1,686	1,716	1,631	1,582
JACKSON											
	9	507	448	485	603	553	647	572	556	554	585
	10	456	471	455	482	517	514	609	542	518	514
	11	402	426	532	442	460	479	485	584	513	496
	12	364	354	360	381	361	396	429	428	502	442
TOTALS		1,729	1,699	1,832	1,908	1,891	2,036	2,095	2,110	2,087	2,037
SEQUOIA											
	9	138	91	18	57	86	94	63	60	64	74
	10	65	70	46	89	94	77	74	43	78	81
	11	56	51	144	97	79	125	96	62	52	78
	12	24	25	9	28	36	26	32	32	23	18
TOTALS		283	237	217	271	295	322	265	197	217	251
OTHER											
	9	19	23	10	20	8	17	14	15	14	16
	10	21	15	15	9	9	7	10	10	10	10
	11	5	15	22	8	10	8	7	8	10	9
	12	20	19	27	34	32	27	22	22	24	25
TOTALS		65	72	74	71	59	59	53	55	58	60

	Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
HIGH SCHOOL	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
9	1,614	1,526	1,490	1,829	1,822	1,750	1,707	1,706	1,663	1,689
10	1,500	1,470	1,461	1,512	1,464	1,635	1,571	1,530	1,530	1,492
11	1,311	1,386	1,678	1,373	1,373	1,343	1,498	1,438	1,401	1,401
12	1,180	1,184	1,144	1,055	1,049	1,124	1,100	1,222	1,174	1,144
TOTALS	5,605	5,566	5,773	5,769	5,708	5,852	5,876	5,896	5,768	5,726

ALL GRADE LEVELS

	Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
DIST. TOTALS	17,545	17,379	17,700	17,820	17,872	17,982	17,953	17,933	17,840	17,803

LAKE STEVENS SCHOOL DISTRICT NO. 4

CAPITAL FACILITIES PLAN

2008-2013

Prepared June 2008

Prepared by:
Lake Stevens School District No. 4

CAPITAL FACILITIES PLAN
LAKE STEVENS SCHOOL DISTRICT NO. 4

BOARD OF DIRECTORS

Mari Taylor, President
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SUPERINTENDENT

Dr. David C. Burgess

For information on the Lake Stevens School District Capital Facilities Plan contact Robb Stanton at the Lake Stevens School District, 12309 – 22nd Street NE, Lake Stevens, WA, 98458. Phone: (425) 335-1506.

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SECTION 1: INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington Growth Management Act (GMA) outlines thirteen broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The public school districts serving Snohomish County residents have developed 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.

This Capital Facilities Plan (CFP) is intended to provide the Lake Stevens School District (District), Snohomish County, the City of Lake Stevens, the City of Marysville and other jurisdictions a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next twelve years, with more detailed schedule and financing program for capital improvements over the next six years (2008-2013).

The CFP for the District was first prepared in 1994 in accordance with the specifications set in Snohomish County Code. When Snohomish County adopted its GMA Comprehensive Plan in 1995, it addressed future school capital facilities plans in Appendix F of the General Policy Plan. This part of the plan establishes the criteria for all future updates of the District CFP, which is to occur every two years. This CFP updates the GMA-based Capital Facilities Plan last adopted by the District in 2006.

In accordance with GMA mandates, and Snohomish County Chapter 30.66C, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle, mid-high and high).
- An inventory of existing capital facilities owned by the District, showing the locations and student capacities of the facilities.
- A forecast of the future needs for capital facilities and school sites; distinguishing between existing and projected deficiencies.
- 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 that add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects that address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.
- A calculation of impact fees to be assessed and support data substantiating said fees.

In developing this CFP, the guidelines of Appendix F of the General Policy Plan were used as follows:

- Information was obtained 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 is to be consistent with the State Office of Financial Management (OFM) population forecasts and those of Snohomish County.

- Chapter 30.66C requires that student generation rates be independently calculated by each school district. Rates were updated for this CFP.
- The CFP complies with RCW 36.70A (the Growth Management Act) and, where impact fees are to be assessed, RCW 82.02.
- The calculation methodology for impact fees meets the conditions and test of RCW 82.02. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

Adoption of this CFP by reference by the County and City constitutes approval of the methodology used herein by the Council(s).

Unless otherwise noted, all enrollment and student capacity data in this CFP is expressed in terms of FTE (Full Time Equivalent)[1].

Overview of the Lake Stevens School District

The Lake Stevens School District is located six miles east of downtown Everett, and encompasses all of the City of Lake Stevens as well as portions of unincorporated Snohomish County and a small portion of the City of Marysville. The District is located south of the Marysville School District and north of the Snohomish School District.

The District currently serves a student population of 7,582 (October 1, 2007 headcount) with six elementary schools, two middle schools, one mid-high school, one high school, two alternative schools (Prove High School and HomeLink). Elementary schools provide educational programs for students in kindergarten through grade five. Middle schools serve grades six and seven, the mid-high serves grades eight and nine and the high schools serve grades ten through twelve. HomeLink provides programs for students from kindergarten through grade twelve.

Significant Issues Related to Facility Planning in the Lake Stevens School District

The most significant issues facing the Lake Stevens School District in terms of providing classroom capacity to accommodate existing and projected demands are:

- rapid growth of enrollment during the past fourteen years (second highest in Snohomish County since 2000) along with the shifting demographics of the student population;
- aging school facilities
- the need for additional property with land costs continuing to escalate dramatically and lack of suitable sites to accommodate a school facility;
- the need for additional infrastructure such as on-campus fire hydrants, electrical services, telephone, data, fire alarms etc. that are driving the costs of portables up significantly;

[1] Full Time Equivalents (FTE) include half the students attending kindergarten and all students enrolled in grades 1 – 12.

- gymnasium and athletic fields that are not adequate to handle the student population; and
- limited local resources to hire maintenance and grounds personnel.

These issued are addressed in greater detail in this Capital Facilities Plan.

SECTION 2: DEFINITIONS

Note: Definitions of terms proceeded by an asterisk (*) are provided in Chapter 30.9SCC. They are included here, in some cases with further clarification to aid in the understanding of this CFP. Any such clarifications provided herein in no way affect the legal definitions and meanings assigned to them in Chapter 30.9SCC.

*Appendix F means Appendix F of the Snohomish County Growth Management Act (GMA) Comprehensive Plan, also referred to as the General Policy Plan (GPP).

*Area Cost Allowance (Boeckh Index) means the current OSPI construction allowance for construction costs for each school type.

*Average Assessed Value means the average assessed value by dwelling unit type of all residential units constructed within the District.

*Boeckh Index means the number generated by the E.H. Boeckh Company and used by OSPI as a guideline for determining the area cost allowance for new school construction.

*Board means the Board of Directors of the Lake Stevens School District ("School Board").

*Capital Facilities means school facilities identified in the District's capital facilities plan and are "system improvements" as defined by the GMA as opposed to localized "project improvements."

*Capital Facilities Plan (CFP) means the District's facilities plan adopted by its school board consisting of those elements required by Chapter 30.66C and meeting the requirements of the GMA and Appendix F of the General Policy Plan. The definition refers to this document.

*City means City of Lake Stevens and/or City of Marysville.

*Council means the Snohomish County Council and/or the Lake Stevens or Marysville City Council.

*County means Snohomish County.

*DCTED means the Washington State Department of Community, Trade and Economic Development.

*Developer means the proponent of a development activity, such as any person or entity that owns or holds purchase options or other development control over property for which development activity is proposed.

*Development means all subdivisions, short subdivisions, conditional use or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar

uses) and other applications requiring land use permits or approval by Snohomish County, the City of Lake Stevens and/or City of Marysville.

*Development Activity means any residential construction or expansion of a building, structure or use of land or any other change of building, structure or land that creates additional demand and need for school facilities, but excluding building permits for attached or detached accessory apartments, and remodeling or renovation permits which do not result in additional dwelling units. Also excluded from this definition is "Housing for Older Persons" as defined by 46 U.S.C. § 3607, when guaranteed by a restrictive covenant, and new single-family detached units constructed on legal lots created prior to May 1, 1991.

*Development Approval means any written authorization from the County and/or City, which authorizes the commencement of a development activity.

*Director means the Director of the Snohomish County Department of Planning and Development Services (PDS), or the Director's designee.

District means Lake Stevens School District No. 4 whose geographic boundaries are within Snohomish County.

*District Property Tax Levy Rate means the District's current capital property tax rate per thousand dollars of assessed value.

*Dwelling Unit Type means (1) single-family residences, (2) multi-family one-bedroom apartment or condominium units and (3) multi-family multiple-bedroom apartment or condominium units.

*Encumbered means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

*Estimated Facility Construction Cost means the planned costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs. If the District does not have this cost information available, construction costs of school facilities of the same or similar grade span within another District are acceptable.

FTE (Full Time Equivalent) is a means of measuring student enrollment based on the number of hours per day in attendance at the District's schools. A student is considered one FTE if he/she is enrolled for the equivalent of a full schedule each full day. Kindergarten students attend half-day programs and therefore are counted as 0.5 FTE. For purposes of this Capital Facilities Plan, all other students are counted as full FTE. (This is in line with OSPI's Capital Facilities Section, FTE measurements and projections.)

GFA (per student) means the Gross Floor Area per student.

*Grade Span means a category into which the District groups its grades of students (e.g., elementary, middle or junior high, and high school).

*Growth Management Act (GMA) means the Growth Management Act, Chapter 17, Laws of the State of Washington of 1990, 1st Ex. Sess., as now in existence or as hereafter amended.

*Interest Rate means the current interest rate as stated in the Bond Buyer Twenty-Bond General Obligation Bond Index.

*Land Cost Per Acre means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs in other districts, or the average assessed value per acre of properties comparable to school sites located within the District.

*Multi-Family Dwelling Unit means any residential dwelling unit that is not a single-family unit as defined by ordinance Chapter 30.66C.[2]

*OFM means Washington State Office of Financial Management.

*OSPI means Washington State Office of the Superintendent of Public Instruction.

*Permanent Facilities means school facilities of the District with a fixed foundation.

*R.C.W. means the Revised Code of Washington (a state law).

*Relocatable Facilities (also referred to as Portables) means factory-built structures, transportable in one or more sections, that are designed to be used as an education spaces and are needed to prevent the overbuilding of school facilities, to meet the needs of service areas within the District, or to cover the gap between the time that families move into new residential developments and the date that construction is completed on permanent school facilities.

*Relocatable Facilities Cost means the total cost, based on actual costs incurred by the District, for purchasing and installing portable classrooms.

*Relocatable Facilities Student Capacity means the rated capacity for a typical portable classroom used for a specified grade span.

*School Impact Fee means a payment of money imposed upon development as a condition of development approval to pay for school facilities needed to serve the new growth and development. The school impact fee does not include a reasonable permit fee, an application fee, the administrative fee for collecting and handling impact fees, or the cost of reviewing independent fee calculations.

SEPA means the State Environmental Policy Act.

*Single-Family Dwelling Unit means any detached residential dwelling unit designed for occupancy by a single-family or household.

[2] For purposes of calculating Student Generation Rates, assisted living or senior citizen housing is not included in this definition.

*Standard of Service means the standard adopted by the District which identifies the program year, the class size by grade span and taking into account the requirements of students with special needs, the number of classrooms, the types of facilities the District believes will best serve its student population and other factors as identified in the District's capital facilities plan. The District's standard of service shall not be adjusted for any portion of the classrooms housed in relocatable facilities that are used as transitional facilities or from any specialized facilities housed in relocatable facilities.

*State Match Percentage means the proportion of funds that are provided to the District for specific capital projects from the State's Common School Construction Fund. These funds are disbursed based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the maximum percentage of the total project eligible to be paid by the State.

*Student Factor [Student Generation Rate (SGR)] means the number of students of each grade span (elementary, middle/junior high, high school) that the District determines are typically generated by different dwelling unit types within the District. Each District will use a survey or statistically valid methodology to derive the specific student generation rate, provided that the survey or methodology is approved by the Snohomish County Council as part of the adopted capital facilities plan for each District.

*Subdivision means all small and large lot subdivisions as defined in Title 19 of the Snohomish County Code, and all short subdivisions as defined in Title 20, which are within the definition of "development" above.

*Teaching Station means a facility space (classroom) specifically dedicated to implementing the District's educational program and capable of accommodating at any one time, at least a full class of up to 30 students. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

*Unhoused Students means District enrolled students who are housed in portable or temporary classroom space, or in permanent classrooms in which the maximum class size is exceeded.

*WAC means the Washington Administrative Code.

SECTION 3: DISTRICT EDUCATIONAL PROGRAM STANDARDS

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 that 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 classroom facilities (portables).

In addition, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by nontraditional or special programs such as special education, English as a second language, remediation, migrant education, alcohol and drug education, AIDS education, preschool and daycare programs, computer labs, music programs, etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities

Examples of special programs offered by the Lake Stevens School District at specific school sites include:

- Bilingual Program
- Title 1
- Title 2
- Community Education
- Conflict Resolution
- Drug Resistance Education
- ECEAP
- Highly Capable
- HomeLink
- Independent Ed
- Language Assistance Program (LAP)
- Mentor Program
- Middle School Alternative
- Multi-Age Instruction
- PROVE Alternative High School
- Running Start
- Senior Project (volunteer time as part of course work)
- Vocational Education

Variations in student capacity between schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space, which can reduce the permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classroom for a short period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate most of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

District educational program requirements will undoubtedly 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 Capital Facilities Plan.

The District's minimum educational program requirements, which directly affect school capacity, are outlined on page 3-3 for the elementary, middle and high school grade levels.

Educational Program Standards for Elementary Grades

- Average class size for grades K-3 should not exceed 20 students.
- Average class size for grades 4-5 should not exceed 24 students.
- Special Education for students may be provided in a self-contained classroom. The practical capacity for these classrooms is 12 students.
- All students will be provided music instruction in a separate classroom.
- Students may have a scheduled time in a computer lab.
- Optimum design capacity for new elementary schools is 500 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Educational Program Standards for Middle, Mid-High and High Schools

- Class size for middle school grades should not exceed 27 students. The District assumes a practical capacity for high school and middle school classrooms of 30 students.
- Class size for grades 9-12 should not exceed 30 students.
- Special Education for students may be provided in a self-contained classroom. The practical capacity for these classrooms is 12 students.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during planning periods, 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 83% at the high school level and 80% at the middle and mid-high levels.
- Some Special Education services for students will be provided in a self-contained classroom.
- Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows:
  - Resource Rooms (i.e. computer labs, study rooms).
  - Special Education Classrooms.

- Program Specific Classrooms, for example: (i.e. music, drama, art, home-economics, physical education)
  - Music
  - Drama
  - Art
  - Physical Education
  - Family and Consumer Sciences
  - Career and Technical Education

- Optimum design capacity for new middle schools is 750 students. However, actual capacity of individual schools may vary depending on the educational programs offered.
- Optimum design capacity for new high schools is 1500 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Minimum Educational Service Standards

The Lake Stevens School District will evaluate student housing levels based on the District as a whole system and not on a school by school or site by site basis. This may result in portable classrooms being used as interim housing, attendance boundary changes or other program changes to balance student housing across the system as a whole.

The Lake Stevens School District has set minimum educational service standards based on several criteria. Exceeding these minimum standards will trigger significant changes in program delivery. If there are 25 or more students per classroom in a majority of K-5 classrooms, 28 or more students in a majority of 6-8 classrooms, or 31 or more students in a majority of 9-12 classrooms, the minimum standards have not been met.

Although they may meet the number criteria above, double shifting with reduced hours of "Year Round Education" programs adopted for housing reasons would also not meet the minimums.

It should be noted that the minimum educational standard is just that, a minimum, and not the desired or accepted operating standard.

SECTION 4: CAPITAL FACILITIES INVENTORY

Capital Facilities

Under GMA, public entities are required to inventory capital facilities used to serve the existing populations. Capital facilities are defined as any structure, improvement, piece of equipment, or other major asset, including land that has a useful life of at least ten years. 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 or established levels of service. This section provides an inventory of capital facilities owned and operated by the Lake Stevens School District including schools, portables, developed school sites, 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 3). A map showing locations of District school facilities is provided as Figure 1.

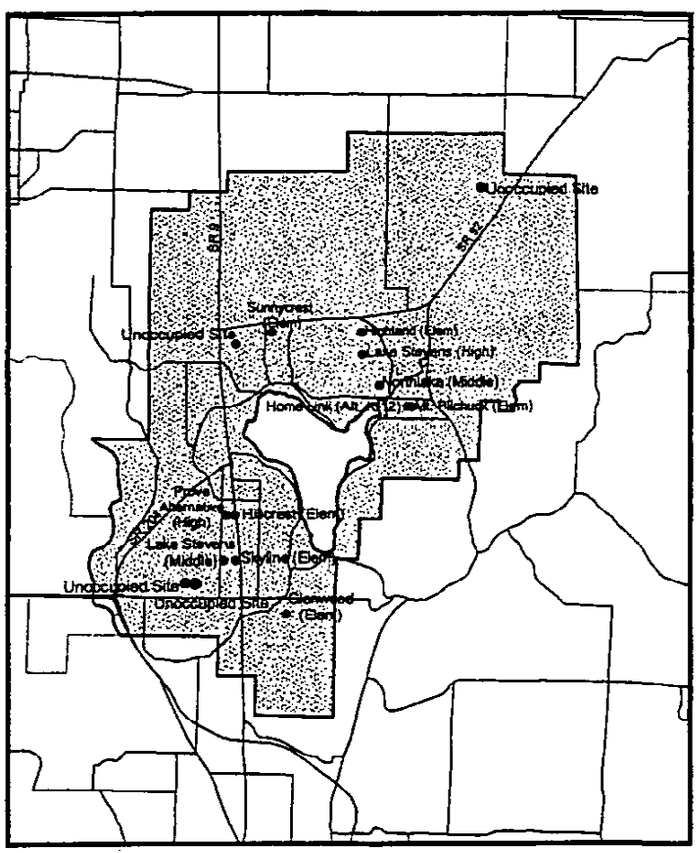


Figure 1 – Map of District Facilities

Schools

The Lake Stevens School District includes: six elementary schools grades K-5, two middle schools grades 6-7, one mid-high school grades 8-9, one high school grades 10-12, one alternative high school (Prove) serving grades 9-12, and an alternative K-12 school (HomeLink).

The State (OSPI) calculates school capacity by dividing gross square footage of a building by a standard square footage per student. This method is used by the State as a simple and uniform approach for determining school capacity for purposes of allocating available State Match Funds to school districts for school construction. However, this method is not considered an accurate reflection of the capacity required to accommodate the adopted educational program of each individual district. For this reason, school capacity was determined based on the number of teaching stations within each building and the space requirements of the District's adopted education program. These capacity calculations were used to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment. The school capacity inventory is summarized in Table 1.

Table 1 – School Capacity Inventory

School Name	Site Size (acres)	Bldg. Area (Sq. Ft.)	Teaching Stations Handicap	Teaching Stations Regular	Perm. Student Capacity*	Capacity with Portables	Year Built or Last Remodel	Potential for Expansion of Perm. Facility
Elementary Schools								
Glenwood Elementary	9	42,737	2	21	513	609	1992	No
Hillcrest Elementary	15	47,966		23	549	693	1977	No
Highland Elementary	8.7	49,727		21	512	608	1999	No
Mt. Pilchuck Elementary	22	49,068	4	19	501	525	2007	No
Skyline Elementary	15	42,737	3	20	513	609	1992	No
Sunnycrest Elementary	15	45,517		23	549	717	1970	No
Total	84.7	277,752	9	127	3,137	3,761		
Middle Schools								
Lake Stevens Middle School	25	86,374	4	27	684	900	1996	No
North Lake Middle School	15	90,323		39	751	967	2001	No
Total	40	176,697	4	66	1,435	1,867		
Mid-High								
Cavelero Mid-High School	37	224,694	3	62	1,418	1,418	2007	Yes
Total	37	224,694	3	62	1,418	1,418		
High Schools								
Lake Stevens High School	38	204,844	8	61	1,526	2,096	1995	Yes
Prove High School						180		
Total	38	204,844	8	61	1,526	2,276		

Source: Lake Stevens School District

* Note: Student Capacity figure is exclusive of portables and adjustments for special programs.

Relocatable classrooms (portables) are not viewed by the District as a solution for housing students on a permanent basis. Therefore, these facilities were not included in the permanent school capacity calculations provided in Table 1.

Leased Facilities

The District does not lease any permanent classroom space. It currently leases twenty-four portables (double classrooms) located at Mt. Pilchuck Elementary School and Hillcrest Elementary. The units are being leased for up to two (2) years. Students are being housed in these units to facilitate entire school renovations currently in progress. It is anticipated that the modernization of Mt. Pilchuck Elementary and Hillcrest Elementary will be completed in summer 2008 and students will again be housed in permanent classrooms at these locations in

September 2008. Twelve of the portables will be used to house Sunnycrest Elementary students during the modernization of that facility. Up to 12 leased portables will be returned this summer.

Relocatable Classroom Facilities (Portables)

Portables are used as interim classroom space to house students until funding can be secured to construct permanent classroom facilities. Portables are not viewed by the District as a solution for housing students on a permanent basis. The Lake Stevens School District currently uses 67 portables at various school sites throughout the District to provide interim capacity. A typical portables classroom can provide capacity for a full-size class of students. Current use of portables throughout the District is summarized in Table 2.

Table 2 – Portables

School Name	Portable Classrooms	Capacity in Portables
ELEMENTARY		
Glenwood	4	96
Hillcrest	6	144
Highland	4	96
Mt. Pilchuck	1	24
Skyline	4	96
Sunnycrest	7	168
Total	26	624
MIDDLE		
Lake Stevens Middle	8	216
North Lake Middle	8	216
Total	16	432
MID-HIGH		
Cavelero Mid-High	0	0
Total	0	0
HIGH		
Lake Stevens High School	19	570
Prove	6	180
Total	25	750
HomeLink Alternative School	8	192
District Total	67	1,998

In addition to the portables listed above, the District purchased a portable in 2005 to house the Technology Support Group, a District-wide support group. The portable is located at North Lake Middle School, across from the District Administration Office. It will not add space for interim student housing.

The District will continue to purchase or move existing portables, as needed, to cover the gap between the time that families move into new residential developments and the time the District is able to complete construction on permanent school facilities.

Some of the District's existing portables are beyond their serviceable age and are no longer able to be moved. Upon completion of additional school facilities, the probability exists these units will be demolished.

Support Facilities

In addition to schools, the Lake Stevens School District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 3.

Table 3 – Support Facilities

Facility	Site Acres	Building Area (sq.ft.)
Education Service Center	1.4	13,700
Grounds	1.0	3,000
Maintenance	1.0	6,391
Transportation	6.0	17,550
Total	9.4	40,641

Land Inventory

The Lake Stevens School District owns six undeveloped sites described below:

Ten acres located in the northeast area of the District (Lochsloy area), west of Highway 92. This site will eventually be used for an elementary school (beyond the year 2013). It is presently used as an auxiliary sports field.

An approximately 35-acre site northwest of the intersection of Highway 9 and Soper Hill Road, bordered by Lake Drive on the east planned for use as a middle school site.

A parcel of approximately 23 acres located at 20th Street SE and 83rd Street. This property was donated to the School District for an educational facility. The property is encumbered by wetlands and easements, leaving less than 10 available acres (not considered sufficient for an elementary school site).

A 5.4 acre parcel located at 20th Street SE and 83rd Street that has been used as an access to the new mid-high site.

A 20 ft. x 200 ft. parcel located on 20th Street SE has been declared surplus by the Lake Stevens School Board as it has no purpose for the District.

A 2.42 acre site (Bond Field), located in an area north of Highway #92, is used as a small softball field. It is not of sufficient size to support a school.

SECTION 5: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

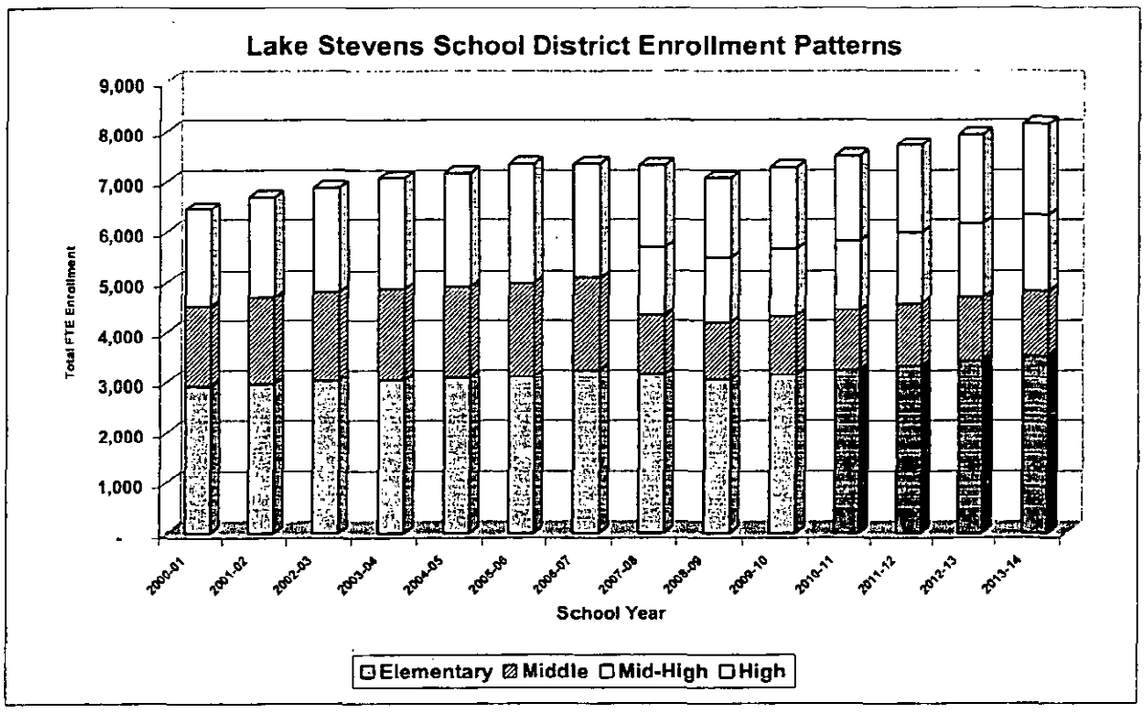


Figure 2 – Lake Stevens School District Enrollment

Historic Trends and Projections

Student enrollment records dating back to 1973 were available from Snohomish County and OSPI. Student enrollment in the Lake Stevens School District remained relatively constant between 1973 and 1985 (15%) and then grew significantly from 1985 through 2005 (approximately 120%). Between October 1991 and October 2000, student enrollment increased by 2553 students, the 4th highest in the County. Between October 2000 and October 2006, student enrollment increased by 905 students, or 25.5% of the total student growth experienced in Snohomish County and 2nd highest in Snohomish County. The October 1, 2007 enrollment was 7,582 (7333 FTE) students, declining slightly over 2006.

Actual enrollment by year is shown in Figure 2. Average annual growth between 1974 and 2005 was 4.18%, more than double the countywide average of 1.75% per year. Between 1994 and 2005 average annual growth was 4.47% compared to a countywide average of 1.71%. Since 1992, the Lake Stevens School District has been, and is projected to continue to be, one of the fastest growing districts in Snohomish County based on the OFM-based population forecast.

Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projections. Monitoring birth rates in Snohomish County and population growth for the area are essential yearly activities in the ongoing management of the capital

facilities plan. 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.

Table 4 – Comparison of Enrollment Projections 2008 – 2013

Projection	2007*	2008	2009	2010	2011	2012	2013	Actual Change 2008-2013	Percent Change 2008-2013
OSPI	7,333	7,379	7,411	7,464	7,519	7,536	7,588	255	3.5%
Ratio	7,333	7,081	7,297	7,514	7,731	7,947	8,165	832	11.3%

Source: Lake Stevens School District, OSPI
* Actual FTE student enrollment (October 1, 2007)

Two enrollment forecasts were conducted for the Lake Stevens School District. The first is an estimate by the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment using a modified cohort survival method. This method estimates how many students in one year will attend the next grade in the following year. The methodology is explained in Appendix D.

The second method is an estimate based upon Snohomish County population estimates as provided by the State Office of Financial Management (OFM). Section 11 of ESHB 2929 (The Growth Management Act) requires that planning for public facilities be based on the 20-year population projections developed by the OFM. OFM population-based enrollment projections have been estimated using the revised Draft Population Forecast by the School District prepared by the Snohomish County Department of Planning and Development Services, and OFM population forecasts for Snohomish County.

The ratio method traces the ratio of student enrollment to total population and assumes what this ratio will be in future years. On average, for the period 2000– 2007, 21.57% of the population in the Lake Stevens School District was students.

Combining the OSPI enrollment projections with the 2007 OFM population relationship, the average student population ratio through 2013 is 19.39%. The District finds that this is a reasonable assumption and therefore assumes that the OSPI and OFM ratio methods are comparable. See *Appendix C – Enrollment Data, Table C-1* for historical trends in enrollment/population ratios.

OSPI estimates that enrollment will total 7,588 student FTEs in 2013. This is a 3.5% increase over 2007. The Ratio Method estimates that enrollment will total 8,164 student FTEs in 2013, which is an 11.3% increase over 2007.

The Ratio Method has been used to determine facility needs inasmuch as it the most closely relates to the District's internal long-range projections.

Table 5 – Projected Enrollment by Grade Span 2008-2013

Grade Span	2007*	2008	2009	2010	2011	2012	2013
Elementary School	3,166	3,057	3,150	3,244	3,337	3,431	3,525
Middle School	1,172	1,132	1,166	1,201	1,236	1,270	1,305
Mid-High School	1,348	1,302	1,341	1,381	1,421	1,461	1,501
High School	1,647	1,590	1,639	1,688	1,736	1,785	1,834
Total	7,333	7,081	7,297	7,514	7,731	7,947	8,165

Source: OSPI data: Report dates 01/08
* Actual FTE Student Enrollment (October 1, 2007)

2025 Enrollment Projections

Although student enrollment projections beyond 2013 are highly speculative, they are useful for developing long-range comprehensive facilities plans. These long-range enrollment projections may also be used in determining future site acquisition needs.

The District projects a 2025 student FTE enrollment of 10,763 based on the "ratio" method. (OSPI does not forecast enrollments beyond 2013) The forecast is based on the County's OFM-based population forecast and applies the student-to-population ratio of 19.39% estimated for 2013. Assuming the County forecasts are correct, student enrollment will continue to increase through 2025 and the 19.39% ratio is considered reasonable and has been used to estimate the 2025 student population. The 2025 estimate represents a 31.9% increase over existing 2007 enrollment levels. The total enrollment estimate was broken down by grade span to evaluate long-term site acquisition needs for elementary, middle and high school facilities. Enrollment by grade span was determined based on recent and projected enrollment trends at the elementary, middle, mid-high and high school levels. Projected enrollment by grade span for the year 2025 is provided in Table 6.

Table 6 – Projected 2025 Enrollment (Ratio Method - OFM)

Grade Span	Projected FTE Student Enrollment 2025
Elementary (K-5)	4,647
Middle (6-7)	1,720
Mid-High (8-9)	1,979
High (10-12)	2,417
District Total (K-12)	10,763

Should projected enrollment materialize as described in Table 6, it is estimated that the District would require an additional 63 classrooms at the elementary level, 11 classrooms at the middle school level, 22 classrooms at the mid-high level and 30 classrooms at the high school level. These additional classrooms could take the form of relocatable classrooms (portables), additional classrooms at existing schools or new campuses. In addition, it is possible that the District would require additional support facilities, like a maintenance building, technology center or additional bus service facilities, to serve the projected enrollment.

Again, these estimates are highly speculative and are used only for general planning purposes. Analysis of future facility and capacity needs is provided in Section 6 of this Capital Facilities Plan.

SECTION 6: CAPITAL FACILITIES PLAN

Existing Deficiencies

Current enrollment at each grade level is identified in Appendix C-3. The District is currently over capacity at the elementary level by 29 students, under capacity at the middle school level by 263 students, under capacity at the mid-high level by 70 students and over capacity at the high school by 121 students.

The District expects that .705 students will be generated from each new single family home in the District and that .300 student will be generated from each new two-plus bedroom multi-family unit. These numbers are based upon the District's student generation rates.

The District's enrollment projections, in Table 5, have been applied to the existing capacity and the District will be over capacity at the elementary level by 388 students, over capacity at the mid-high level by 83 students and over capacity at the high school by 308 students if no capacity improvements are made by the year 2013.

The District's six-year capital improvement plan (Table 9) includes capacity projects to address existing and future needs.

Facility Needs (2008-2013)

Projected available student capacity was derived by subtracting projected FTE student enrollment from existing permanent school capacity (excluding portables) for each of the six years in the forecast period (2008-2013).

Capacity needs are expressed in terms of "un-housed students." Un-housed students are defined as students expected to be housed in portable classrooms or classrooms where class size exceeds State standards or contractually negotiated agreements within the local school district.

The method used to define future capacity needs assumes no new construction. For this reason planned construction projects are not included at this point. This factor is added later (see Table 9).

Projected future capacity needs are depicted on Table 7. This table shows actual space needs and the portion of those needs that are "growth related." RCW 82.02 and SCC 30.66C mandate that new developments cannot be assessed impact fees to correct existing deficiencies. Thus, any capacity deficiencies existing in the District in 2007 must be deducted from the total projected deficiencies before impact fees are assessed.

Table 7 - Projected Additional Capacity Needs 2008- 2013)

Grade Span	2007	2008	2009	2010	2011	2012	2013	2008-2013
Elementary (K-5)								
Total	29	0	13	107	200	294	388	
Growth Related	0	0	0	78	171	265	359	92.53%
Middle School (6-7)								
Total	0	0	0	0	0	0	0	
Growth Related		0	0	0	0	0	0	0.00%
Mid-High (8-9)								
Total	0	0	0	0	3	43	83	
Growth Related		0	0	0	3	43	83	100.00%
High School 10-12)								
Total	121	64	113	162	210	259	308	
Growth Related		0	0	41	89	138	187	60.71%

Forecast of Future Facility Needs through 2025

Additional elementary, middle, mid-high and high school classroom space will need to be constructed between 2013 and 2025 to meet the projected student population increase. The District will have to purchase additional school sites to facilitate growth during this time frame. By the end of the six-year forecast period (2013), additional permanent student capacity will be needed as follows:

Table 8 – 2013 Additional Capacity Needed

Grade Level	2007 Capacity	2013 Capacity	2013 Additional Capacity Needed	2025 Additional Capacity Needed
Elementary	3,257	3,137	388	1,510
Middle School	1,483	1,435	0	285
Mid-High	1,350	1,350	151	629
High School	1,614	1,526	308	891
Total	7,704	7,448	847	3,315

These figures do not reflect any planned improvements by the District through 2013. Planned improvements are discussed in the sections that follow.

Planned Improvements (2008 – 2013)

The following is a brief outline of those projects likely needed to accommodate un-housed students in the Lake Stevens School District through the Year 2013 based on ratio enrollment projections. The District placed a successful bond issue before the voters in February 2005 for $65,500,000. This amount represented the District (local) portion of projects totaling approximately $102,520,000. Mitigation fees were included in the local portion of entitled projects.

Elementary Schools: Based upon current enrollment estimates, elementary student population will increase to the level of requiring a new elementary school. However, the construction of a new elementary school by 2013 would require placing a bond issue before the electorate.

Renovation of Mt. Pilchuck and Hillcrest Elementary Schools is currently in progress. Sunnycrest Elementary School is scheduled for renovation beginning in 2008.

Middle Schools: With the moving of the 8th grade to the new Cavelero Mid-High School, there is sufficient student capacity through 2013 at the middle school level.

Mid-High School: Cavelero Mid-High, opened in 2007, houses grades 8 & 9. Additional classroom space will be needed by 2013 based on the ratio forecasting method.

High Schools: Effective September 2007, the high school houses grades 10-12. There are currently unhoused students at this level. Additional classroom space will be needed by 2013.

Interim Classroom Facilities (Portables): Additional portables will be purchased in future years, as needed. However, it remains a District goal to house all students in permanent facilities.

Site Acquisition and Improvements: Additional elementary school sites will be needed. The District did acquire sites for an elementary school and a high school in 2001. Because these past purchases were accounted for in the District's 2000 CFP, the District can continue to assign the acquisition costs ($1.23 million) to the impact fee formula.

Support Facilities
The District does not project the need for additional support facilities during period of the six-year finance plan.

Capital Facilities Six-Year Finance Plan

The Six Year Finance Plan shown on Table 9 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2008-2013. The financing components include bond issue(s), school mitigation and impact fees.

The financing plan separates projects and portions of projects that add capacity from those that do not, since the latter are generally not appropriate for impact fee funding. The financing plan and impact fee calculation formula also differentiate between projects or portions of projects that address existing deficiencies (ineligible for impact fees) and those which address future growth related needs.

General Obligation Bonds: Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. The Lake Stevens School District passed a capital improvements bond for $15 million in 1994, another for $9 million in 1999. All funds from these bonds have been utilized. A capital improvements bond for $65,500,000 was approved by the electorate in February 2005. These funds were used to construct the Cavelero Mid-High School and are being used for the modernization for Mt. Pilchuck, Sunnycrest and Hillcrest Elementary schools as well as partially funding additional projects identified in Table 9.

In the event action by state, county and local jurisdictions determined that impact fees were not available in the future to fund growth-related projects, it would be necessary for the District to

seek additional funds through voter approved general obligation bonds coupled with available state match.

The total costs of the projects outlined represent current bids where construction is currently in or soon will be in progress, information obtained through OSPI and architect estimates from a neighboring school district preparing for a bond issue.

Table 9 – Capital Facilities Plan 2008 – 2013

	Estimated Project Cost by Year - in $millions						Total	Local	State
	2008	2009	2010	2011	2012	2013	Cost	Cost*	Match
Improvements Adding Student Capacity							(All amounts in $ millions)		
Elementary									
Site Acquisition						1.05	1.05	1.05	
Elementary School						20.65	20.65	12.39	8.26
Middle									
Mid-High									
High School									
Classroom Addition						5.01	5.01	3.01	2.00
Improvements Not Adding Student Capacity							Cost	Local	Match
Elementary									
Mt. Pilchuck Modernization	7.51	1.00					8.51	0.25	4.75
Hillcrest Modernization	7.81	1.50					9.31	4.34	5.86
Sunnycrest Modernization	0.46	8.47	3.27				12.20	6.77	5.43
Middle									
Mid-High									
High School									
500 building		0.24					0.24		0.24
District-wide Improvements									
District Athletic Facility		5.31					5.31	5.31	
Totals	15.78	16.52	3.27			26.71	Total	Local	Match
Elementary (including land acquisition)	15.78	10.97	3.27			21.70	51.72	24.80	24.30
Middle									
Mid-High									
High School		0.24				5.01	5.25	3.01	2.24
District Wide		5.31					5.31	5.31	
Annual Total	15.78	16.52	3.27			26.71	62.28	35.74	26.54

* Local Cost includes amounts currently available to the District, future uncollected impact fees and bonds and levies not yet approved.

State Match Funds: State Match Funds come from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominately 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 matching funds for a specific capital project. To qualify, a project must first meet State-established criteria of need. This is determined by a formula that specifies the amount of square footage the State will help finance to house the enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State for eligible projects. The State contribution for eligible projects can range from less than half to more than 70% of the project's cost.[3]

State Match Funds can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive matching funds from the State. Because availability of State Match Funds has not been able to keep pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the State may not be received by a school district until after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

Because of the method of computing State Match, the District has historically received approximately 40 percent of the actual cost of school construction in state matching funds.

School Impact Fees Development impact fees have been adopted by a number of jurisdictions as 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 building permits or certificates of occupancy are issued.

Impact fees have been calculated utilizing the formula in Table 1 of Snohomish County Ordinance, Chapter 30.66C. 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 or relocate temporary facilities (portables). 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 owner of a dwelling unit. The costs of projects that do not add capacity or which address existing deficiencies have been eliminated from the variables used in the calculations.

By ordinance, new developments cannot be assessed impact fees to correct existing deficiencies. Thus, existing capacity deficiencies must be deducted from the total projected deficiencies in the calculation of impact fees.

[3] Paying for Growth's Impacts – A Guide to Impact Fees, State of Washington Department of Community Development Growth Management Division, January 1992, Pg. 30.

The financing plan separates projects and portions of projects that add capacity from those that do not, since the latter are generally not appropriate for impact fee funding. The financing plan and impact fee calculation also differentiate between projects or portions of projects that address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs. From this process, the District can develop a plan that can be translated into a bond issue package for submittal to District voters, if deemed appropriate.

Table 10 presents an estimate of the capacity impacts of the proposed capital construction projects.

Table 10 – Projected Capacity Surplus (Deficit) After Programmed Improvements

	Elementary	Middle	Mid-High	High School
2008				
Existing Capacity	3,137	1,435	1,418	1,526
Programmed Improvement Capacity	0	0	0	0
Capacity After Improvement	3,137	1,435	1,418	1,526
Projected Enrollment	3,057	1,172	1,302	1,590
Surplus (Deficit) After Improvement	80	263	116	(64)
2009				
Existing Capacity	3,137	1,435	1,418	1,526
Programmed Improvement Capacity	0	0	0	0
Capacity After Improvement	3,137	1,435	1,418	1,526
Projected Enrollment	3,150	1,166	1,341	1,639
Surplus (Deficit) After Improvement	(13)	269	77	(113)
2010				
Existing Capacity	3,137	1,435	1,418	1,526
Programmed Improvement Capacity	0	0	0	0
Capacity After Improvement	3,137	1,435	1,418	1,526
Projected Enrollment	3,244	1,201	1,381	1,688
Surplus (Deficit) After Improvement	(107)	234	37	(162)
2011				
Existing Capacity	3,137	1,435	1,418	1,526
Programmed Improvement Capacity	0	0	0	0
Capacity After Improvement	3,137	1,435	1,418	1,526
Projected Enrollment	3,337	1,236	1,421	1,736
Surplus (Deficit) After Improvement*	(200)	199	(3)	(210)
2012				
Existing Capacity	3,137	1,435	1,418	1,526
Programmed Improvement Capacity	0	0	0	0
Capacity After Improvement	3,137	1,435	1,418	1,526
Projected Enrollment	3,431	1,270	1,461	1,785
Surplus (Deficit) After Improvement*	(294)	165	(43)	(259)
2013				
Existing Capacity	3,137	1,435	1,418	1,526
Programmed Improvement Capacity	500	0	0	208
Capacity After Improvement	3,637	1,435	1,418	1,734
Projected Enrollment	3,525	1,305	1,501	1,834
Surplus (Deficit) After Improvement	112	130	(83)	(100)

Calculation Criteria:

1. Site Acquisition Cost Element

Site Size: The site size given the optimum acreage for each school type based on studies of existing school sites OSPI standards. Generally, districts will require 11-15 acres for an elementary school; 25-30 acres for a middle school or junior high school; and 40 acres or more for a high school. Actual school sites may vary in size depending on the size of parcels available for sale and other site development constraints, such as wetlands. It also varies based on the need for athletic fields adjacent to the school along with other specific planning factors.

This space for site size on the Variable Table contains a number only when the particular district plans to acquire additional land during the six-year planning period, 2008-2013. As noted previously, the District may elect to acquire an additional school site between 2008 and 2013. The District did acquire sites for an elementary school and a high school in 2001. Because these past purchases were accounted for in the District's 2000 CFP, the District can continue to assign the acquisition costs ($1.23 million) to the impact fee formula.

Average Land Cost Per Acre: The cost per acre is based on estimates of land costs within the District, based either on recent land purchases or by its knowledge of prevailing costs in the particular real estate market. Prices per acre will vary throughout the County and will be heavily influenced by the urban vs. rural setting of the specific district and the location of the planned school site. The Lake Stevens School District estimates its vacant land costs to be $70,000 per acre. Until a site is actually located for acquisition, the actual purchase price is unknown. Developed sites, which sometimes must be acquired adjacent to existing school sites, can cost as much as $700,000 per acre.

Facility Design Capacity (Student FTE): Facility design capacities reflect the District's optimum number of students each school type is designed to accommodate. These figures are based on actual design studies of optimum floor area for new school facilities. The Lake Stevens School District designs new elementary schools to accommodate 500 students, new middle schools 750 students and new high schools 1,500 students.

Student Factor: The student factor (or student generation rate) is the average number of students generated by each housing type – in this case: single-family detached dwellings and multiple-family dwellings. Multiple-family dwellings, which may be rental or owner-occupied units within structures containing two or more dwelling units, were broken out into one-bedroom and two-plus bedroom units.

Pursuant to a requirement of Chapter 30.66C, each school district was required to conduct student generation studies within their jurisdictions. This was done to "localize" generation rates for purposes of calculating impact fees. A description of this methodology is contained in Appendix D.

The student generation rates for the Lake Stevens School District are shown on Table 11.

Table 11 – Student Generation Rates

	Elementary	Middle	Mid-High	High
Single Family	0.355	0.107	0.123	0.119
Multiple Family, 1 Bedroom	0.000	0.000	0.000	0.000
Multiple Family, 2+ Bedroom	0.214	0.033	0.029	0.025

2. School Construction Cost Variables

Additional Building Capacity: These figures are the actual capacity additions to the Lake Stevens School District that will occur as a result of improvements listed on Table 9 (Capital Facilities Plan).

Current Facility Square Footage: These numbers are taken from Tables 1-3. They are used in combination with the "Existing Portables Square Footage" to apportion the impact fee amounts between permanent and temporary capacity figures in accordance with Chapter 30.66C.

Estimated Facility Construction Cost: The estimated facility construction cost is based on planned costs or on actual costs of recently constructed schools. The facility cost is the total cost for construction projects as defined on Table 9, including only capacity related improvements and adjusted to the "growth related" factor. Projects or portions of projects that address existing deficiencies (which are those students who are un-housed as of October 2007) are not included in the calculation of facility cost for impact fee calculation.

Facility construction costs also include the off-site development costs. Costs vary with each site and may include such items as sewer line extensions, water lines, off-site road and frontage improvements. Off-site development costs are not covered by State Match Funds. Off-site development costs vary, and can represent 10% or more of the total building construction cost.

3. Relocatable Facilities Cost Element

Impact fees may be collected to allow acquisition of portables to help relieve capacity deficiencies on a temporary basis. The cost allocated to new development must be growth related and must be in proportion to the current permanent versus temporary space allocations by the district.

Existing Units: This is the total number of existing portables in use by the district as reported on Table 2.

New Facilities Required Through 2013 This is the estimated number of portables to be acquired.

Cost Per Unit: This is the average cost to purchase and set up a portable. It includes site preparation, but does not include furnishing of the unit.

Relocatable Facilities Cost: This is simply the total number of needed units multiplied by the cost per unit. The number is then adjusted to the "growth-related" factor.

For districts, such as Lake Stevens, that do not credit any portable capacity to the permanent capacity total (see Table 1), this number is not directly applicable to the fee calculation and is for information only. The impact fee allows a general fee calculation for portables; however the

amount is adjusted to the proportion of total square footage in portables to the total square footage of permanent and portable space in the district.

Where districts do allow a certain amount of portable space to be credited to permanent capacity, that amount would be adjusted by the "growth-related" factor, because it is considered to be permanent space.

4. Fee Credit Variables

BOECKH Index: This number is generated by the E.H. Boeckh Company and is used by OSPI as a guideline for determining the area cost allowance for new school construction. The index is an average of a seven-city building cost index for commercial and factory buildings in Washington State, and is adjusted every two months for inflation. The current BOECKH Index is $168.79 (July 2008).

State Match Percentage: The State match percentage is the proportion of funds that are provided to the school districts, for specific capital projects, from the State's Common School Construction Fund. These funds are disbursed based on a formula which calculates the District's assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percentage of the total project to be paid by the State.

If a project were eligible for State matching funds, the Lake Stevens School District would receive basic project reimbursement of approximately 30% - 40% of the total project cost. (This is based on past history.)

5. Tax Credit Variables

Under Title 30.66C, a credit is granted to new development to account for taxes that will be paid to the school district over the next ten years. The credit is calculated using a "present value" formula.

Interest Rate (20-year GO Bond): This is the interest rate of return on a 20-year General Obligation Bond and is derived from the bond buyer index. The current assumed interest rate is 4.50%.

Levy Rate (in mils): The capital construction levy rate is determined by dividing the District's average capital property tax rate by one thousand. The current levy rate for the Lake Stevens School District is 1.61572980.

Average Assessed Value: This figure is based on the District's average assessed value for each type of dwelling unit (single-family and multiple-family). The averaged assessed values are based on estimates made by the County's Planning and Development Services Department utilizing information from the Assessor's files. The current average assessed value is $284,498 for single-family detached residential dwellings; $107,818 for one-bedroom multi-family units, and $161,031 for two or more bedroom multi-family units.

6. Adjustments

Growth Related Capacity Percentage: This is explained in preceding sections.

Discount: In accordance with Chapter 30.66C, all fees calculated using the above factors are to be reduced by 50%.

Proposed Lake Stevens School District Impact Fee Schedule

Using the variables and formula described, impact fees proposed for the Lake Stevens School District are summarized in Table 12 (refer to Appendix A for worksheets).

Without the County Discount and the Elective District Discount, the fee amounts would have been as follows:

Table 12 - Calculated Impact Fees

Housing Type	Impact Fee Per Unit	2006-2011
Single Family Detached	$8,828	$8,818
One Bedroom Apartment	$0	$0
Two + Bedroom Apartment	$5,441	$3,008
Duplex/Townhouse	$5,441	$3,008

Table 13 – Calculated Impact Fees (50% Discount)

Housing Type	Impact Fee Per Unit	2006-2011
Single Family Detached	$4,414	$4,409
One Bedroom Apartment	$0	$0
Two + Bedroom Apartment	$2,720	$1,504
Duplex/Townhouse	$2,720	$1,504

Table 14 – Calculated Impact Fees (25% Discount)

Housing Type	Impact Fee Per Unit	2006-2011
Single Family Detached	$6,621	$6,614
One Bedroom Apartment	$0	$0
Two + Bedroom Apartment	$4,081	$2,256
Duplex/Townhouse	$4,081	$2,256

Appendix A
Impact Fee Calculation

IMPACT FEE WORKSHEET
LAKE STEVNS SCHOOL DISTRICT

SINGLE-FAMILY RESIDENTIAL

SITE ACQUISITION COST

acres needed	15	x	Growth related	$ 70,000	/	capacity (# students)	500	x	student factor	0.355	=	$746	(elementary)
acres needed	0	x	cost per	0	/	capacity (# students)	0	x	student factor	0.107	=	$0	(middle)
acres needed	0	x	Acre	$ 9,390	/	capacity (# students)	0	x	student factor	0.123	=	$0	(mid-high)
acres needed	0	x		0	/	capacity (# students)	0	x	student factor	0.119	=	$0	(high school)

Prior property purchase

TOTAL SITE ACQUISITION COST = $746

SCHOOL CONSTRUCTION COST

total const. cost	$20,650,000	/	capacity (# students)	500	x	student factor	0.355	=	$14,662	(elementary)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.107	=	$0	(middle)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.123	=	$0	(mid-high)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.119		$0	(high school)
						Subtotal			$14,662	

Total Square Feet of Permanent Space (District)	883,987	/ Total Square Feet of School Facilities (000)	940,984	= 93.9%

TOTAL FACILITY CONSTRUCTION COST = $ 13,773

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$ 75,000	/ 25	facility size	x student factor	0.355		=	$1,065	(elementary)
Portable Cost	$ -	/ 27	facility size	x student factor	0.107		=	$0	(middle)
Portable Cost	$ 75,000	/ 27	facility size	x student factor	0.123		=	$342	(mid-high)
Portable Cost	$ 75,000	/ 30	facility size	x student factor	0.119		=	$298	(high school)
						Subtotal		$1,704	

Total Square Feet of Portable Space (District)	56,997	/ Total Square Feet of School Facilities (000)	940,984	= 6.06%

TOTAL RELOCATABLE COST ELEMENT = $103

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$ 168.79	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0.355	=	$2,157	(elementary)
BOECKH Index	$ 168.79	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.107	=	$0	(mid-high)
BOECKH Index	$ 168.79	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.123	=	$0	(mid-high)
BOECKH Index	$ 168.79	x OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0.119	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $2,157

TAX PAYMENT CREDIT

[((1+ interest rate 4.50%)^ 10 years to pay off bond) - 1] / [interest rate 4.50% x

(1 + interest rate 4.50%)^ 10 years to pay off bond] x 0.00161573 capital levy rate x

assessed value $284,498 tax payment credit = $ 3,637

IMPACT FEE CALCULATION

SITE ACQUISITION COST		$746
FACILITY CONSTRUCTION COST		$13,773
RELOCATABLE FACILITIES COST (PORTABLES)		$103
(LESS STATE MATCH CREDIT)		($2,157)
(LESS TAX PAYMENT CREDIT)		($3,637)
(LESS COUNTY DISCOUNT)	50%	($4,414)
(LESS DISTRICT DISCOUNT)	25%	($2,207)

	Non-Discounted	50% Discount	25% Discount
FINAL IMPACT FEE PER UNIT	**$8,828**	**$4,414**	**$6,621**

IMPACT FEE WORKSHEET
LAKE STEVNS SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

SITE ACQUISITION COST

acres needed	15	x	Growth related	$ 70,000	/	capacity (# students)	500	x	student factor	0	=	$0 (elementary)
acres needed	0	x	cost per	$	/	capacity (# students)	0	x	student factor	0	=	$0 (middle)
acres needed	0	x	Acre	$ -	/	capacity (# students)	0	x	student factor	0	=	$0 (mid-high)
acres needed	0	x		$ 9,390	/	capacity (# students)	0	x	student factor	0	=	$0 (high school)

TOTAL SITE ACQUISITION COST — **Prior property purchase** = $0

SCHOOL CONSTRUCTION COST

total const. cost	$20,650,000	/	capacity (# students)	500	x	student factor	0	=	$0 (elementary)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0	=	$0 (middle)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0	=	$0 (mid-high)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0	=	$0 (high school)
						Subtotal			$0

Total Square Feet of Permanent Space (District)	883,987	/ Total Square Feet of School Facilities (000)	940,984	= 93.9%

TOTAL FACILITY CONSTRUCTION COST = $ -

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$ 75,000	/	25	facility size	x student factor	0		=	$0 (elementary)
Portable Cost	$ -	/	27	facility size	x student factor	0		=	$0 (middle)
Portable Cost	$ 75,000	/	27	facility size	x student factor	0		=	$0 (mid-high)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0		=	$0 (high school)
							Subtotal		$0

Total Square Feet of Portable Space (District)	56,997	/ Total Square Feet of School Facilities (000)	940,984	= 6.06%

TOTAL RELOCATABLE COST ELEMENT = $0

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$ 168.79	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0	=	$0 (elementary)
BOECKH Index	$ 168.79	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0	=	$0 (middle)
BOECKH Index	$ 168.79	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0	=	$0 (mid-high)
BOECKH Index	$ 168.79	x OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0	=	$0 (high school)

TOTAL STATE MATCH CREDIT = $0

TAX PAYMENT CREDIT

[((1+ interest rate 4.50%)^ 10 years to pay off bond) - 1] / [interest rate 4.50% x

(1 + interest rate 4.50%)^ 10 years to pay off bond] x 0.00161573 capital levy rate x

assessed value $107,818 tax payment credit = $1,378

IMPACT FEE CALCULATION

SITE ACQUISITION COST		$0
FACILITY CONSTRUCTION COST		$0
RELOCATABLE FACILITIES COST (PORTABLES)		$0
(LESS STATE MATCH CREDIT)		$0
(LESS TAX PAYMENT CREDIT)		$0
(LESS COUNTY DISCOUNT)	50%	$0
(LESS DISTRICT DISCOUNT)	25%	$0

	Non-Discounted	50% Discount	25% Discount
FINAL IMPACT FEE PER UNIT	**$0**	**$0**	**$0**

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$ 168.79	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0.214	=	$1,300	(elementary)
BOECKH Index	$ 168.79	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.033	=	$0	(middle)
BOECKH Index	$ 168.79	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.029	=	$0	(mid-high)
BOECKH Index	$ 168.79	x OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0.025	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $1,300

TAX PAYMENT CREDIT

[((1+ interest rate 4.50%)^ 10 years to pay off bond) - 1] / [interest rate 4.50% x

(1 + interest rate 4.50%)^ 10 years to pay off bond] x 0.00161573 capital levy rate x

assessed value $161,031 tax payment credit = $2,059

IMPACT FEE CALCULATION

SITE ACQUISITION COST		$449
FACILITY CONSTRUCTION COST		$8,303
RELOCATABLE FACILITIES COST (PORTABLES)		$48
(LESS STATE MATCH CREDIT)		($1,300)
(LESS TAX PAYMENT CREDIT)		($2,059)
(LESS COUNTY DISCOUNT)	50%	($2,720)
(LESS DISTRICT DISCOUNT)	25%	($1,360)

	Non-Discounted	50% Discount	25% Discount
FINAL IMPACT FEE PER UNIT	$5,441	$2,720	$4,081

IMPACT FEE WORKSHEET
LAKE STEVNS SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL – 2 BDRM OR MORE

SITE ACQUISITION COST

acres needed	15	x	Growth related	$ 70,000	/	capacity (# students)	500	x	student factor	0.214	=	$449 (elementary)
acres needed	0	x	cost per	$ -	/	capacity (# students)	0	x	student factor	0.033		$0 (middle)
acres needed	0	x	Acre	$ -	/	capacity (# students)	0	x	student factor	0.029	=	$0 (mid-high)
acres needed	0	x		$ 9,390	/	capacity (# students)	0	x	student factor	0.025	=	$0 (high school)

TOTAL SITE ACQUISITION COST = $449

SCHOOL CONSTRUCTION COST

total const. cost	$20,650,000	/	capacity (# students)	500	x	student factor	0.214	=	$8,838 (elementary)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.033	=	0 (middle)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.029	=	$0 (mid-high)
total const. Cost	$0	/	capacity (# students)	0	x	student factor	0.025	=	0 (high school)
						Subtotal			$8,838

Total Square Feet of Permanent Space (District)	883,987	/ Total Square Feet of School Facilities (000)	940,984	=	93.9%

TOTAL FACILITY CONSTRUCTION COST = $ 8,303

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$ 75,000	/	25	facility size	x student factor	0.214		=	$642	(elementary)
	$ -	/	27	facility size	x student factor	0.033		=	$0	(middle)
Portable Cost	$ 75,000	/	27	facility size	x student factor	0.029		=	$81	(mid-high)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0.025		=	$63	(high school)
							Subtotal		$785	

Total Square Feet of Portable Space (District)	56,997	/ Total Square Feet of School Facilities (000)	940,984	=	6.06%

TOTAL RELOCATABLE COST ELEMENT = $48

Appendix B
OSPI Enrollment Forecasting Methodology

OSPI PROJECTION OF ENROLLMENT DATA

Cohort-Survival or Grade-Succession Technique

Development of a long-range school-building program requires a careful forecast of school enrollment indicating the projected number of children who will attend school each year.

The following procedures are suggested for determining enrollment projections:

1. Enter in the lower left corner of the rectangle for each year the number of pupils actually enrolled in each grade on October 1, as reported on the October Report of School District Enrollment, Form M-70, column A. (For years prior to October 1, 1965, enter pupils actually enrolled as reported in the county superintendent's annual report, Form A-1.)

2. In order to arrive at enrollment projections for kindergarten and/or grade one pupils, determine the percent that the number of such pupils each year was of the number shown for the immediately preceding year. Compute an average of the percentages, enter it in the column headed "Ave. % of Survival", and apply such average percentage in projecting kindergarten and/or grade one enrollment for the next six years.

3. For grade two and above determine the percent of survival of the enrollment in each grade for each year to the enrollment. In the next lower grade during the preceding year and place this percentage in the upper right corner of the rectangle. (For example, if there were 75 pupils in actual enrollment in grade one on October 1, 1963, and 80 pupils were in actual enrollment in grade two on October 1, 1964, the percent of survival would be 80/75, or 106.7%. If the actual enrollment on October 1, 1965 in grade three had further increased to 100 pupils, the percent of survival to grade three would be 100/80 or 125%.)

   Compute an average of survival percentages for each year for each grade and enter it in the column, "Ave. % of Survival".

   In order to determine six-year enrollment projections for grade two and above, multiply the enrollment in the next lower grade during the preceding year by 7 the average percent of survival. For example, if, on October 1 of the last year of record, there were 100 students in grade one and the average percent of survival to grade two was 105, then 105% of 100 would result in a projection of 105 students in grade two on October 1 of the succeeding year.

4. If, after calculating the "Projected Enrollment", there are known factors which will further influence the projections, a statement should be prepared showing the nature of those factors, involved and their anticipated effect upon any portion of the calculated projection.

*Kindergarten students are projected based on a regression line.

Appendix C
Enrollment Data

Table C-1
LAKE STEVENS SCHOOL DISTRICT
STUDENT ENROLLMENT, BY GRADE SPAN 1999-2013

(Based on actual student enrollment on October 1 of each year)

School Type	Grade Level	School Year							
		1999	2000	2001	2002	2003	2004	2005	2006
Elementary	K	500	472	458	533	470	534	545	555
	1	520	517	507	520	555	536	555	592
	2	551	522	567	514	540	568	555	578
	3	551	540	534	586	533	557	591	573
	4	531	556	569	552	607	544	589	615
	5	559	548	559	585	576	618	552	602
Middle	6	532	564	580	582	599	610	654	579
	7	490	545	617	594	610	603	602	675
	8	507	494	539	611	609	611	612	605
Sr. High	9	558	564	525	646	748	714	717	714
	10	472	538	552	543	586	657	652	676
	11	414	437	502	502	460	504	584	579
	12	365	391	412	381	419	397	429	496
Grades K-5 Headcount		3,212	3,155	3194	3,290	3,281	3,357	3,387	3,515
Grades K-5 FTE (2)		*2,962*	*2,919*	*2965*	*3,024*	*3,046*	*3,090*	*3,115*	*3,238*
Grades 6-8 Headcount		1,529	1,603	1736	1,787	1818	1,824	1,868	1,859
Grades 9-12 Headcount		1,809	1,930	1991	2,072	2,213	2,272	2,382	2,465
		6,550	6,688	6921	7,149	7,312	7,453	7,637	7,839
		6,300	*6,452*	*6692*	*6,883*	*7,077*	*7,186*	*7,365*	*7,562*

Source: Lake Stevens School District, OSPI

TABLE C-2
LAKE STEVENS SCHOOL DISTRICT
PROJECTED STUDENT ENROLLMENT 2008-2013
(OSPI Estimate)

School Type	Grade Level	School Year: 2007	SPR	2008	2009	2010	2011	2012	2013
Elementary	K	498		522	523	523	524	525	526
	1	563		528	553	554	554	555	556
	2	575		580	544	570	571	571	572
	3	586		592	598	560	587	588	588
	4	577		602	609	615	576	603	604
	5	616		586	612	619	625	585	613
Middle	6	576		639	608	635	642	648	607
	7	596		584	648	617	644	651	658
Mid-High	8	646		601	589	654	623	650	657
	9	702		755	702	688	764	728	760
High	10	623		637	686	637	625	694	661
	11	564		534	546	588	546	535	594
	12	460		480	454	465	500	465	455
Grades K-5 Headcount		3,415	45%	3,410	3,439	3,441	3,437	3,427	3,459
Grades K-5 FTE		*3,166*	*0%*	*3,149*	*2,625*	*3,180*	*3,175*	*3,165*	*3,196*
Grades 6-7 Headcount		1,172	15%	1,223	1,256	1,252	1,286	1,299	1,265
Grades 8-9 Headcount		1,348	18%	1,356	1,291	1,342	1,387	1,378	1,417
Grades 8-12 Headcount		1,647	22%	1,651	1,686	1,690	1,671	1,694	1,710
	Grades K-12 Headcount	7582	100%	7,640	7,672	7,725	7,781	7,798	7,851
	Grades K-12 FTE (2)	7,333		7,379	7,411	7,464	7,519	7,536	7,588

Source: Lake Stevens School District, OSPI

Notes:
(1) Actual student enrollment as of October 1, 2007.
(2) Assumes half-day attendance for kindergarten students.
SPR = Student Population Ratio

Table C-3
LAKE STEVENS SCHOOL DISTRICT
PROJECTED STUDENT ENROLLMENT 2008-2013
(Ratio Method)

School Type	Grade Level	School Year: 2007	SPR	2008	2009	2010	2011	2012	2013
Elementary	K	498		481	496	510	525	540	554
	1	563		544	560	577	594	610	627
	2	575		575	572	589	606	623	640
	3	586		566	583	600	618	625	652
	4	577		557	574	591	608	625	642
	5	616		595	613	631	649	668	686
Middle	6	576		556	573	590	607	624	641
	7	596		576	593	611	628	646	664
Mid-High	8	646		624	643	662	681	700	719
	9	702		678	699	719	740	761	782
Sr. High	10	623		602	620	638	657	675	694
	11	564		545	561	578	595	611	628
	12	460		444	458	471	485	499	512
Grades K-5 Headcount		3,415	45%	3,298	3,398	3,499	3,600	3,701	3,802
Grades K-5 FTE (2)		*3,166*		*3,057*	*3,150*	*3,244*	*3,337*	*3,431*	*3,525*
Grades 6-7 Headcount		1,172	15%	1,132	1,166	1,201	1,236	1,270	1,305
Grades 8-9 Headcount		1,348	18%	1,302	1,341	1,381	1,421	1,461	1,501
Grades 8-12 Headcount		1,647	22%	1,590	1,639	1,688	1,736	1,785	1,834
Grades K-12 Headcount		7,582	100%	7,321	7,545	7,769	7,994	8,217	8,441
Grades K-12 FTE (2)		7,333		7,081	7,297	7,514	7,731	7,947	8,164

Source: Lake Stevens School District, OSPI

Historical Ratio							
	2000	2001	2002	2004	2005	2006	2007
Population	29,896	30,682	31,468	33,040	33,828	34,616	35,401
FTE Student Enrollment	6,452	6,692	6,883	7,186	7,365	7,326	7,333
Student/Population Ratio	21.58%	21.81%	21.87%	21.75%	21.77%	21.16%	20.71%

Projected Enrollment Total							
Office of Public Instruction (OSPI)							
	2007*	2008	2009	2011	2012	2013	2025
Population	35,401	36,518	37,635	39,869	40,986	42,104	
FTE Student Enrollment	7,333	7,379	7,411	7,519	7,536	7,588	N/A
Student/Population Ratio	20.71%	20.21%	20.29%	18.86%	18.39%	18.02%	

Projected Enrollment Total							
(Ratio Method)							
	2007	2008	2009	2011	2012	2013	2025
Population	35,401	36,518	37,635	39,869	40,986	42,104	
FTE Student Enrollment	7,333	7,081	7,297	7,731	7,947	8,164	10,763

Assumed Enrollment

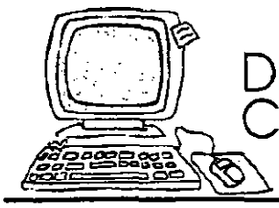
	2000-2007 Actual	2008-2013 Assumed	OSPI '08-'13	DISTRICT 2025
FTE Student to Population Ratio	(See Above)			
Average	21.57%	19.39%	19.39%	N.A.
Grade Span (Avg. Distribution)				
Elementary (K-5)	45.00%		45.00%	45.00%
Middle School (6-7)	15.00%		15.00%	15.00%
Mid-High School (8-9)	18.00%		18.00%	18.00%
High School (10-12)	22.00%		22.00%	22.00%
Total	100.00%		100.00%	100.00%

Resulting Ratio

Resulting Distribution

Assumed Distribution

Appendix D
Student Generation Rate Methodology



DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
For the
Lake Stevens School District

4/4/2008

This document describes the methodology used to calculate student generation rates (SGRs) for the Lake Stevens School District, and provides a listing of rates to be used in the districts Capital Facilities Plan. This document and the methodology used are based on the methodology developed by the Everett School District and documented in the District's SGR study dated 7/20/00.

SGRs were calculated for two types of residential construction: Single family detached, and multi-family with 2 or more bedrooms. No 0-1 bedroom units were found to be constructed within Lake Stevens District boundaries for the time period studied, so no 0-1 bedroom rates are available. Condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes are included in the single family classification.

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 2000 to 2006 within the Lake Stevens school district boundaries. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing site address) to generate a match from the student record data.

Using data files from the Lake Stevens student records database, District staff provided student addresses and grade levels of K-12 students attending the District as of March 2008. 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 2,403 single family units were compared with 7,467 registered students in the District, and the following counts of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	126	0.052
1	150	0.062
2	152	0.063
3	140	0.058
4	150	0.062
5	136	0.057
6	130	0.054
7	128	0.053
8	147	0.061
9	149	0.062
10	104	0.043
11	103	0.043
12	79	0.033
K-5	854	0.355
6-7	258	0.107
8-9	296	0.123
10-12	286	0.119
K-12	1694	0.705

Multifamily Rates (two-plus bedrooms): The records of 243 two-plus bedroom units were compared with 7,467 registered students in the District, and the following counts of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	10	0.041
1	10	0.041
2	8	0.033
3	5	0.021
4	11	0.045
5	8	0.033
6	5	0.021
7	3	0.012
8	2	0.008
9	5	0.021
10	3	0.012
11	0	0.000
12	3	0.012
K-5	52	0.214
6-7	8	0.033
8-9	7	0.029
10-12	6	0.025
K-12	73	0.300

***Calculated rates for individual grades may not equal overall totals due to rounding.**

Appendix E
Board Resolution No. XX-08

Appendix F
Snohomish County General Policy Plan, Appendix F

APPENDIX F

REVIEW CRITERIA FOR SCHOOL DISTRICT CAPITAL FACILITY PLANS

Required Plan Contents

1. Future Enrollment Forecasts by Grade Span, including:
   - a 6-year forecast (or more) to support the financing program;
   - **See Tables 4 and 5; Appendix C*
   - a description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.

   *Explanation on 5-2
2. Inventory of Existing Facilities, including:
   - *the location and capacity of existing schools;*
   - *See Figure 1 for location; See table 1 for schools, their capacities and grade spans served
   - a description of educational standards and a clearly defined minimum level of service such as classroom size, school size, use of portables, etc.;
   - **See Section 3 for educational standards; minimum educational service standards are identified on page 3-3;*
   - the location and description of all district-owned or leased sites (if any) and properties;
   - *See Figure 1 for map of school facilities; See table 1 for schools with further description located on page 4-1; land inventory is located on page 4-3.*
   - a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.;
   - *See page 4-3 for a description of support facilities; also, table3.*
   - and information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.
   - Relocatable classroom facilities (portables) are identified on page 4-2; see Table 2 for locations and capacities.
   -
3. Forecast of Future Facility Needs, including:
   - identification of new schools and/or school additions needed to address existing deficiencies and to meet demands of projected growth over the next 6 years; and
   - *See pages 6-2 and 6-3 for schools and school additions;*
   - the number of additional portable classrooms needed.

   **See pages 6-3 and pages 4-2 and 4-3.*
4. Forecast of Future Site Needs, including:
   - the number, size, and general location of needed new school sites.

   *See page 6-3
5. Financing Program (6-year minimum Planning Horizon)
   - estimated cost of specific construction and site acquisition and development projects proposed to address growth-related needs;
   - **See Table 9; see also pages 6-2, 6-8 and 6-9*
   - projected schedule for completion of these projects; and
   - *See Table 9
   - proposed sources of funding, including impact fees (if proposed), local bond issues (both approved and proposed), and state matching funds.

   *See Table 9
6. Impact Fee Support Data (where applicable), including:
   - an explanation of the calculation methodology, including description of key variables and their computation;
   - *See pages 6- 8, 6-9, 6-10; see also appendices A-1 through A-3.*
   - definitions and sources of data for all inputs into the fee calculation, indicating that it:

   a) is accurate and reliable and that any sample data is statistically valid;

*See appendices B, C and D; see also pages 5-1, 5-2, 5-3, 6-8, 6-9 and 6-10.

b) accurately reflects projected costs in the 6-year financing program;

*See pages 6-2 & 6-3.

c) and a proposed fee schedule that reflects expected student generation rates from, at minimum, the following residential unit types: single-family, multi-family/studio or 1-bedroom, and multi-family/2-bedroom or more.

*See Tables 12, 13 and 14.

Plan Performance Criteria

1. School facility plans must meet the basic requirements set down in RCW 36.70A (the Growth Management Act). Districts proposing to use impact fees as a part of their financing program must also meet the requirements of RCW 82.02.

2. Where proposed, impact fees must utilize a calculation methodology that meets the conditions and tests of RCW 82.02.

3. Enrollment forecasts should utilize established methods and should produce results which are not inconsistent with the OFM population forecasts used in the county comprehensive plan. Each plan should also demonstrate that it is consistent with the 20-year forecast in the land use element of the county's comprehensive plan.

4. The financing plan should separate projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects which address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.

*Table 9 delineates improvements adding student capacity from those that don't. The inclusion of the student generation factor within the formula addresses specifically that growth which is forthcoming from any new housing unit.

5. Plans should use best-available information from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. District-generated data may be used if it is derived through statistically reliable methodologies.

6. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

*See page 6-3 (amended page) relating to General Obligation Bonds.

7. Repealed effective January 2, 2000.

Plan Review Procedures

1. District capital facility plan updates should be submitted to the County Planning and Development Services Department for review prior to formal adoption by the school district.

2. Each school district planning to expand its school capacity must submit to the county an updated capital facilities plan at least every 2 years. Proposed increases in impact fees must be submitted as part of an update to the capital facilities plan, and will be considered no more frequently than once a year.

3. Each school district will be responsible for conducting any required SEPA reviews on its capital facilities plan prior to its adoption, in accordance with state statutes and regulations.

4. School district capital facility plans and plan updates must be submitted no later than 60 calendar days prior to their desired effective date. (For example, if a district requires its updated plan to take effect on January 1, 2007 in

order to meet the minimum updating requirement of item 2. above, it must formally submit that plan no later than October 30, 2006.)

5. District plans and plan updates must include a resolution or motion from the district school board adopting the plan before it will become effective.

Appendix G
Determination of Non-Significance and Environmental Checklist

WAC 197-11-970 Determination of non-significance (DNS)

DETERMINATION OF NON-SIGNIFICANCE

Lake Stevens School District No. 4
Capital Facilities Plan

DESCRIPTION OF PROPOSAL: The proposed action is the adoption of the Lake Stevens School District No. 4 Capital Facilities Plan, 2008-2013. This Capital Facilities Plan has been developed in accordance with requirements of the State Growth Management Act and is a non-project proposal. It documents how the Lake Stevens School District utilizes its existing educational facilities given current district enrollment configurations and educational program standards, and uses six-year and 17-year enrollment projections to quantify capital facility needs for years 2008-2025.

PROPONENT: Lake Stevens School District No. 4

LOCATION OF PROPOSAL: Lake Stevens School District No. 4
Snohomish County, Washington

LEAD AGENCY: Lake Stevens School District No. 4

The lead agency for this proposal has determined that it does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This decision was made after review of an environmental checklist and other information on file with the lead agency. This information is available to the public on request.

This DNS is issued under WAC 197-11-340-(2). The lead agency will not act on this proposal for 15 days from the date below. Comments must be submitted to the Responsible Official, Lake Stevens School District, 12309-22nd St. N. E., Lake Stevens, Washington 98258-9500 by June 19, 2008.

RESPONSIBLE OFFICIAL: Robb Stanton **PHONE:** 425 335-1506

POSITION/TITLE: Director of Facilities & Operations

ADDRESS: Lake Stevens School District No. 4
12309-22nd St. N. E.
Lake Stevens, WA 98258-9500

DATE: May 28, 2006 **SIGNATURE:** _____

PUBLISH: The Herald May 31, 2006 & June 6, 2006
Lake Stevens Journal June 1, 2006 & June 8, 2006

There is no agency appeal.

LAKE STEVENS SCHOOL DISTRICT NO. 4

ENVIRONMENTAL CHECKLIST FORM

Applicant: Lake Stevens School District No. 4
12309 – 22nd Street
Lake Stevens, WA 98023
Phone: (425) 335-1506

Project: Lake Stevens School District No. 4
Capital Facilities Plan, 2008-2013

LAKE STEVENS SCHOOL DISTRICT NO. 4
Environmental Checklist Form

A. BACKGROUND

1. **Name of proposed project, if applicable:**

   Adoption of the Capital Facilities Plan, 2008-2013, for the Lake Stevens School District No. 4

2. **Name of applicant**

   Lake Stevens School District No. 4

3. **Address and phone number of applicant and contact person:**

   Owner:

   Lake Stevens School District No. 4
   12309 – 22nd Street
   Lake Stevens WA 98023
   Phone: (425) 335-1506
   Robb Stanton, Director of Facilities & Operations

4. **Date checklist prepared:** April 5, 2008

5. **Agency requesting checklist:**

   Lake Stevens School District No. 4 - Lead agency for SEPA review.

6. **Proposed timing or schedule (including phasing, if applicable):**

   The Capital Facilities Plan, 2008-2013 is prepared in accordance with the State Growth Management Act and is a non-project document. It provides an inventory of district owned facilities, school facilities scheduled for construction within the next six years, current student enrollment, six-year and twenty-year projected student enrollment, and analyzes the implications of the data on facility needs.

   The district is using phased review. Project-specific environmental review will be undertaken when identified and future individual projects are initiated.

7. **Do you have any plans for future additions, expansion, or further activity related to or connected with this proposal? If yes, explain.**

The Capital Facilities Plan identifies school construction projects to accommodate unhoused students in the Lake Stevens School District (the District) through the year 2013. The Capital Facilities Plan will be updated at least bi-annually. Changes in actual enrollment and in enrollment projections will be used to recalculate facility needs. As noted above, project-specific environmental review will be undertaken at the time of construction on the identified projects and future projects.

8. **List any environmental information you know about that has been prepared, or will be prepared, directly related to this proposal.**

- Snohomish County Draft General Policy Plan
- Snohomish County Draft General Policy Plan Environmental Impact Statement
- City of Marysville Comprehensive Plan
-

9. **Do you know whether applications are pending for governmental approvals of other proposals directly affecting the property covered by your proposal? If yes, explain.**

Following adoption of the Capital Facilities Plan, it is anticipated that it will be incorporated into the comprehensive plans for the County of Snohomish, the City of Lake Stevens and the City of Marysville.

10. **List any government approvals or permits that will be needed for your proposal, if known.**

None.

11. **Give brief, complete description of your proposal, including the proposed uses and the size of the project and site. There are several questions later in this checklist that ask you to describe certain aspects of your proposal. You do not need to repeat those answers on this page.**

This is a non-project action proposed by the Lake Stevens School District. The proposal involves the adoption of the Lake Stevens School District's 2008-2013 Capital Facilities Plan. The Capital Facilities Plan has been developed in accordance with requirements of the State Growth Management Act. It documents how the Lake Stevens School District utilizes its existing educational facilities given current district enrollment configurations and educational program standards. In addition, it uses six-year, eight-year and nineteen-year enrollment projections to quantify capital facility needs for years 2008-2025.

The Lake Stevens School District currently serves 7,582 students (October 1, 2007 headcount). Students are dispersed throughout six elementary schools, two middle schools,

one mid-high school, one comprehensive high school, one alternative high school, one K-12 alternative program (Home-Link), and 70 portable classrooms. District staff members number approximately 850. This includes 467 f.t.e. certificated staff and 453 classified employees.

12. **Location of the proposal. Give sufficient information for a person to understand the precise location of your proposed project, including a street address, if any, and section, township, and range, if known. If a proposal would occur over a range of area, provide the range or boundaries of the site(s). Provide a legal description, site plan, vicinity map, and topographic map, if reasonably available. While you should submit any plans required by the agency, you are not required to duplicate maps or detailed plans submitted with any permit applications related to this checklist.**

    The Capital Facilities Plan outlines the capital facility needs within the boundaries of the Lake Stevens School District. The Lake Stevens School District is located six miles east of downtown Everett and encompasses all of the City of Lake Stevens as well as portions of the City of Marysville and unincorporated Snohomish County. The District is located south of the Marysville School District and north of the Snohomish School District.

    The adoption of the plan will not directly result in any individual projects. Future projects will undergo individual SEPA review at time of construction. Therefore, the questions in Section B are not applicable at this time but will be at the time individual projects are initiated.

TO BE COMPLETED BY APPLICANT

B. **ENVIRONMENTAL ELEMENTS**

1. **EARTH**

A. **General description of the site (underline one): Flat, rolling, hill, steep slopes, mountainous, other.**

    The Lake Stevens School District is comprised of a variety of topographic features and landforms. Specific topographic and landform characteristics of the sites of proposed individual projects included in the Capital Facilities Plan would be described during project-level environmental review.

b. **What is the steepest slope on the site (approximate percent slope)?**

    Specific slope characteristics at the sites of the proposed individual projects included in the Capital Facilities Plan will be identified during project-level environmental review.

c. **What general types of soils are found on the site (for example, clay, sand, gravel, peat, muck)? If you know the classification of agricultural soils, specify them and note any prime farmland.**

Specific soil types and their characteristics at the sites of the proposed individual projects included in the CFP will be identified during project-level environmental review.

d. **Are there surface indications or history of unstable soils in the immediate vicinity? If so, describe.**

Unstable soils may exist within the Lake Stevens School District. Specific soils types and properties will be analyzed on the sites of proposed individual projects included in the Capital Facilities Plan at the time of project-level environmental review.

e. **Describe the purpose, type, and approximate quantities of any filling or grading proposed. Indicate source of fill.**

Individual projects included in the CFP will be subject to local jurisdictional project approval and environmental review at the time of application. Proposed grading activities as well as quantity, type, source and purpose of such activities will be addressed at that time. Adoption of the Capital Facilities Plan will not cause any significant adverse unavoidable impact. It is not anticipated that any project described in the CFP will cause any significant adverse unavoidable impact.

f. **Could erosion occur as a result of clearing, construction or use? If so, generally describe.**

It is not anticipated that any project described in the Capital Facilities Plan will cause any significant adverse unavoidable impact. Potential erosion impacts will be addressed on a site-specific basis during project-level environmental review.

g. **About what percent of the site will be covered with impervious surfaces after project construction (for example, asphalt or buildings)?**

Renovations and new school facilities proposed in the Capital Facilities Plan will result in the increase of impervious surfaces. The amount of impervious surface constructed will vary by individual project. Each individual project will be subject to project-level environmental review as well as a local project review process. Adoption of the Capital Facilities Plan will not cause any significant adverse unavoidable impact.

h. **Proposed measures to reduce or control erosion, or other impacts to the earth, if any:**

Erosion control and reduction measures will be determined during project-level environmental review and the requirements of the permitting jurisdiction.

2. **AIR**

a. **What types of emissions to the air would result from the proposal (i.e., dust, automobile, odors, industrial wood smoke) during construction and when the project is completed? If any, generally describe and give approximate quantities if known.**

Various air emissions may result from projects identified in the Capital Facilities Plan. Most of the emissions would be temporary, construction related. The air quality impacts of specific projects will be evaluated during project-level environmental review.

b. **Are there any off-site sources of emissions or odor that may affect your proposal? If so, generally describe.**

Any off-site sources of emissions or odor(s) that may affect individual projects identified within the Capital Facilities Plan will be addressed during project-level environmental review. Adoption of the CFP is not anticipated to cause any significant adverse unavoidable impact.

c. **Proposed measures to reduce or control emissions or other impacts to air, if any:**

Individual projects identified in the Capital Facilities Plan will be subject to site-specific environmental review and subject to individual jurisdiction project review. The District will be required to comply with all applicable clean air regulations and permit requirements. Proposed air quality measures specific to individual projects will be identified during project-level environmental review. Adoption of the Capital Facilities Plan will not cause any significant adverse unavoidable impact.

3. **WATER**

a. **Surface Water**

1) **Is there any surface water body on or in the immediate vicinity of the site (including year-round and seasonal streams, saltwater, lakes, ponds, wetlands)? If yes, describe type and provide names. If appropriate, state what stream or river it flows into.**

The Lake Stevens School District is characterized by a variety of surface water bodies. The individual water bodies that are in close proximity to proposed projects included in the Capital Facilities Plan will be identified during project-level environmental review. When necessary, detailed studies of surface water regimes and flow patterns will be conducted and the findings of the studies incorporated into the site designs of the individual projects. Adoption of the Capital Facilities Plan will not cause any significant adverse unavoidable impact.

2) **Will the project require any work over, in, or adjacent to (within 200 feet) the described waters? If yes, please describe and attach available plans.**

Projects proposed within the Capital Facilities Plan may require work within 200 feet of the surface waters located in the Lake Stevens School District. All applicable project-specific approval requirements will be satisfied.

3) **Estimate the amount of fill and dredge material that would be placed in or removed from surface water or wetlands and indicate the area of the site that would be affected. Indicate the source of fill material.**

Specific information relating to quantities and placement of fill or dredge material resulting from proposed projects within the Capital Facilities Plan will be provided during project-specific environmental review. All applicable local regulations regarding quantity and placement of dredge and fill material will be satisfied for each individual project. All projects will be subject to local project review processes.

4) **Will the proposal require surface water withdrawals or diversions? Give general description, purpose, and approximate quantities if known.**

Any surface water withdrawals or diversions made in connection with the proposed projects outlined in the Capital Facilities Plan will be addressed during project-specific environmental review. Adoption of the CFP will not cause any significant adverse unavoidable impact.

5) **Does the proposal lie within a 100-year flood plain? If so, note location on the site plan.**

If any of the projects proposed in the Capital Facilities Plan are located in a floodplain area, they will be required to meet all applicable regulations addressing flood hazard areas through project-specific environmental review. Adoption of the CFP will not cause any significant adverse unavoidable impact.

6) **Does the proposal involve any discharges of waste materials to surface waters? If so, describe the type of waste and anticipated volume of discharge.**

Waste material disposal methods required for specific projects identified within the Capital Facilities Plan will be addressed during project-level environmental review. Adoption of the CFP will not cause any significant adverse unavoidable impact.

b. **Ground**

1) ***Will ground water be withdrawn, or will water be discharged to ground water?* Give general description, purpose, and approximate quantities if known.**

Individual projects identified within the Capital Facilities Plan may withdraw or discharge to groundwater resources. Any potential impacts on groundwater resources will be identified during project-specific environmental review. Each project is subject to the permitting jurisdiction's regulations regarding groundwater resources and will be complaint with such regulations.

2) **Describe waste material that will be discharged into the ground from septic tanks or other sources, if any (for example: domestic sewage, industrial, containing the following chemicals; agricultural; etc.). Describe the general size of the system, the number of such systems, the number of houses to be served (if applicable), or the number of animals or humans the system(s) are expected to serve.**

Discharge of waste material associated with any proposed individual projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

c. **Water Runoff (including storm water)**

1) **Describe the source of runoff (including storm water) and method of collection and disposal, if any (include quantities, if known). Where will this water flow? Will this water flow into other waters? If so, describe.**

Individual projects included in the Capital Facilities Plan may have various affects on storm water runoff quantities and rates. Any such affects will be identified during project-specific environmental review. All proposed projects will be subject to storm water regulations and will be complaint as such.

2. **Could waste materials enter ground or surface waters? If so, generally describe.**

The impacts of specific projects identified in the Capital Facilities Plan on potential ground or surface water discharges will be addressed during project-specific environmental review. Each project will be subject to all applicable regulations regarding discharges to ground or surface water.

d. **Proposed measures to reduce or control surface, ground, and runoff water impacts, if any:**

Proposed measures to reduce or control surface runoff attributable to the individual projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

4. **PLANTS**

a. **Check or underline types of vegetation found on the site:**

___ deciduous tree: alder, maple, aspen, other
___ evergreen tree: fir, cedar, pine, other
___ shrubs
___ grass
___ pasture
___ crop or grain
___ wet soil plants: cattail, buttercup, bulrush, skunk cabbage, other
___ water plants: water lily, eelgrass, milfoil, other
___ other types of vegetation: domestic vegetation

A variety of plant communities exist within the Lake Stevens School District. Vegetation types located at specific project sites included in the Capital Facilities Plan will be identified during project-specific environmental review. Any wet soil plants will be determined and mitigated at the project-specific level.

b. **What kind and amount of vegetation will be removed or altered?**

Some projects identified in the Capital Facilities Plan may require removal or alteration of vegetation. Specific impacts to vegetation on the sites of individual projects will be identified during project-specific environmental analysis

.c. List threatened or endangered species known to be on or near the site, if any:

Any specific impacts to threatened or endangered species by any of the proposed projects in the Capital Facilities Plan will be identified during project-specific environmental analysis. Proposed projects will be compliant with all local regulations regarding threatened and endangered species.

d. **Proposed landscaping, use of native plants, or other measures to preserve or enhance vegetation on the site, if any:**

Proposed landscaping and other measures to preserve or enhance vegetation on sites identified within the Capital Facilities Plan will be identified during project-specific environmental review. All projects will be subject to local jurisdiction project review and the landscaping requirements implied therein.

5. ANIMALS

a. **Underline any birds and animals which have been observed on or near the site or are known to be on or near the site:**

Birds: hawk, heron, eagle, songbirds, other
Mammals: deer, bear, elk, beaver, other
Fish: bass, salmon, trout, herring, shellfish, other

A wide variety of wildlife exists within the Lake Stevens School District boundaries. A complete inventory of animals observed on the proposed sites identified in the Capital Facilities Plan will be conducted during project-level environmental review.

b. **List any threatened or endangered species known to be on or near the site.**

The specific impacts to threatened or endangered species by any of the proposed projects in the Capital Facilities Plan will be identified during project-level environmental review. The proposed projects will be compliant with all regulations regarding threatened and endangered species.

c. **Is the site part of a migration route? If so, explain.**

Impacts on migration routes by any proposed project identified in the Capital Facilities Plan will be identified during project-level environmental review.

d. **Proposed measures to preserve or enhance wildlife, if any:**

Measures to preserve or enhance wildlife will be identified and determined during project-level environmental analysis.

6. ENERGY AND NATURAL RESOURCES

a. **What kinds of energy (electric, natural gas, oil, wood stove, solar) will be used to meet the completed project's energy needs? Describe whether it will be used for heating, manufacturing, etc.**

The State Board of Education requires a life cycle cost analysis be conducted for all heating, lighting and insulation systems prior to permitting of specific school projects. The identification of project energy needs will be done during project-specific environmental review.

b. **Would your project affect the potential use of solar energy by adjacent properties? If so, generally describe.**

Any impact of proposed projects identified in the Capital Facilities Plan on the use of solar energy by adjacent properties will be identified during project-specific environmental review.

c. **What kinds of energy conservation features are included in the plans of this proposal? List of other proposed measures to reduce or control energy impacts, if any:**

Projects included in the Capital Facilities Plan will be required to complete a life cycle cost analysis. Other conservation measures will be identified during project-specific environmental review.

7. **ENVIRONMENTAL HEALTH**

a. **Are there any environmental health hazards, including exposure to toxic chemicals, risk of fire and explosion, spill, or hazardous waste, which could occur as a result of this proposal? If so, describe.**

1) **Describe special emergency services that might be required.**

Special emergency services will be identified during project-specific environmental review.

2) **Proposed measures to reduce or control environmental health hazards, if any:**

Safety procedures and programs are part of the District's emergency programs for both existing and proposed school facilities. Projects identified in the Capital Facilities Plan will comply with all applicable codes, regulations and rules. Individual projects will be subject to environmental review and the local project approval process.

b. **Noise**

1) **What types of noise exist in the area which may affect your project (for example: *traffic, equipment, operation, aircraft, other*?**

Various noise sources exist within the Lake Stevens School District boundaries. The specific noise sources that may affect individual projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

2) **What types and levels of noise would be created by or associated with the project on a short-term or a long-term basis (for example: traffic, construction, operation, other)? Indicate what hours noise would come from the site.**

Short-term noise impacts associated with construction will exist for future projects identified in the Capital Facilities Plan. Long-term noise impacts associated with individual projects identified in the Plan will be identified through project-specific environmental review.

3) **Proposed measures to reduce or control noise impacts, if any:**

Mitigation measures to reduce or control project-generated noise impacts will be analyzed during project-specific environmental review. All projects will be subject to all applicable regulations regarding noise and will be compliant as such.

8. **LAND AND SHORELINE USE**

a. **What is the current use of the site and adjacent properties?**

There are various land uses throughout Lake Stevens School District. Specific land use designations that apply to individual sites identified in the Capital Facilities Plan will be identified during project-specific environmental review.

b. **Has the site been used for agriculture? If so, describe.**

Existing school sites have not recently been used for agriculture. A historical review will be conducted for proposed sites in conjunction with project-specific environmental review.

c. **Describe any structures on the site.**

A brief description of existing school facilities is included in the Capital Facilities Plan. Proposed structures, located on the proposed sites, will be described in detail during the project-specific environmental review.

d. **Will any structures be demolished? If so, what?**

The remodeling and renovation of school structures may involve demolition of existing structures. Any potential demolition will be reviewed for hazardous material removal. Any demolition of structures will be identified during project-specific environmental review.

e. ***What is the current zoning classification of the site?***

Projects in the Lake Stevens School District are and will be located in various zoning classifications under applicable local zoning codes. Current zoning classifications, at the time of project application, will be identified during project-specific environmental review.

f. **What is the current comprehensive plan designation of the site?**

Projects included in the Capital Facilities Plan are located within various comprehensive plan designations. Then-current comprehensive plan designations will be identified at the time of project-specific environmental review.

g. **If applicable, what is the current shoreline master program designation of the site?**

Shoreline master program designations of the proposed project sites identified in the Capital Facilities Plan will be identified during project-specific environmental review.

h. **Has any part of the site been classified as an "environmentally sensitive" area? If so, specify.**

Any environmentally sensitive areas located on District project sites will be identified during the project-specific environmental review.

i. **Approximately how many people would reside or work in the completed project?**

The Lake Stevens School District currently serves 7,582 students (October 1, 2007 headcount) in five elementary schools, two middle schools, one mid-high school and one comprehensive high school. The District currently employs a staff of 850. This includes 440 certificated and 288 classified full-time equivalent staff members.

j. **Approximately how many people would the completed project displace?**

Any displacement of people caused by projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

k. **Proposed measures to avoid or reduce displacement impacts, if any:**

Projects included in the Capital Facilities Plan will be subject to project-specific environmental review and local approval, when appropriate. Proposed mitigating measures will be identified at that time.

l. **Proposed measures to ensure the proposal is compatible with existing and projected land uses and plans, if any:**

The compatibility of the specific projects included in the Capital Facilities Plan with existing uses and plans will be assessed as part of the comprehensive planning process and during project-specific environmental review, when appropriate.

9. HOUSING

a. **Approximately how many units would be provided, if any?**

N/A

b. **Approximately how many units, if any, would be eliminated? Indicate whether high, middle, or low-income housing.**

The impacts of projects identified in the Capital Facilities Plan on existing housing units will be identified at the time of project-specific environmental analysis.

c. **Proposed measures to reduce or control housing impacts, if any:**

Measures to reduce or control any housing impacts caused by the projects included in the Capital Facilities Plan will be addressed during project-specific environmental review.

10. AESTHETICS

a. **What is the tallest height of any proposed structure(s), not including antennas; what is the principal exterior building material(s) proposed?**

The design elements of the projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

b. **What views in the immediate vicinity would be altered or obstructed?**

The aesthetic impacts of the projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

c. **Proposed measures to reduce or control aesthetic impacts, if any:**

Appropriate measures to reduce or control the aesthetic impacts of the projects identified in the Capital Facilities Plan will be identified on a project-specific basis. Jurisdictional design requirements will be satisfied during project review.

11. LIGHT AND GLARE

a. **What type of light or glare will the proposal produce? What time of day would it mainly occur?**

Light or glare impacts of projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

b. **Could light or glare from the finished project be a safety hazard or interfere with views?**

Light or glare impacts of projects identified in the Capital Facilities Plan will be identified during project-specific environmental review, when appropriate.

c. **What existing off-site sources of light or glare may affect your proposal?**

Off-site sources (such as land use generators and traffic) of light or glare that may affect projects identified in the Capital Facilities Plan will be identified during project-specific environmental review, when appropriate.

d. **Proposed measures to reduce or control light and glare impacts, if any:**

Proposed measures to reduce or control light and glare impacts will be identified during project-specific environmental review.

12. **RECREATION**

a. **What designated and informal recreational opportunities are in the immediate vicinity?**

There are numerous formal and informal recreational facilities within the Lake Stevens School District boundaries. These include facilities both on and in the vicinity of District facilities. Recreational opportunities exist after school hours at the various schools in the District.

b. **Would the proposed project displace any existing recreational uses? If so, describe.**

The recreational impacts of the projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review. The projects proposed in the CFP, once completed, may enhance recreational opportunities and uses that exist on school sites.

c. **Proposed measures to reduce or control impacts on recreation, including opportunities to be provided by the project or applicant, if any:**

Recreational impacts of the projects identified in the Capital Facilities Plan will be subject to mitigation during project-specific environmental review. School sites provide opportunities for public use throughout the District's boundaries.

13. HISTORIC AND CULTURAL PRESERVATION

a. **Are there any places or objects listed on, or proposed for, national, state, or local preservation registers known to be on or next to the site? If so, generally describe.**

Existence of historic and cultural resources on or next to the proposed sites identified in the Capital Facilities Plan will be identified in more detail during project-specific environmental review.

b. **Generally describe any landmarks or evidence of historic, archaeological, scientific, or cultural importance known to be on or next to the site?**

An inventory of historical sites at or near the sites of the projects included in the Capital Facilities Plan has been or will be developed during project-specific environmental review.

c. **Proposed measures to reduce or control impacts, if any:**

If any landmarks or evidence of historic, archaeological, scientific, or cultural importance is discovered during project-specific review, the State Historic Preservation Officer will be contacted.

14. TRANSPORTATION

a. **Identify public streets and highways serving the site, and describe proposed access to the existing street system. Show on site plans, if any.**

The impact on public streets and highways of individual projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

b. **Is site currently served by public transit? If not, what is the approximate distance to the nearest transit stop?**

The relationship between specific projects identified in the Capital Facilities Plan and public transit will be identified during project-specific environmental review. The District does provide school bus service to its facilities, and the need for service will be evaluated during project-specific environmental review.

c. **How many parking spaces would the completed project have? How many would the project eliminate?**

An inventory of parking spaces located at the sites of the projects identified in the Capital Facilities Plan, and the impacts of specific projects on parking availability, will be conducted during project-specific environmental review.

d. **Will the proposal require any new roads or streets, or improvements to existing roads or streets, not including driveways? If so, generally describe (indicate whether public or private).**

The need for new streets, roads or improvements to existing streets and roads will be addressed during project-specific environmental review.

e. **Will the project use (or occur in the immediate vicinity of) water, rail, or air transportation? If so, generally describe.**

Use of water, rail or air transportation will be addressed during project-specific environmental review, when appropriate.

f. **How many vehicular trips per day would be generated by the completed project? If known, indicate when peak volumes would occur.**

The traffic impacts of the projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

g. **Proposed measures to reduce or control transportation impacts, if any:**

Mitigation of traffic impacts associated with the projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review. Identified mitigation will be consistent with the permitting jurisdiction requirements for transportation and concurrency.

15. **PUBLIC SERVICES**

a. **Would the project result in an increased need for public services (for example: fire protection, police protection, health care, schools, other)? If so, generally describe:**

The District does not anticipate that the projects identified in the Capital Facilities Plan will substantially increase the need for public services. Actual needs will be evaluated at project-specific environmental review.

b. **Proposed measures to reduce or control direct impacts on public services, if any.**

New school facilities will be built with automatic security systems, fire alarms, smoke alarms, heat sensors and sprinkler systems. Other measures to reduce or control impacts to public services will be identified at the project-specific level of environmental review.

16. **UTILITIES**

a. **Underline utilities currently available at the site:** electricity, natural gas, water, refuse service, telephone, sanitary sewer, septic system, other

The types of utilities available at specific project sites identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

b. **Describe the utilities that are proposed for the project, the utility providing the service, and the general construction activities on the site or in the immediate vicinity that might be needed.**

Utility revisions and construction will be identified during project-specific environmental review, when appropriate.

C. **SIGNATURE**

The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.

Signature: _____
Lake Stevens School District No. 4

Date submitted: May 1, 2008

D. SUPPLEMENTAL SHEET FOR NON-PROJECT ACTIONS
(Do not use this sheet for project actions.)

Because these questions are very general, it may be helpful to read them in conjunction with the list of the elements of the environment.

When answering these questions, be aware of the extent the proposal, or the types of activities likely to result from the proposal, would affect the item at a greater intensity or at a faster rate than if the proposal were not implemented. Respond briefly and in general terms.

1. **How would the proposal be likely to increase discharge to water, emissions to air, production, storage, or release of toxic or hazardous substances; or production of noise?**

   The adoption of the Capital Facilities Plan, 2008-2013, will not result in an increase in discharges to water; emissions to air; production, storage, or release of toxic or hazardous substances; or production of noise. The construction of a new school or the alteration of existing school sites proposed in the plan could increase impervious surfaces, resulting in an increase in storm water runoff. Activities and traffic resulting from school construction and school operations could produce air emissions and noise.

   Proposed measures to avoid or reduce such increases are:

   The implementation of storm water runoff controls and the use of site buffering to minimize noise impacts could be utilized as appropriate. Site-specific measures will be proposed at time of construction as project impacts are identified.

2. **How would the proposal be likely to affect plants, animals, fish or marine life?**

   As specific projects identified in the plan are constructed, additional impervious surfaces are likely to result. These are not anticipated to have any significant adverse effect on plants, animals, fish or marine life.

   Proposed measures to project or conserve plants, animals, fish or marine life are:

   Specific measures to protect or conserve plants, animals, fish or marine life will be proposed at the time of construction as specific project impacts are identified.

3. **How would the proposal be likely to deplete energy or natural resources?**

   The construction and operation of specific projects identified in the Capital Facilities Plan will require the use of energy and natural resources.

Proposed measures to protect or conserve energy and natural resources are:

At time of construction, individual buildings will be designed to meet applicable energy standards.

4. **How would the proposal be likely to use or affect environmentally sensitive areas or areas designated (or eligible or under study) for governmental protection; such as parks, wilderness, wild and scenic rivers, threatened or endangered species habitat, historic or cultural sites, wetlands, flood plains or prime farmlands?**

   Some undeveloped sites currently owned by the district contain wetlands that could be impacted by development.

   Proposed measures to protect such resources or to avoid or reduce impacts are:

   As specific projects are undertaken, environmentally sensitive areas will be protected through the SEPA review process. The district will avoid, protect, or attempt to mitigate damage to environmentally sensitive areas.

5. **How would the proposal be likely to affect land and shoreline use, including whether it would allow or encourage land or shoreline uses incompatible with existing plans?**

   Specific projects identified in the Capital Facilities Plan are intended to be compatible with comprehensive plans, current zoning classifications, and land use designations of district-owned properties. Future development of Lake Stevens School District properties is not anticipated to affect shoreline use.

   Proposed measures to avoid or reduce shoreline and land use impacts are:

   It is not anticipated that future development of Lake Stevens School District properties will affect shoreline use.

6. **How would the proposal be likely to increase demands on transportation or public services and utilities?**

   The construction of future school facilities identified in the plan would likely create additional demands on transportation, public services, and utilities.

   Proposed measures to reduce or respond to such demand(s) are:

   Specific measures to address increased demands will be identified as specific projects are proposed for construction.

7. **Identify, if possible, whether the proposal may conflict with local, state, or federal laws or requirements for the protection of the environment.**

Neither the Capital Facilities Plan nor any future construction projects identified in the plan will conflict with local, state, or federal laws or requirements for the protection of the environment.

Prior to initiating any future school construction projects, the district will provide a site/project DNS for the specific construction activity.

Appendix H
Education Program Standards – Verification

Education Program Standards Verification

School	# Classrooms	Grade Span	# Classrooms Exceeding Class Size Guidelines
Glenwood Elementary	27	K-5	0
Highland Elementary	25	K-5	0
Hillcrest Elementary	23	K-5	0
Mt. Pilchuck Elementary	23	K-5	2
Skyline Elementary	27	K-5	1
Sunnycrest Elementary	30	K-5	0
Lake Stevens Middle	40	6-7	2
North Lake Middle	47	6-7	2
Cavelero Mid-High	60	8-9	2
Lake Stevens High School	69	10-12	0
Prove	1	10-12	0
Total	372		9

(Note: Information provided by the Lake Stevens School District. Reflects June 1, 2008 class sizes.)

The District meets its minimum educational service standards with over 97% of its classes having enrollment at or below its established guidelines. (Refer to Minimum Educational Standards, page 3-3.)

LAKEWOOD SCHOOL DISTRICT NO. 306

CAPITAL FACILITIES PLAN

2008-2013

DRAFT
June 16, 2008

APPROVED: _____

LAKEWOOD SCHOOL DISTRICT NO. 306

CAPITAL FACILITIES PLAN

2008-2013

BOARD OF DIRECTORS

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SUPERINTENDENT

DR. DENNIS HADDOCK

For information regarding the Lakewood School District Capital Facilities Plan, contact Fred Owyen, Director of Operations, at 17110 16th Drive NE, P.O. Box 220, North Lakewood, WA 98259-0220. Tel: (360) 654-2136 or Fax: (360) 652-4528; or the Office of the Superintendent, Lakewood School District, 17110 16th Drive NE, P.O. Box 220, North Lakewood, WA 98259-0220. Tel: (360) 652-4500 or Fax: (360) 652-4502.

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INTRODUCTION

A. Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (the "GMA") includes schools in the category of public facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Lakewood School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide Snohomish County (the "County") and the cities of Arlington and Marysville with a description of facilities needed to accommodate projected student enrollment and a schedule and financing program for capital improvements over the next six years (2008-2013).

In accordance with the Growth Management Act, adopted County Policy, the Snohomish County Ordinance Nos. 97-095 and 99-107, the City of Arlington Ordinance No. 1263, 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, middle, and high school).
- 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 supporting data substantiating said fees.

In developing this CFP, the District followed the following guidelines set forth in the Snohomish County 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 the GMA. The CFP must identify alternative funding sources in the event that

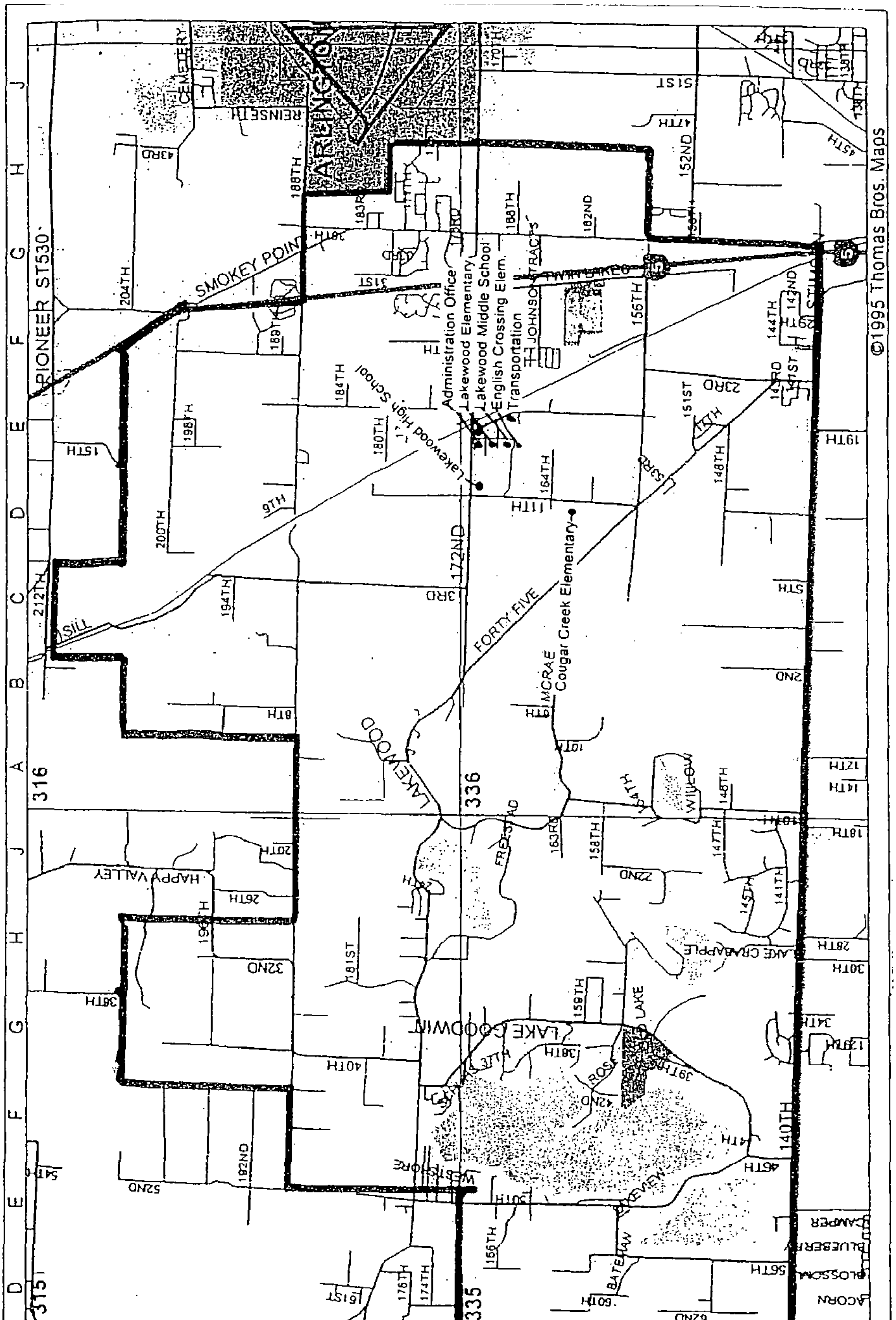
impact fees are not available due to action by the state, county or cities within the District.

- The methodology used to calculate impact fees also complies with the criteria and the formulas established by the County.

B. Overview of the Lakewood School District

The Lakewood School District is located along Interstate 5, north of Marysville, Washington, primarily serving unincorporated Snohomish County and a part of the City of Arlington and the City of Marysville. The District is bordered on the south by the Marysville School District, on the west and north by the Stanwood School District, and on the east by the Arlington School District.

The District serves a student population of 2,418 (October 1, 2007 FTE Enrollment) with three elementary schools, one middle school, and one high school.


PIONEER ST530
SMOKEY POINT
Lakewood High School
Administration Office
Lakewood Elementary
Lakewood Middle School
English Crossing Elem.
Transportation
Cougar Creek Elementary
FORTY FIVE
172ND
LAKEWOOD
LAKE GOODWIN
HAPPY VALLEY
TWIN LAKES
316
336
335
315
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SECTION 2
DISTRICT EDUCATIONAL PROGRAM STANDARDS

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 classroom facilities (portables), as well as specific and unique physical structure needs required to meet the full access needs of students with special needs.

In addition to factors which affect the amount of space required, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by nontraditional, or special programs such as special education, expanded bilingual education, remediation, migrant education, alcohol and drug education, AIDS education, preschool and daycare programs, computer labs, music programs, and others. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities, and upon planning for future needs.

Special programs offered by the District at specific school sites include, but are not limited to:

Lakewood Elementary School (Preschool through 2nd Grade)

- Bilingual Education Program
- Chapter I Remedial Services Program
- P – 2nd Grade Counseling Services
- Speech and Language Disorder Therapy Program
- Early Childhood Education and Assistance Program (ECEAP)
- Developmentally Delayed Preschool Program - Ages 3 to 5
- K-2nd Grade Special Education Resource Room Program
- Learning Assistance Program - -Remedial Services (Learning Lab)
- Occupational Therapy Program
- K-2nd Grade Autism Program
- Kindergarten Boost Program

English Crossing Elementary School (3rd through 5th Grades)

- 3rd through 5th Grade Special Education Resource Room Program
- After School Tutoring Program
- Bilingual Education Program
- 3rd – 5th Grade Counseling Services

- Speech and Language Disorder Therapy Program
- Title /Learning Assistance Program - Tutorial Services
- Occupational Therapy Program

Cougar Creek Elementary School (Kindergarten through 5th Grades)

- Bilingual Education Program
- Chapter I Remedial Services Program
- Speech and Language Disorder Therapy Program
- Learning Assistance Program – Remedial Services (Learning Lab)
- Occupational Therapy Program
- After School Tutoring Program
- K – 5th Grade Special Education Resource Room Program
- K – 5th Grade Special Education Life Skills Program
- K – 5th Grade Special Education SBD Program
- K – 5th Grade Counseling Services

Lakewood Middle School (6th through 8th Grades)

- Speech and Language Disorder Therapy Program
- 6th-8th Grade Special Education Resource and Inclusion Program
- After School Tutoring Program
- Bilingual Education Program
- Title I /Learning Assistance Program - Tutorial Services
- Occupational Therapy Program
- 6th – 8th Grade Counseling Services

Lakewood High School

- 9th-12th Grade Special Education Resource Room and Transition Program
- 6th-12th Grade Special Education Life Skills Program
- Bilingual Education Program
- Occupational Therapy Program
- Speech and Language Disorder Program
- 9th – 12th Grade Counseling Program

Variations in student capacity between schools may result from the special or nontraditional programs offered at specific schools. Some students, for example, leave their regular classroom for a short period of time to receive instruction in these special programs. Schools recently added to the District's inventory have been designed to accommodate many of these programs. However, existing schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may affect the overall classroom capacities of the buildings.

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, use of new technology, and 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 Capital Facilities Plan.

The District educational program standards which directly affect school capacity are outlined below for the elementary, middle, and high school grade levels.

Educational Program Standards For Elementary Schools

- Class size for grades K – 4th will not exceed 26 students.
- Class size for grades 5th – 8th will not exceed 28 students.
- All students will be provided library/media services in a school library.
- Special Education for students may be provided in self-contained or specialized classrooms.
- All students will be provided music instruction in a separate classroom.
- All students will have scheduled time in a computer lab, or time in which a mobile lab will be assigned to each classroom, for those buildings that have mobile computer labs. Each classroom will have access to computers and related educational technology.
- Optimum design capacity for new elementary schools is 475 students. However, actual capacity of individual schools may vary depending on the educational programs offered.
- All students will be provided physical education instruction in a gym or in a multipurpose room.

Educational Program Standards For Middle and High Schools

- Class size for middle school grades will not exceed 28 students.
- Class size for high school grades will not exceed 30 students.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a work space during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity should be adjusted using a utilization factor of 95% to reflect the use of classrooms for teacher planning. Special Education for students will be provided in self-contained or specialized classrooms.

- All students will have scheduled time in a computer lab, or time in which a mobile lab will be assigned to each classroom, for those buildings that have mobile computer labs. Each classroom with access to computers and related educational-technology.
- Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows:

  Counseling Offices

  Resource Rooms (i.e. computer labs, study rooms)

  Special Education Classrooms

  Program Specific Classrooms (i.e. music, drama, art, home-economics,

  physical education, Industrial Arts and Agricultural Sciences).
- Optimum design capacity for new middle schools is 600 students. However, actual capacity of individual schools may vary depending on the educational programs offered.
- Optimum design capacity for new high schools is 800 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Minimum Educational Service Standards

The District will evaluate student housing levels based on the District as a whole system and not on a school by school or site by site basis. This may result in portable classrooms being used as interim housing, attendance boundary changes or other program changes to balance student housing across the system as a whole, while meeting the District's paramount duties under the State Constitution. A boundary change or a significant programmatic change would be made by the District's Board of Directors following appropriate public review and comment.

The District has set minimum educational service standards based on several criteria. Exceeding these minimum standards will trigger significant changes in program delivery. If there are 26 or more students per classroom in a majority of K-4 classrooms, 28 or more students in a majority of 5-8 classrooms, or 30 or more students in a majority of 9-12 classrooms, the minimum standards have not been met. For purposes of this determination, the term "classroom" does not include special education classrooms or special program classrooms (i.e. computer labs, art rooms, chorus and band rooms, spaces used for physical education, and other special program areas). Furthermore, the term "classroom" does not apply to special programs or activities that may occur in a regular classroom.

The minimum educational service standards are not District's desired or accepted operating standard.

SECTION 3
CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities necessary 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, undeveloped land, and support facilities. Facility capacity is based on the space required to accommodate the District's adopted educational program standards. *See* Section 2. Attached as Figure 1 is a map showing locations of District facilities.

A. Schools

The District maintains three elementary schools, one middle school, and one high school. Lakewood Elementary School accommodates grades K-2, Cougar Creek Elementary School accommodates grades K-5, and English Crossing Elementary School accommodates grades 3-5. Lakewood Middle School serves grades 6-8, and Lakewood High School serves grades 9-12.

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. 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 Table 1.

Relocatable classrooms are not viewed by the District as a solution for housing students on a permanent basis. Therefore, these facilities were not included in the school capacity calculations provided in Table 1.

Table 1
School Capacity Inventory

Elementary School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity	Year Built or Remodeled
English Crossing	*	41,430	18	479	1994
Cougar Creek	10**	44,217	19	500	2003
Lakewood	*	45,400	16	416	1998/1997
TOTAL	*	**131,047**	**53**	**1,395**	

Middle School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity	Year Built or Remodeled
Lakewood Middle	*	62,835	25	602	1971, 1994, and 2002

High School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity	Year Built or Remodeled
Lakewood High	*	79,422	24	684	1982

*Note: All facilities are located on one 89-acre campus
**The Cougar Creek site is approximately 22 acres; however, the presence of critical areas on the site does not allow full utilization.

B. Relocatable Classrooms

Relocatable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. The District currently uses 29 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 2. Table 2 includes only those relocatable classrooms used for regular capacity purposes.

Table 2
Relocatable Classroom (Portable) Inventory

Elementary School	Relocatables	Interim Capacity
English Crossing	5	135
Cougar Creek	0	0
Lakewood	7	182
SUBTOTAL	**12**	**317**

Middle School	Relocatables	Interim Capacity
Lakewood Middle	10	250
SUBTOTAL	**10**	**250**

High School	Relocatables	Interim Capacity
Lakewood High	7	175
SUBTOTAL	**7**	**175**

TOTAL	**29**	**742**

C. 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 3.

Table 3
Support Facility Inventory

Facility	Building Area (Square Feet)
Administration	1,384
Business and Operations	1,152
Storage	2,456
Bus Garage	5,216
Maintenance Shop	4,096
Stadium	14,500

D. Land Inventory

The District does not own any sites which are developed for uses other than schools and/or which are leased to other parties.

SECTION 4
STUDENT ENROLLMENT PROJECTIONS

The District's October 1, 2007 FTE enrollment was 2,418. Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projection. Monitoring birth rates in Snohomish County and population growth for the area are essential yearly activities in the ongoing management of the capital facilities plan. 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 projection.

A. Six Year Enrollment Projections

Two enrollment forecasts were conducted for the District: an estimate by OSPI based upon the cohort survival method; and an estimate based upon County population as provided by OFM ("ratio method").

Based on the cohort survival methodology, a total of 2,263 FTE students are expected to be enrolled in the District by 2013, a decrease from the October 2007 enrollment levels. Notably, the cohort survival method does not anticipate new students from new development.

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. The County provided the District with the estimated total population in the District by year. Between 1990 and 2007, the District's average student enrollment constituted approximately 19.4% of the total population in the District. Assuming that between 2008 and 2013, the District's enrollment will constitute 19.4% of the District's total population and using OFM/County data, OFM/County methodology projects a total enrollment of 2,835 FTEs in 2013.

Table 4
Projected Student Enrollment
2008-2013

Projection	Oct. 2007*	2008	2008	2010	2011	2012	2013	Change 2006-11	Percent Change 2006-11
OFM/County	2,418	2,503	2,569	2,635	2,701	2,767	2,835	417	17.2%
OSPI**	2,418	2,431	2,401	2,350	2,311	2,276	2,263	(155)	(6.4%)

* Actual FTE, October 2007
**Based upon the cohort survival methodology; complete projections located at Appendix A.

In addition to the OFM population-based enrollment projections, the District is aware of pending development within the District's portion of the City of Marysville. This estimate is based on development applications filed with the City and does not consider additional projects that may be submitted to the City within the six years of this plan period. Given the relative uncertainty of these pending developments, the District has chosen to rely on the OFM population-based enrollment projections for purposes of planning for the District's needs during the six years of this plan period. Future updates to the Plan may revisit this issue.

B. 2025 Enrollment Projections

Student enrollment projections beyond 2013 are highly speculative. Using OFM/County data as a base, the District projects a 2025 student FTE population of 3,353. This is based on the OFM/County data for the years 1990 through 2007 and the District's average fulltime equivalent enrollment for the corresponding years (for the years 1990 to 2007, the District's actual enrollment averaged 19.4% of the OFM/County population estimates). The total enrollment estimate was broken down by grade span to evaluate long-term needs for capital facilities.

Projected enrollment by grade span for the year 2025 is provided in Table 5. Again, these estimates are highly speculative and are used only for general planning purposes.

Table 5
Projected Student Enrollment
2025

Grade Span	FTE Enrollment – October 2007	Projected Enrollment 2025*
Elementary (K-5)	1,063	1,462
Middle School (6-8)	590	811
High School (9-12)	765	1,080
TOTAL (K-12)	**2,418**	**3,353**

**Assumes that percentage per grade span will remain constant through 2025.*

Note: Snohomish County Planning and Development Service provided the underlying data for the 2025 projections.

SECTION 5
CAPITAL FACILITIES NEEDS

The projected available student capacity was determined by subtracting projected FTE student enrollment from permanent school capacity (i.e. excluding portables) for each of the six years in the forecast period (2008-2013).

Capacity needs are expressed in terms of "unhoused students."

Projected future capacity needs are depicted on Table 6-A and are derived by applying the projected enrollment to the capacity existing in 2008. The method used to define future capacity needs assumes no new construction. For this reason, planned construction projects are not included at this point. This factor is added later (see Table 7).

This table shows actual space needs and the portion of those needs that are "growth related" for the years 2008-2013.

Table 6-A
Additional Capacity Needs
2004-2009

Grade Span	2007*	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Pct. Growth Related
Elementary (K-5)								
Total	0	0	0	0	0	0	0	
Growth Related	--	--	--	--	--	--	--	0%
Middle School (6-8)								
Total	0	4	20	36	52	68	84	
Growth Related	--	4	20	36	52	68	84	100%
High School								
Total	81	122	143	164	186	272	229	
Growth Related	--	41	62	83	105	191	148	64.6%
Total**	**81**	**126**	**163**	**200**	**238**	**340**	**313**	
Total Growth Related 2008-2013	--	**45**	**82**	**119**	**157**	**259**	**232**	74.13%

* Actual October 2007 FTE Enrollment
**This figure includes growth-related needs from recent development activity within the District.

By the end of the six-year forecast period (2013), additional permanent classroom capacity will be needed as follows:

Table 6-B
Unhoused Students

Grade Span	Unhoused Students /Growth Related in Parentheses)
Elementary (K-5)	0 / (0)
Middle School (6-8)	84 / (84)
High School (9-12)	229 / (148)
TOTAL UNHOUSED (K-12)	313 / (232)

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 in Table 6-B. However, Table 6-C incorporates the District's current relocatable capacity (see Table 2) for purposes of identifying available capacity.

Table 6-C
Unhoused Students – Mitigated with Relocatables

Grade Span	2013 Unhoused Students /Growth Related in Parentheses)	Relocatable Capacity	Unhoused Students*
Elementary (K-5)	0 / (0)	182	-----
Middle School (6-8)	84 / (84)	250	-----
High School (9-12)	229 / (148)	175	-----

Importantly, Table 6-C does not include relocatable adjustment that may be made to meet capacity needs. For example, the relocatable classrooms currently designated to serve elementary school needs could be used to serve high school capacity needs. Therefore, assuming no permanent capacity improvements are made, Table 6-C indicates that the District will have adequate interim capacity with the use of relocatable classrooms to house students during this planning period.

Projected permanent capacity needs are depicted in Table 7. They are derived by applying the District's projected number of students to the projected capacity. Planned improvements by the District through 2013 are included in Table 7 and more fully described in Table 8.

Table 7
Projected Student Capacity
2008-2013

Elementary School Surplus/Deficiency

	October 2007 FTE	2008	2009	2010	2011	2012	2013
Existing Capacity*	1,395	1,395	1,395	1,395	1,395	1,395	1,395
Added Capacity							
Total Capacity	1,395	1,395	1,395	1,395	1,395	1,395	1,395
Enrollment*	1,063	1,091	1,120	1,149	1,178	1,206	1,236
Surplus (Deficiency)	332	304	275	246	217	189	159

Middle School Surplus/Deficiency

	October 2007 FTE	2008	2009	2010	2011	2012	2013
Existing Capacity*	602	602	602	602	602	602	687
Added Capacity						85	
Total Capacity	602	602	602	602	602	687	687
Enrollment	590	606	622	638	654	670	686
Surplus (Deficiency)	12	(4)	(20)	(36)	(52)	17	1

High School Surplus/Deficiency

	October 2007 FTE	2008	2009	2010	2011	2012	2013
Existing Capacity	684	684	684	684	684	684	849
Added Capacity						165	
Total Capacity	684	684	684	684	684	849	849
Enrollment	765	806	827	848	870	891	913
Surplus (Deficiency)	(81)	(122)	(143)	(164)	(186)	(42)	(64)

See Appendix A for complete breakdown of enrollment projections.

See Table 6-A for a comparison of additional capacity needs due to growth versus existing deficiencies.

SECTION 6
CAPITAL FACILITIES FINANCING PLAN

A. Planned Improvements

In March 2000, the voters passed a $14,258,664 bond issue for school construction and site acquisition. A new elementary school and a middle school addition were funded by that bond measure. These projects are complete. Based upon current needs, the District anticipates that it may need to consider the following acquisitions and/or improvements within the six years of this Plan:

Projects Adding Capacity:

- Acquisition of new 10 to 15 acre Elementary School site within the District's service boundaries and dependent on growth needs;
- Acquisition of new secondary school site within the District's service boundaries and dependent on growth needs;
- An eighty-five (85) student expansion at the Lakewood Middle School;
- A one hundred sixty-five (165) student expansion at Lakewood High School; and
- Acquisition and siting of portable facilities to accommodate growth needs.

Non-Capacity Adding Projects:

- High School modernization and improvements;
- Middle School modernization and improvements;
- Lakewood Elementary School modernization;
- English Crossing Elementary School modernization;
- Bus Garage improvements;
- Replace Administration Building; and
- Replace Business Office Building.

In the event that planned construction projects do not fully address space needs for student growth and a reduction in interim student housing, the Board could consider various courses of action, including, but not limited to:

- Alternative scheduling options;
- Changes in the instructional model;
- Grade configuration changes;
- Increased class sizes; or

- Modified school calendar.

Funding for planned improvements is typically secured from a number of sources including voter approved bonds, State Match funds, and impact fees. The District would need to request voter authorization of a bond issue within the six years of this Plan to fund the above projects and/or find other capital funding sources (including the use of school impact fees). The potential funding sources are discussed below.

B. Financing for Planned Improvements

1. General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes. In March 2000, District voters approved a $14,258,664 bond issue for school construction and site acquisition, which included funding of the recently completed elementary school. The District is considering a request for voter authorization of a bond issue within the six-years of this Plan to fund the school construction projects identified in this plan. Additional details regarding the bond issue will be included in future updates.

2. State Match Funds

State Match funds come from the Common School Construction Fund (the "Fund"). Bonds are sold on behalf of the Fund, and then retired from revenues accruing predominantly from the sale of timber from common school lands. If these sources are insufficient, the Legislature can appropriate funds or the State Board of Education can change the standards. School districts may qualify for State Match funds for specific capital projects based on a prioritization system. The District is eligible for State Match funds for new schools at the 54.94% match level.

3. 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.

4. Six Year Financing Plan

The Six-Year Financing Plan shown in Table 8 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2008-2013. The financing components include a bond issue, impact fees, and State Match funds. Projects and portions of projects which remedy existing deficiencies are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity or which remedy existing deficiencies.

Table 8
Capital Facilities Plan

Improvements Adding Permanent Capacity (Costs in Millions)[1]

Project	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Impact Fees
Elementary School										
Site Acquisition		$1.5000					$1.5000	X		
Middle School										
Lakewood Middle Addition				$1.1273	$1.1373		$2.2646	X	X	X
High School										
Lakewood High Addition				$4.2142	$4.5160		$8.7302	X	X	X
Secondary										
Site Acquisition			$4.5000				$4.5000	X		X

Improvements Not Adding Capacity (Costs in Millions)

Project	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Impact Fees
Elementary										
Middle School										
Lakewood Middle				$3.8480	$5.7813		$9.6293	X	X	
High School										
Lakewood High				$9.1320	$8.2015		$17.3335	X	X	
Bus Garage				$0.7039	$0.7322		$1.4361	X		
Admin Area					$0.6564		$0.6564	X		
Business Office					$0.7612		$0.7612	X		

Totals (Costs in Millions)

	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Impact Fees
TOTAL		$1.5000	$4.5000	$19.0254	$21.7859		$46.8113	X	X	X

SECTION 7
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.

A. School Impact Fees in Snohomish County

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, a description of key variables and their computation, and definitions and sources of data for all inputs into the fee calculation.
- Such 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 1-bedroom; and multi-family/2-bedroom or more.

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.

B. Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated utilizing the formula in the Snohomish County Impact Fee Ordinance. 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 that add interim capacity needed to serve new development. 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 costs of projects that do not add capacity are not included in the impact fee calculations. Furthermore, because the impact fee formula calculates a "cost per dwelling unit", an identical fee is generated regardless of whether the total new capacity project costs are used in

the calculation or whether the District only uses the percentage of the total new capacity project costs allocated to the Districts growth-related needs, as demonstrated in Table 6-A. For purposes of this Plan, the District has chosen to use the full project costs in the fee formula. Furthermore, impact fees will not be used to address existing deficiencies. See Table 8 for a complete identification of funding sources.

The following projects are included in the impact fee calculation:

- A capacity addition at Lakewood Middle School; and
- A capacity addition at Lakewood High School.

Please see Table 8 and page 21 for relevant cost data related to each capacity project.

FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family

Elementary	.256
Middle	.109
Senior	.145
Total	**.510**

Student Generation Factors – Multi Family (1 Bdrm)

Elementary	.000
Middle	.000
Senior	.000
Total	**.000**

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.404
Middle	.126
Senior	.109
Total	**.639**

Projected Student Capacity per Facility

Middle School (new capacity) – 85
High School (new capacity) - 165

Required Site Acreage per Facility

Facility Construction/Cost Average

Middle (Addition)	$2,264,640
High School (Addition)	$8,730,216

Permanent Facility Square Footage

Elementary		113,472
Middle		62,835
Senior		79,422
Total	**93.15%**	**255,729**

Temporary Facility Square Footage

Elementary		8,960
Middle		6,272
Senior		3,584
Total	**6.85%**	**18,816**

Total Facility Square Footage

Elementary		122,432
Middle		69,107
Senior		86,590
Total	**100.00%**	**274,545**

Average Site Cost/Acre

Temporary Facility Capacity

Capacity
Cost

State Match Credit

Current State Match Percentage	54.94%

Boeckh Index Factor

Current Boeckh Index	168.79

District Average Assessed Value

Single Family Residence	$306,421

District Average Assessed Value

Multi Family (1 Bedroom)	$107,818
Multi Family (2+ Bedroom)	$161,031

SPI Square Footage per Student

Elementary	90
Middle	108
High	130

District Debt Service Tax Rate

Current/$1,000	$1.32

General Obligation Bond Interest Rate

Current Bond Buyer Index	4.50%

Developer Provided Sites/Facilities

Value	0
Dwelling Units	0

The total costs of the school construction projects and the total capacities are shown in the fee calculations. However, new development will only be charged for the system improvements needed to serve new growth.

C. Proposed Lakewood School District Impact Fee Schedule

Using the variables and formula described in subsection B, impact fees proposed for the District are summarized in Table 9A and 9B. See also Appendix C.

Table 9A
School Impact Fees
Snohomish County and City of Arlington

Housing Type	Impact Fee Per Dwelling Unit
Single Family	$1,906
Multi-Family (1 Bedroom)	$0
Multi-Family (2+ Bedroom)	$2,121

Table 9B
School Impact Fees
City of Marysville

Housing Type	Impact Fee Per Dwelling Unit
Single Family	$2,859
Multi-Family (1 Bedroom)	$0
Multi-Family (2+ Bedroom)	$3,181

APPENDIX A

POPULATION AND ENROLLMENT DATA

Table A-1

HISTORICAL STUDENT ENROLLMENT 1999-2007
ACTUAL ENROLLMENTS ON OCTOBER 1st*

GRADES	1999	2000	2001	2002	2003	2004	2005	2006	2007
K	86	85	96	99	100	102	97	89	95
1st Grade	214	175	159	201	204	193	200	205	186
2nd Grade	205	207	185	174	201	189	194	204	189
3rd Grade	191	215	197	196	174	197	190	204	199
4th Grade	184	180	223	196	204	183	202	200	200
5th Grade	192	192	180	234	214	205	177	200	194
6th Grade	197	203	186	197	242	220	194	184	200
7th Grade	212	196	206	201	204	221	220	198	183
8th Grade	167	208	187	218	189	199	215	215	207
9th Grade	185	187	202	211	214	187	199	227	221
10th Grade	187	176	174	200	190	201	158	188	217
11th Grade	175	176	157	162	178	155	155	157	176
12th Grade	130	152	153	163	163	154	157	171	151
Total Enrollment	**2,325**	**2,352**	**2,305**	**2,452**	**2,477**	**2,407**	**2,358**	**2,442**	**2,418**

* FTE enrollment.

Table A-2

PROJECTED STUDENT ENROLLMENT 2007-2013
Based on OSPI Cohort Survival*

GRADES	ACTUAL FTE October 2007	ESTIMATE FTE 2008-2009	ESTIMATE FTE 2009-2010	ESTIMATE FTE 2010-2011	ESTIMATE FTE 2011-2012	ESTIMATE FTE 2012-2013	ESTIMATE FTE 2013-2014
K	95	91	90	88	86	84	83
1st Grade	186	192	185	182	178	174	170
2nd Grade	189	181	187	180	177	173	170
3rd Grade	199	189	181	187	180	177	173
4th Grade	200	205	195	186	193	185	182
5th Grade	194	201	206	196	187	194	186
3-5 Total	**1,063**	**1,059**	**1,044**	**1,019**	**1,001**	**987**	**964**
6th Grade	200	196	203	208	198	189	196
7th Grade	183	199	195	202	207	197	188
8th Grade	207	179	195	191	198	203	193
6-8 Total	**590**	**574**	**593**	**601**	**603**	**589**	**577**
9th Grade	221	209	181	197	193	200	205
10th Grade	217	203	192	166	181	177	184
11th Grade	176	203	189	179	155	169	165
12th Grade	151	183	202	188	178	154	168
9-12 Total	**765**	**798**	**764**	**730**	**707**	**700**	**722**
Total Enrollment	**2,418**	**2,431**	**2,401**	**2,350**	**2,311**	**2,276**	**2,263**

* The cohort survival method of predicting future enrollment does not consider enrollment attributable to new development in the District. Enrollment projections are most accurate for the initial years of the forecast period.

Table A-3

AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN
(OSPI Enrollment Projections)

Enrollment by Grade Span	Oct. 2007	2008	2009	2010	2011	2012	2013
Elementary (K-5)	1,063	1,059	1,044	1,019	1,001	987	964
Middle School (6-8)	590	574	593	601	603	589	577
High School (9-12)	765	798	764	730	707	700	722
TOTAL	**2,418**	**2,431**	**2,401**	**2,350**	**2,311**	**2,276**	**2,263**

Percentage by Grade Span	Oct. 2007	2008	2009	2010	2011	2012	2013
Elementary (K-5)	44%	44%	43%	43%	43%	43%	43%
Middle School (6-8)	24%	24%	25%	26%	26%	26%	25%
High School (9-12)	32%	32%	32%	31%	31%	31%	32%
TOTAL**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Average Percentage by Grade Span	
Elementary (K-5)	43.3%
Middle School (6-8)	25.1%
High School (9-12)	31.6%
TOTAL	**100%**

Table A-4

AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN
(COUNTY/OFM Enrollment Projections)***

Enrollment by Grade Span	Oct. 2007	Avg. %age	2008	2009	2010	2011	2012	2013
Elementary (K-5	1,063	43.6%	1,091	1,120	1,149	1,178	1,206	1,236
Middle School (6-8)	590	24.2%	606	622	638	654	670	686
High School (9-12)	765	32.2%	806	827	848	870	891	913
TOTAL**	2,418	100%	2,503	2,569	2,635	2,701	2,767	2,835

*Actual October 2007 Enrollment.
** Totals may vary due to rounding.
***Using average percentage by grade span.

APPENDIX B

STUDENT GENERATION FACTOR REVIEW

DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
For the
Lakewood School District
4/7/2008

This document describes the methodology used to calculate student generation rates (SGRs) for the Lakewood School District, and provides a listing of rates to be used in the districts Capital Facilities Plan.

SGRs were calculated for two types of residential construction: Single family detached, and multi-family with 2 or more bedrooms. No 0-1 bedroom units were found to be constructed within Lakewood District boundaries for the time period studied, so no 0-1 bedroom rates are available. Condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes are included in the single family classification.

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 2000 to 2006 within the Lakewood school district boundaries. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing site address) to generate a match from the student record data.

Using data files from the Lakewood student records database, District staff provided student addresses and grade levels of K-12 students attending the District as of March 2008. 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 539 single family detached units were compared with 2,474 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	29	0.054
1	18	0.033
2	17	0.032
3	26	0.048
4	27	0.050
5	21	0.039
6	19	0.035
7	21	0.039
8	19	0.035
9	31	0.058
10	16	0.030
11	20	0.037
12	11	0.020
K-5	138	0.256
6-8	159	0.109
9-12	78	0.145
K-12	275	0.510

Multifamily Rates (2-plus Bedrooms): The records of 366 2-plus bedroom units were compared with 2,474 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	30	0.082
1	27	0.074
2	23	0.063
3	23	0.063
4	22	0.060
5	23	0.063
6	19	0.052
7	13	0.036
8	14	0.038
9	11	0.030
10	9	0.025
11	12	0.033
12	8	0.022
K-5	148	0.404
6-8	46	0.126
9-12	40	0.109
K-12	234	0.639

***Calculated rates for individual grades may not equal overall totals due to rounding.**

APPENDIX C

SCHOOL IMPACT FEE CALCULATIONS

SCHOOL IMPACT FEE CALCULATIONS

Snohomish County/Cities of Arlington and Marysville

DISTRICT: Lakewood School District

YEAR: 2008

School Site Acquisition Cost:

((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor

	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	0.00	$ -	500	0.256	0.000	0.404	$0	$0	$0
Middle			85	0.109	0.000	0.126	$0	$0	$0
High			165	0.145	0.000	0.109	$0	$0	$0
							$0	$0	$0

School Construction Cost:

((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)

	%Perm/ Total Sq.Ft.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	93.15%	$ -	500	0.256	0.000	0.404	$0	$0	$0
Middle	93.15%	$ 2,264,640	85	0.109	0.000	0.126	$2,705	$0	$3,127
High	93.15%	$ 8,730,216	165	0.145	0.000	0.109	$7,146	$0	$5,372
						TOTAL	$9,852	$0	$8,499

Temporary Facility Cost:

((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)

	%Temp/ Total Sq.Ft.	Facility Cost	Facility Size	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	6.85%	$ -	26	0.256	0.000	0.404	$0	$0	$0
Middle	6.85%	$ -	29	0.109	0.000	0.126	$0	$0	$0
High	6.85%	$ -	30	0.145	0.000	0.109	$0	$0	$0
					TOTAL		$0	$0	$0

State Matching Credit:

Boeckh Index X SPI Square Footage X District Match % X Student Factor

	Boeckh Index	SPI Footage	District Match %	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	$ 168.79	90	0.00%	0.256	0.000	0.404	$0	$0	$0
Middle	$ 168.79	108	54.94%	0.109	0.000	0.126	$1,092	$0	$1,262
Sr. High	$ 168.79	130	54.94%	0.145	0.000	0.109	$1,748	$0	$1,314
					TOTAL		$2,840	$0	$2,576

Tax Payment Credit:				SFR	MFR (1)	MFR (2+)
Average Assessed Value				$306,421	$107,818	$161,031
Capital Bond Interest Rate				4.50%	4.50%	4.50%
Net Present Value of Average Dwelling				$2,424,623	$853,133	$1,274,193
Years Amortized				10	10	10
Property Tax Levy Rate				$1.32	$1.32	$1.32
	Present Value of Revenue Stream			$3,201	$1,126	$1,682

	Fee Summary:	Single Family	Multi-Family (1)	Multi-Family (2+)
	Site Acquistion Costs	$0	$0	$0
	Permanent Facility Cost	$9,852	$0	$8,499
	Temporary Facility Cost	$0	$0	$0
	State Match Credit	($2,840)	$0	($2,576)
	Tax Payment Credit	($3,201)	($1,126)	($1,682)
	FEE (AS CALCULATED)	$3,811	$0	$4,241
	FEE (AS DISCOUNTED)	$1,906	$0	$2,121
	FEE (CITY OF MARYSVILLE)	$2,859		$3,181

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2008-2013

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

DRAFT: April 28, 2008

Adopted: _____

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2008-2013

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

BOARD OF DIRECTORS

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Sherri Crenshaw
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SUPERINTENDENT

Dr. Larry Nyland

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For information regarding the Marysville School District 2008-2013 Capital Facilities Plan, contact Jim Baker, Marysville School District No. 25, 4220 80th Street N.E., Marysville, Washington 98270-3498. Telephone: (360) 653-7058.

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 (2008-2013).

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 11,409 (October 1, 2007 FTE enrollment) with eleven elementary schools (grades K-5), four middle level schools (6-8), and one comprehensive high school (grades 9-12). In addition, the District operates several specialized schools and one alternative high school. In 1999, the District moved approximately 400 9th graders to Marysville Pilchuck High School with approximately 500 9th graders remaining at Marysville Junior High School. In 2007, the District completed the shift of 9th graders to Marysville Pilchuck High School and renamed Marysville Junior High School as Totem Middle School. During 2008, the District will complete construction of the Marysville Secondary Campus and consolidate several programs (serving grades 6-12) on one campus. More detail is included in this Plan. The District will also open Grove Elementary School in the fall of 2008. The District expects that Grove will open at less than 75% capacity, so there will be some available capacity remaining to serve future new development. The District anticipates that the second comprehensive high school will be open in 2011 if construction proceeds as expected. 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.

The District continues to face challenges related to the capacity and the condition of its facilities. The opening of the new Grove Elementary School and the new Marysville Secondary Campus in 2008 and the construction of the new comprehensive high school will greatly alleviate some of these concerns. However, the District continues to face enrollment pressure due to growth. Also of concern is the condition of its facilities. All schools need technology support upgrades (electrical and network). Eight elementary schools (Cascade, Kellogg Marsh, Liberty, Marshall, 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. In addition, support facilities need additional space.

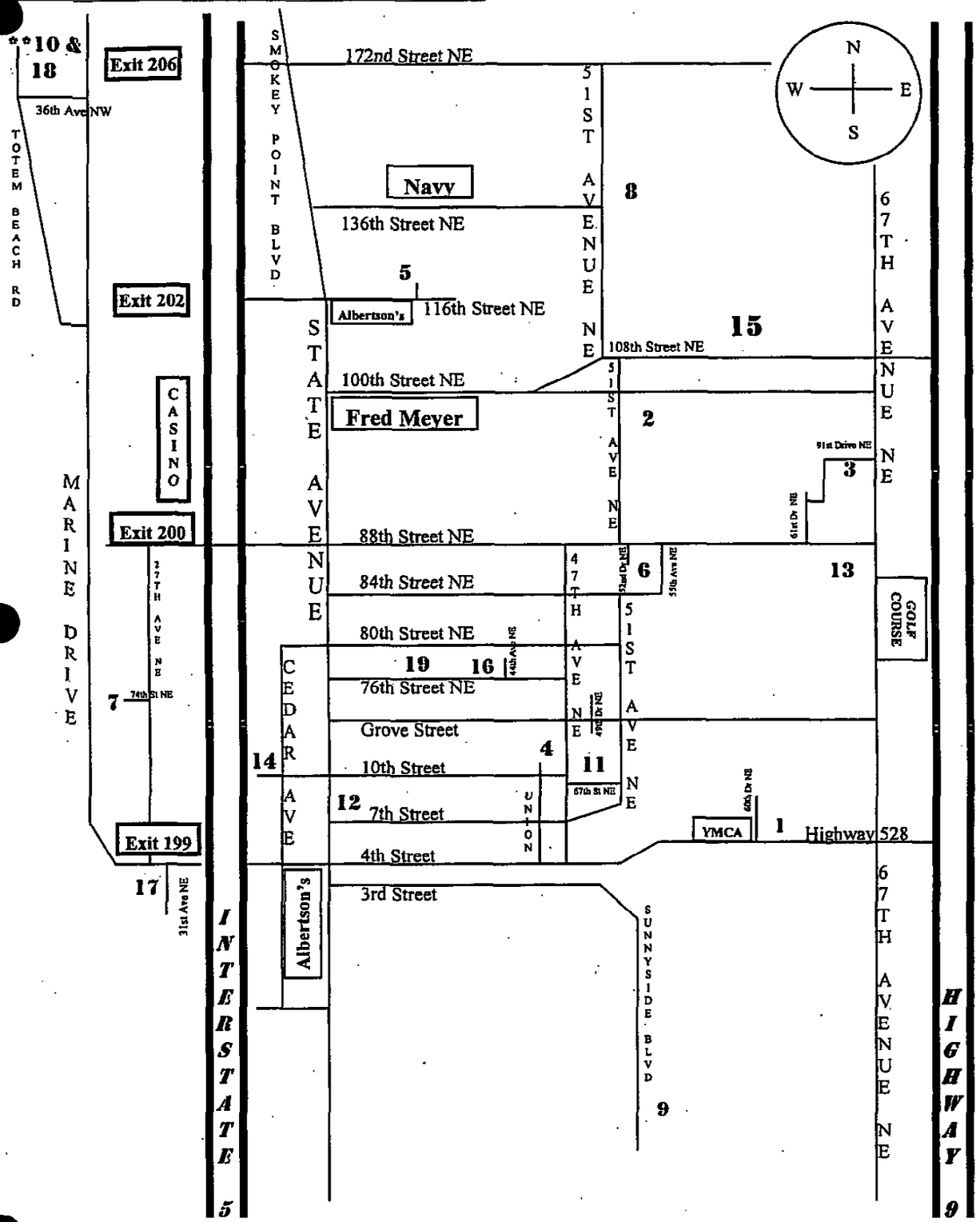
Significant Issues

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, the 2005 amendments to the Snohomish County Comprehensive Plan expanded the Marysville urban growth boundary to include an additional 560.4 acres zoned for residential development. Also, a significant amount of acreage already within the Marysville UGA was 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 and agreement on scope and amount of future bond measures are of concern.

In February of 2006, the District's voters approved a school construction bond for approximately $118 million. The bond will help pay for a second high school in the District, as well as a new elementary school. The District also will use the bond proceeds to acquire future school sites.

**To get to Tulalip Elementary and Tulalip Heritage, please use Exit 199 and follow Marine Drive for 7 miles to 36th Avenue NW.
Marine Drive does not run parallel to I-5 and is shown parallel due to limited space.

Marysville School District No. 25



Community Relations
Revised 5/2004

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 32 students. Some classrooms might have less than 32 students and some classrooms might have more than 32 students; however the average of grade 8 classrooms district-wide will not exceed 32 students. At the secondary school level, some classes will exceed 34 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

Grade Level	*District Targets*	*Maximum (Per Contract)*	*Minimum Service Level*
Kindergarten	23	24	27
Grades 1 – 3	23	24	29
Grades 4 – 5	26	27	30
Grades 6 – 8	25	30	32
Grades 9 – 12	26	30	34

Educational Program Standards Based Upon Internal Targets

Elementary Schools:

- Average class size for Kindergarten should not exceed 23 students.
- Average class size for grades 1-3 should not exceed 23 students.
- Average class size for grades 4-5 should not exceed 26 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 25 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 26 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

Elementary School	*Site Size (Acres)*	*Building Area (sq ft)*	*Teaching Stations**	*Permanent Capacity*
Allen Creek	11.0	47,594	22.0	528
Cascade	9.5	38,923	18.0	432
Grove**	6.2	54,000	25.0	550
Kellogg Marsh	12.8	47,816	19.0	456
Liberty	9.1	40,459	17.0	408
Marshall	13.7	53,063	17.0	408
Pinewood	10.5	40,073	19.0	456
Quil Ceda	10.0	47,594	19.0	456
Shoultes	9.5	40,050	16.5	396
Sunnyside	10.4	39,121	22.0	528
Tulalip	10.0	41,530	12.0	288
TOTAL	**112.7**	**490,223**	**206.5**	**4,906**

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

** Opening in September 2008

Table 3
Middle Level School Inventory

Middle Level School	*Site Size (Acres)*	*Building Area (sq ft)*	*Teaching Stations**	*Permanent Capacity*
Cedarcrest	27.0	83,128	21.5	538
Marysville Middle	21.0	99,617	33.0	825
Marysville Secondary Campus** (6-8)	**	15,000	8.0	200
Totem	15.2	124,822	35.0	893
TOTAL	**63.2**	**321,567**	**97.5**	**2,456**

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

** The Marysville Secondary Campus includes the following schools co-located on one campus: Arts & Technology, Tulalip Heritage, and the 10th Street School. Grades 6-12 are served at the Marysville Secondary Campus. The above chart identifies information relevant to grades 6-8.

Table 4
High School Inventory

High School	*Site Size (Acres)*	*Building Area (sq ft)*	*Teaching Stations**	*Permanent Capacity*
Marysville-Pilchuck	83.0	259,033	64.6	1,680
Marysville Secondary Campus**	39.4	70,000	19.23	500
Mountain View	2.4	18,350	11.0	286
TOTAL	**124.8**	**347,383**	**94.83**	**2,466**

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

** The Marysville Secondary Campus includes the following schools co-located on one campus: Arts & Technology, Tulalip Heritage, and the 10th Street School. Grades 6-12 are served at the Marysville Secondary Campus. The above chart identifies information relevant to grades 9-12.

Table 5
Relocatable Classroom (Portable) Inventory

Elementary School	*Relocatables**	*Other Relocatables***	*Interim Capacity*
Allen Creek	5	2	120
Cascade	3	3	72
Kellogg Marsh	5	2	120
Liberty	6	2	144
Marshall	2	3	48
Pinewood	3	4	72
Quil Ceda	3	2	72
Shoultes	1	7	24
Sunnyside	4	5	96
Tulalip	0	1	0
SUBTOTAL	**32**	**31**	**768**

Middle Level School	*Relocatables*	*Other Relocatables*	*Interim Capacity*
Cedarcrest	12	2	300
Marysville Middle	8	2	200
Totem	0	0	0
SUBTOTAL	**20**	**4**	**500**

High School	*Relocatables*	*Other Relocatables*	*Interim Capacity*
Marysville-Pilchuck	15	0	390
Mountain View	0	0	0
SUBTOTAL	**15**	**0**	**390**

TOTAL	**67**	**35**	**1,658**

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

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

Facility	*Building Area (Square Feet)*	*Site Size (Acres)*
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

Site	*Site Size (Acres)*
4315 71st Ave NE	7.00
132nd Street Site	20.00
152nd Street Site	35.02
New Getchell Site*	43.00
Old Getchell Site	10.00
West Marshall Site (School Farm)	18.00
Sunnyside Hills Site	13.00

*Currently being developed for the District's second high school.

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

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 1.13% during the past 10 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

	10 year
Elementary School Level	2.06
Middle School Level	0.66
High School Level	2.70

Recent:

During the last four 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 years 2004 through 2007. During the past five years, an annual average growth rate of 0.5% was experienced. Table 9 breaks down the average growth per grade level for the past five years and the past year:

Table 9
Recent Growth Averages by Grade Level

	5 year	**1 year**
Elementary School Level	(0.28)	0.04
Middle School Level	(1.10)	(1.60)
High School Level	1.50	1.80

Projected Student Enrollment 2008-2013

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 0.55% 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 the recent amendments to the Snohomish County Comprehensive Plan, which expanded the existing urban growth boundaries.

Using the modified cohort survival projections, a total enrollment of 11,794 (FTE) is expected in 2013. In other words, the District expects the enrollment of 385 additional students between 2007 and 2013. *See* Table 10.

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. Between 1990 and 2007, the District's enrollment constituted approximately 19.0% of the District's total population. Assuming that, between 2008 and 2013, the District's enrollment will continue to constitute 19.0% of the District's population, using OFM/County data, the District projects a total enrollment of 14,068 students in 2013. *See* Table 10.

Table 10
Projected Student Enrollment
2008-2013

Projection	*2007**	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*	*Actual Change*	*Percent Change*
OFM/County	11,409	11,852	12,295	12,738	13,181	13,624	14,068	2,659	23.3%
District	11,409	11,431	11,453	11,502	11,607	11,715	11,794	385	3.4%

* Actual FTE enrollment (October 1, 2007).

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.

2025 Enrollment Projections

Student enrollment projections beyond 2013 and to the future are highly speculative. The District projects a total enrollment of 12,793 students in 2022. This is based on the District's enrollment projections for 2007 and an estimated 0.53% average annual increase in the student population. *See Appendix A.* 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. *See Table 11-A below.* Again, these estimates are highly speculative and are used only for general planning purposes.

Table 11-A
Projected Student Enrollment - District
2025

Grade Span	*Projected Enrollment*
Elementary (K-5)	5,745
Middle Level School (6-8)	2,995
High School (9-12)	4,054
TOTAL (K-12)	**14,068**

Assuming that the District's enrollment will continue to constitute 19.0% of the District's population through 2025, the projected enrollment by grade span *based upon the County/OFM projections* is as follows:

Table 11-B
Projected Student Enrollment – County/OFM
2025

Grade Span	*Projected Enrollment*
Elementary (K-5)	7,434
Middle Level School (6-8)	4,025
High School (9-12)	5,669
TOTAL (K-12)	**17,128**

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 (2008-2013). 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 – Based on October 2007 Enrollment/Capacity

Grade Span	*Unhoused Students*
Elementary Level (K-5)	593
Middle Level (6-8)	377
High School Level (9-12)	1,811

The method used to define future capacity needs assumes that:

- A new elementary school, housing 550 students, opens in 2008.
- The new Marysville Secondary School, housing 200 students in grades 7-8 and 500 students in grades 9-12, opens in 2008.
- High School No. 2 is opened in 2010, housing approximately 1,600 students, opens in 2010.
- Capacity additions at Liberty and Cascade Elementary Schools are complete by the fall of 2012.

Assuming these capacity additions, Table 13 identifies the additional permanent classroom capacity that will be needed in 2013, the end of the six year forecast period:

Table 13
Unhoused Students – 2013

Grade Span	*Unhoused Students*
Elementary Level (K-5)	(71)
Middle Level (6-8)	425
High School Level (9-12)	(287)

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 2013 are included in Table 14. 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 – 2008 through 2013

Elementary School – Surplus/Deficiency

	*2007**	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*
Existing Capacity	4,356	4,356	4,906	4,906	4,906	4,906	5,206
Added Permanent Capacity	0	550	0	0	0	300	0
Total Capacity**	4,356	4,906	4,906	4,906	4,906	5,206	5,206
Enrollment	4,949	5,035	5,069	5,048	5,114	5,115	5,135
Surplus (Deficiency)**	(593)	(129)	(163)	(142)	(208)	91	71

*Actual October 2007 FTE enrollment
**Does not include added relocatable capacity

Middle School Level – Surplus/Deficiency

	*2007**	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*
Existing Capacity	2,306	2,306	2,306	2,306	2,506	2,506	2,506
Added Permanent Capacity	0	150	0	0	0	0	0
Total Capacity**	2,306	2,456	2,456	2,456	2,456	2,456	2,456
Enrollment	2,683	2,679	2,699	2,804	2,842	2,901	2,881
Surplus (Deficiency)**	(377)	(223)	(243)	(348)	(386)	(445)	(425)

*Actual October 2007 FTE enrollment
**Does not include added relocatable capacity

High School Level – Surplus/Deficiency

	*2007**	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*
Existing Capacity	1,966	1,966	1,966	1,966	4,066	4,066	4,066
Added Permanent Capacity	0	500	0	1,600	0	0	0
Total Capacity**	1,966	2,466	2,466	4,066	4,066	4,066	4,066
Enrollment	3,777	3,716	3,684	3,650	3,652	3,699	3779
Surplus (Deficiency)**	(1,811)	(1,250)	(1,218)	416	414	367	287

*Actual October 2007 FTE enrollment
**Does not include added relocatable capacity.

District Summary – Surplus/Deficiency

	*2007**	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*
Existing Capacity	8,628	8,628	9,828	9,828	11,428	11,428	11,728
Added Permanent Capacity	0	1,200	0	1,600	0	300	0
Added Relocatables**	0	(229)	0	0	0	0	0
Total Permanent Capacity	8,628	9,828	8,628	11,428	11,428	11,728	11,728
Relocatable Capacity**	1,887	1,658	1,658	1,658	1,658	1,658	1,658
Total Capacity	10,515	10,986	10,986	13,086	13,086	13,386	13,386
Enrollment	11,409	11,430	11,452	11,502	11,608	11,715	11,795
Surplus (Deficiency)	(898)	(444)	(466)	1,584	1,478	1,671	1,591

*Actual October 2007 FTE enrollment
**Depending on capacity needs, the District may purchase portables during the six years of this Plan. However, the chart does not reflect any such increased portable capacity.

SECTION SIX: FINANCING PLAN

Planned Improvements

In 2008, the District will open a new 550 student elementary school (Grove Elementary) and the new Marysville Secondary Campus (grades 7-12). The opening of both facilities will help to alleviate capacity needs all grade levels. The new elementary school will open with some available capacity to serve students from new development. The District also plans to present for voter approval the replacement and addition of capacity at Cascade and Liberty Elementary Schools (using the Grove Elementary School prototype at each school). For these reasons, the District will continue to include the costs for the new elementary school in the impact fee formula. The District is also planning to open a new 1,200 to 1,600 student high school in the fall of 2010.

The District also plans to present for voter approval the modernization of the existing Marysville-Pilchuck High School. No capacity additions are planned as a part of that modernization.

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's voters approved funding for the new high school and new elementary school in February of 2006. Future bond issues will require input from community and staff, substantial exploration of facility options, and critical decisions by the Board of Directors.

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 2008-2013. 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.

Table 15
Capital Facilities Financing Plan

Improvements Adding Permanent Capacity (Costs in Millions)

Project	2007*	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Local Funds	State Match	Impact Fees[1]
Elementary											
Elementary No. 11 (Construction)	$20.00							$20.00	$14.30	$3.70	$2.00
Elementary No. 11 Site Acquisition	$1.33							$1.33			$1.33
Cascade Addition[2]				$2.275	$4.550	$2.275		$9.10	$5.10	$3.0	$1.0
Liberty Addition				$2.275	$4.550	$2.275		$9.10	$5.10	$3.0	$1.0
Middle School											
Options School[3]	$7.455							$7.455	$2.51		$4.945
High School											
Options School[4]	$17.395							$17.395	$2.86		$14.535
High School No. 2 (Site Acquisition)	$4.00							$4.00	$3.50		$0.50
High School No. 2 (Construction)	$10.00	$35.00	$35.00	$14.00				$94.00	$78.50	$15.00	$0.50
Land Purchase (for future growth)					$6.00			$6.00	$5.00		$1.00

***total project costs include expenditures from prior years**

Total Capacity Improvements – (Costs in Millions)

	2007*	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Local Funds	State Match	Impact Fees
Elementary	$21.33			$4.55	$9.10	$4.55		$39.53	$24.50	$9.70	$5.33
Middle Level	$7.455							$7.455	$2.51		$4.945
High School	$31.395	$35.00	$35.00	$14.00				$115.395	$84.86	$15.00	$15.535
Land Purchase					$6.00			$6.00	$5.00		$1.00
TOTALS	***$60.18***	***$35.00***	***$35.00***	***$18.55***	***$15.10***	***$4.55***		***$168.38***	***$116.87***	***$24.70***	***$26.81***

***total project costs include expenditures from prior years**

[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 Cascade and Liberty replacements are for a pro-rata (@ 35%) of the total estimated cost of construction. This corresponds to the additional capacity added to the replacement* capacity for each school.

[3] Includes capacity for grades 7-8.

[4] Includes capacity for grades 9-12.

Table 15
Capital Facilities Financing Plan

Improvements Not Adding New Permanent Capacity (Costs in Millions)

Project	2008	2009	2010	2011	2012	2013	Total Cost	Bonds	State Match	Impact Fees
Elementary										
Cascade Replacement[5]			$5.9	$9.0	$2.0		$16.9	$13.0	$3.9	
Lincoln Replacement			$5.9	$9.0	$2.0		$16.9	$13.0	$3.9	
District-wide										
Repair/Remodel Projects		$4.0	$4.0				$8.0	$8.0		
Technology Improvements		$2.5	$2.5				$5.0	$5.0		
TOTALS		$6.5	$18.3	$18.0	$4.0		$46.8	$39.0	$7.8	

[5] The cost estimates for Cascade and Liberty replacements reflect 65% 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

	Elementary	*Middle Level*	*High School*	*TOTAL*
Single Family	.323	.144	.154	.621
Multi-Family (1 Bedroom)	No Data	No Data	No Data	No Data
Multi-Family (2+ Bedrooms)	.260	.117	.112	.489

(Source: Doyle Consulting, April 2008)

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
2008

Housing Type	*Impact Fee Per Dwelling Unit*
Single Family	$5,705
Multi-Family (1 Bedroom)	N/A
Multi-Family (2+ Bedroom)	$4,713

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
2008

Housing Type	*Impact Fee Per Dwelling Unit*
Single Family	$8,557
Multi-Family (1 Bedroom)	N/A
Multi-Family (2+ Bedroom)	$7069

FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family	
Elementary	.323
Middle	.144
Senior	.154
Total	**.621**
Student Generation Factors – Multi Family (1 Bdrm)	
Elementary	.000
Middle	.000
Senior	.000
Total	**.000**
Student Generation Factors – Multi Family (2+ Bdrm)	
Elementary	.260
Middle	.117
Senior	.112
Total	**.489**
Projected Student Capacity per Facility	
Elementary School	550
High School	2,100
Required Site Acreage per Facility	
Elementary	20.0
Senior	40.0
Facility Construction Cost/Average	
Elementary	$20,000,000
High School	$94,000,000
Permanent Facility Square Footage	
Elementary	490,223
Middle	321,567
Senior	347,383
Total 92.85%	**1,159,173**
Temporary Facility Square Footage	
Elementary	30,400
Middle	19,000
Senior	14,250
Total 5.4%	**63,650**
Total Facility Square Footage	
Elementary	469,823
Middle	346,788
Senior	300,276
Total 94.6%	**1,116,887**

Average Site Cost/Acre	
Elementary	$65,000
Senior	$100,000
Temporary Facility Capacity	
Capacity	
Cost	
State Match Credit	
Current State Match Percentage	65.22%
Area Cost Allowance	
Current ACA	168.79
District Average Assessed Value	
Single Family Residence	$262,282
District Average Assessed Value	
Multi Family (1 Bedroom)	$107,818
District Average Assessed Value	
Multi Family (2+ Bedroom)	$161,031
SPI Square Footage per Student	
Elementary	90
Middle	108
High	130
District Debt Service Tax Rate	
Current/$1,000	$1.93
General Obligation Bond Interest Rate	
Current Bond Buyer Index	4.50%
Developer Provided Sites/Facilities	
Value	0
Dwelling Units	0

Note: The total costs of the school construction projects and the total capacities are shown in the fee calculations. However, new development will only be charged for the system improvements needed to serve new growth.

Prepared:
01/18/08

MARYSVILLE SCHOOL DISTRICT
ENROLLMENT HISTORY
INDIVIDUAL GRADE LEVEL
1987 TO 2007

(October Headcount Enrollment excluding Running Start)

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
K	679	710	714	822	771	773	714	752	779	834	832	863	830	860	805	815	781	876	804	860	836
1	686	704	742	735	821	801	758	776	809	867	871	932	909	866	918	857	818	852	939	852	915
2	635	713	742	757	752	831	792	792	798	849	870	916	951	947	868	923	821	860	890	968	882
3	647	639	736	767	794	745	842	809	803	850	864	893	942	984	866	897	856	818	882	909	948
4	591	647	650	749	758	778	771	846	841	832	851	906	910	968	1005	995	849	887	856	881	908
5	606	607	674	671	746	760	811	771	861	871	848	879	916	939	992	969	956	837	919	895	878
Subtl	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	5,290	5,365	5,367
6	561	620	617	690	688	744	758	814	756	894	887	879	872	948	961	986	921	932	847	921	872
7	547	535	613	616	695	667	747	765	818	809	891	918	878	891	944	939	940	941	942	895	915
8	546	560	556	633	614	668	691	747	739	807	782	895	930	902	891	918	894	969	941	911	896
Subtl	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	2,730	2,727	2,683
9	586	586	597	687	661	641	700	719	782	777	870	883	997	1018	1137	1113	917	929	990	949	912
10	573	584	565	600	564	649	614	672	709	766	756	856	836	935	859	848	948	950	1043	956	952
11	564	568	559	649	575	560	598	566	634	682	727	752	799	789	848	805	799	818	807	877	879
12	525	494	531	531	505	539	560	594	541	610	643	689	698	722	739	751	718	763	723	929	1034
Subtl	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	3,563	3,711	3,777
	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Totals	**7,745**	**7,967**	**8,296**	**8,707**	**8,944**	**9,156**	**9,346**	**9,623**	**9,868**	**10,447**	**10,692**	**11,263**	**11,467**	**11,769**	**11,932**	**11,816**	**11,218**	**11,432**	**11,583**	**11,803**	**11,827**

ANNUAL GROWTH FACTOR

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%	1.3%	1.8%	0.2%

AVERAGE GROWTH FACTOR

4.0%	3.5%	3.7%	4.0%	3.7%	3.5%	3.3%	3.3%	3.2%	3.5%	3.4%	3.5%	3.4%	3.3%	3.2%	2.9%	2.5%	2.4%	2.4%	2.4%	2.3%

AVERAGE GROWTH FACTOR FROM 2000

														3.3%	2.0%	1.0%	-0.5%	0.0%	0.2%	0.4%	0.4%

Prepared:

18-Jan-08

MARYSVILLE SCHOOL DISTRICT

ENROLLMENT PROJECTION

INDIVIDUAL GRADE LEVEL

2008 TO 2011

	(Oct, Headcount; excl. running start)							COHORT FACTOR	GROWTH FACTOR PER YEAR				
	2001	2002	2003	2004	2005	2006	2007			2008	2009	2010	2011
K	805	815	781	876	804	860	836			841	823	848	860
1	918	857	818	852	939	852	915	105.7%	101.25%	895	900	882	908
2	868	923	821	860	890	968	882	102.3%		948	927	933	913
3	965	897	856	818	882	909	948	98.9%		883	950	929	934
4	1005	995	849	887	856	881	908	100.5%		964	899	966	945
5	992	969	956	837	919	895	878	100.5%		924	961	914	983
Subtl	5,553	5,456	5,081	5,130	5,290	5,365	5,367			5,455	5,480	5,472	5,544
6	961	986	921	932	847	921	872	98.2%		873	919	976	909
7	944	939	940	941	942	895	915	100.7%		889	890	936	994
8	891	918	894	969	941	911	896	99.0%		917	891	892	938
Subtl	2796	2843	2755	2842	2730	2727	2683			2,679	2,699	2,804	2,842
9	1137	1113	917	929	990	949	912	101.4%		920	941	914	916
10	859	848	948	950	1043	956	952	99.4%		918	926	948	920
11	848	805	799	818	807	877	879	88.4%		852	822	829	848
12	739	751	718	763	723	929	1034	115.3%		1026	995	959	968
Subtl	3,583	3,517	3,382	3,460	3,583	3,711	3,777			3,716	3,684	3,650	3,652
Totals	**11,932**	**11,816**	**11,218**	**11,432**	**11,583**	**11,803**	**11,827**			**11,851**	**11,864**	**11,926**	**12,037**
Change	163	-116	-598	214	151	220	24			24	13	62	112
% Change	1.38%	-0.97%	-5.06%	1.91%	1.32%	1.90%	0.20%			0.20%	0.11%	0.52%	0.94%

Prepared:

18-Jan-08

MARYSVILLE SCHOOL DISTRICT

ENROLLMENT PROJECTION

INDIVIDUAL GRADE LEVEL

2012 TO 2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
K	853	855	858	861	864	867	870	873	876	879	882
1	921	913	916	919	922	925	928	932	935	938	941
2	941	954	946	949	952	955	959	962	965	968	972
3	915	942	956	947	950	954	957	960	963	967	970
4	951	931	959	972	964	967	970	973	977	980	983
5	961	967	947	975	989	980	983	987	990	993	997
Subtl	5,541	5,562	5,581	5,624	5,641	5,648	5,668	5,687	5,706	5,725	5,745
6	977	956	962	942	970	984	975	978	982	985	988
7	927	996	974	980	960	988	1003	994	997	1000	1004
8	997	929	998	977	982	962	991	1005	996	999	1003
	2,901	2,881	2,934	2,898	2,912	2,934	2,968	2,977	2,975	2,985	2,995
9	963	1023	953	1025	1002	1008	987	1017	1031	1022	1026
10	922	970	1030	960	1031	1009	1015	994	1024	1038	1029
11	824	825	868	922	859	923	903	909	890	916	929
12	990	962	963	1013	1076	1003	1078	1055	1061	1039	1070
Subtl	3,699	3,779	3,814	3,919	3,969	3,944	3,984	3,974	4,006	4,015	4,054
Totals	**12,141**	**12,223**	**12,330**	**12,442**	**12,523**	**12,526**	**12,619**	**12,637**	**12,686**	**12,725**	**12,793**
Change	103	82	107	112	81	4	93	18	49	39	68
% Change	0.86%	0.68%	0.88%	0.91%	0.65%	0.03%	0.74%	0.14%	0.38%	0.31%	0.53%

SCHOOL IMPACT FEE CALCULATIONS									
DISTRICT	Marysville School District								
YEAR	2008								
JURISDICTION	City of Marysville and Snohomish County/City of Everett								
School Site Acquisition Cost:									
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor									
				Student	Student	Student			
	Facility	Cost/	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	20.00	$ 65,000.00	550	0.323	0.000	0.260	$763	$0	$615
Middle	20.00	$ -	450	0.144	0.000	0.117	$0	$0	$0
High	40.00	$100,000.00	1,600	0.154	0.000	0.112	$385	$0	$280
						TOTAL	$1,148	$0	$895
School Construction Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)									
				Student	Student	Student			
	%Perm/	Facility	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	94.60%	$20,000,000	550	0.323	0.000	0.260	$11,111	$0	$8,944
Middle	94.60%	$ -	200	0.144	0.000	0.117	$0	$0	$0
High	94.60%	$94,000,000	1,600	0.154	0.000	0.112	$8,559	$0	$6,225
						TOTAL	$19,670	$0	$15,169
Temporary Facility Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)									
				Student	Student	Student	Cost/	Cost/	Cost/
	%Temp/	Facility	Facility	Factor	Factor	Factor	SFR	MFR (1)	MFR (2+)
	Total Sq.Ft.	Cost	Size	SFR	MFR (1)	MFR (2+)			
Elementary	5.40%	$ -	24	0.323	0.000	0.260	$0	$0	$0
Middle	5.40%	$ -	26	0.144	0.000	0.117	$0	$0	$0
High	5.40%	$ -	26	0.154	0.000	0.112	$0	$0	$0
					TOTAL		$0	$0	$0
State Matching Credit:									
Boeckh Index X SPI Square Footage X District Match % X Student Factor									
				Student	Student	Student			
	Boeckh	SPI	District	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Index	Footage	Match %	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	$ 168.79	90	65.22%	0.323	0.000	0.260	$3,200	$0	$2,576
Junior	$ 168.79	108	0.00%	0.144	0.000	0.117	$0	$0	$0
Sr. High	$ 168.79	130	65.22%	0.154	0.000	0.112	$2,204	$0	$1,603
					TOTAL		$5,404	$0	$4,179
Tax Payment Credit:							SFR	MFR (1)	MFR (2+)
Average Assessed Value							$282,282	$107,818	$161,091
Capital Bond Interest Rate							4.50%	4.50%	4.50%
Net Present Value of Average Dwelling							$2,075,364	$853,133	$1,274,193
Years Amortized							10	10	10
Property Tax Levy Rate							$1.93	$1.93	$1.93
	Present Value of Revenue Stream						$4,005	$1,647	$2,459
	Fee Summary:			Single	Multi-	Multi-			
				Family	Family (1)	Family (2+)			
	Site Acquisition Costs			$1,148	$0	$895			
	Permanent Facility Cost			$19,670	$0	$15,169			
	Temporary Facility Cost			$0	$0	$0			
	State Match Credit			($5,404)	$0	($4,179)			
	Tax Payment Credit			($4,005)	($1,647)	($2,459)			
	FEE (AS CALCULATED)			$11,409	$0	$9,425			
	FEE (Snohomish County)			$5,705	$0	$4,713			
	FEE (Marysville)			$8,556.80		$7,068.91			

DOYLE CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
For the
Marysville School District
4/3/2008

This document describes the methodology used to calculate student generation rates (SGRs) for the Marysville School District, and provides a listing of rates to be used in the districts Capital Facilities Plan.

SGRs were calculated for two types of residential construction: Single family detached, and multi-family with 2 or more bedrooms. No 0-1 bedroom units were found to be constructed within Lakewood District boundaries for the time period studied, so no 0-1 bedroom rates are available. Condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes are included in the single family classification.

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 2000 to 2006 within the Marysville school district boundaries. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing 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 2008. 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 3,707 single family detached units were compared with 11,669 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	179	0.048
1	198	0.053
2	206	0.056
3	213	0.057
4	213	0.057
5	188	0.051
6	173	0.047
7	184	0.050
8	173	0.047
9	176	0.047
10	147	0.040
11	130	0.035
12	120	0.032
K-5	1197	0.323
6-8	530	0.144
9-12	573	0.154
K-12	2300	0.621

Calculated rates for individual grades may not equal overall totals due to rounding.

Multifamily Rates (2-plus Bedrooms): The records of 408 2-plus bedroom units were compared with 11,669 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	14	0.034
1	16	0.039
2	22	0.054
3	16	0.039
4	18	0.044
5	20	0.049
6	20	0.049
7	14	0.034
8	14	0.034
9	12	0.029
10	14	0.034
11	13	0.032
12	7	0.017
K-5	106	0.260
6-8	48	0.117
9-12	46	0.112
K-12	200	0.491

***Calculated rates for individual grades may not equal overall totals due to rounding.**

Multifamily Rates (1 or no Bedrooms): The records of 16 1 or no bedroom units were compared with 11,669 registered students in the District, and no matches were found. Based on no matches the calculated rates for all grades and grade groupings would be 0.

MONROE SCHOOL DISTRICT NO. 103

CAPITAL FACILITIES PLAN
2008 - 2013

prepared for:

Snohomish County
Planning Department

and

City of Monroe

June 2008

CAPITAL FACILITIES PLAN
MONROE SCHOOL DISTRICT NO. 103

BOARD OF DIRECTORS

Greg Accetturo
Debra Kolrud
Tom MacIntyre
Jim Scott
Jamie Wright

SUPERINTENDENT

Dr. Ken Hoover

This plan is not a static document. It will change as demographics, information and District plans change. It is a "snapshot" of one moment in time.

For information on the Monroe School District Capital Facilities Plan contact the District at (360) 804-2501

MONROE SCHOOL DISTRICT
CAPITAL FACILITIES PLAN
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CHAPTER 1 – INTRODUCTION

Monroe School District's Capital Facilities Plan (CFP) is intended to provide the District, City of Monroe, Snohomish County and other jurisdictions with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next twelve years, as well as a more detailed schedule and financing program for capital improvement over the next six years (2008-2013). In accordance with the Growth Management Act this CFP contains the following required elements:

- 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 owned and operated by the District.
- The proposed locations and 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 Growth Management Act also requires reassessment of the land use element if probable funding falls short of meeting existing needs and to ensure that the land use element, capital facilities plan element, and financing plan within the capital facilities plan element are coordinated and consistent. The Capital Facilities Plan is intended to provide local jurisdictions with information on the District's ability to accommodate projected population and enrollment demands anticipated through implementation of various comprehensive plan land use alternatives.

In addition to the CFP elements required by the Growth Management Act, this CFP provides supporting documentation for the variables used to calculate development impact fees.

Overview of the Monroe School District

The Monroe School District is located in the southeastern portion of Snohomish County. The District covers approximately 82 square miles. The Skykomish and Snoqualmie Rivers join to form the Snohomish River in the central portion of the District. The topography includes flood plains to rolling hills. The major east-west road is U.S. Highway 2, leading from Everett to Stevens Pass and Eastern Washington. The major link to Bothell, Seattle, and the east side of King County is SR-522, leading from Monroe to Woodinville. SR-203 is also a major traffic link between Monroe, Duvall, Carnation and the Redmond/Bellevue areas.

The District currently serves a student population of 7,174 (October 1, 2007) with five elementary school campuses, three middle schools, and one high school. Leaders in Learning, an individualized secondary program, is also offered in a facility owned by the District but not located in an existing school. Sky Valley Education Center, an individualized program for students in grades K-12 who otherwise would be home schooled, is housed in leased facilities. Sky Valley Education Center and Leaders in Learning student enrollment figures are included in both the District and OSPI figures. Elementary schools provide educational programs for students in kindergarten through grade five. Middle schools serve grades six through eight and

the high school grades nine through twelve. Leaders in Learning serves grades nine through twelve.

WAVA High School, a virual high school for students in grades 9-12, is operated by the District. The District also provides fiscal and administrative support for the Youth Re-Engagement program housed off-site at Everett Community College in Everett, Washington. The WAVA High School and U-3 program enrollment figures are included in the OSPI figures. The enrollment figures for these programs are not included when determining the District's facility needs in Chapter 6.

Significant Issues Related To Facility Planning In The Monroe School District

The most significant issues facing the Monroe School District in terms of providing classroom capacity to accommodate projected demands are the rate of student growth, the availability and affordability of suitable school sites, including perkable soil for septic systems, access to water and the geographic constraints associated with the increased student population. These issues are addressed in greater detail in the Capital Facilities Plan.

CHAPTER 2 – DEFINITIONS

Throughout the Capital Facilities Plan a number of terms are used which are found in RCW 82.02.090 and Snohomish County Code Title 30.66C. To establish consistency between local, county and state agencies, the terms are defined as follows:

Appendix F - means Appendix F of the Snohomish County Growth Management Act (GMA) Comprehensive Plan, also referred to as the General Policy Plan.

Average Assessed Value – average assessed value by dwelling unit type for all residential units constructed within the district.

Area Cost Allowance (Boeckh Index) - means the current OSPI construction allowance for construction costs for each school type.

Boeckh Index – means the number generated by the E. H. Boeckh Company and used by OSPI as a guideline for determining the area cost allowance for new school construction.

Capital Facilities - means school facilities identified in a district's capital facilities plan and are "system improvements" as defined by the GMA as opposed to localized "project improvements."

Capital Facilities Plan - means a district's facilities plan adopted by its school board consisting of those elements required by Chapter 30.66C and meeting the requirements of the GMA.

City – means City of Monroe.

Council(s) - means the Snohomish County Council and the Monroe City Council.

County - means Snohomish County.

Developer - means the proponent of a development activity, such as any person or entity who owns or holds purchase options or other development control over property for which development activity is proposed.

Development - means all subdivisions, short subdivisions, conditional or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar uses) and other applications requiring land use permits or approval by Snohomish County or City of Monroe.

Development Activity - means any residential construction or expansion of a building, structure or use of land, or any other change in use of a building, structure, or land that creates additional demand and need for school facilities, but excluding building permits for attached or detached accessory apartments, and remodeling or renovation permits which do not result in additional dwelling units. Also excluded from this definition is "Housing for Older Persons" as defined by

46 U.S.C.§3607, when guaranteed by a restrictive covenant, and new single-family detached units constructed on legal lots created prior to May 1, 1991.

Development Approval – means any written authorization from the County or City which authorizes the commencement of a development activity.

Director - means the Director of the Snohomish County Department of Planning and Development Services or the director's designee, or the City of Monroe Community Development Director.

District - means a school district whose geographic boundaries include areas within Snohomish County.

District Property Tax Levy Rate - means the District's current capital property tax rate per thousand dollars of assessed value.

Dwelling Unit Type - means (1) single-family residences, (2) multi-family one-bedroom apartment or condominium units and (3) multi-family multiple-bedroom apartment or condominium units.

Encumbered - means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

Estimated Facility Construction Cost - means the planned costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs. If the District does not have this cost information available, construction costs of school facilities of the same or similar grade span within another District are acceptable.

Facility Design Capacity - means the number of students each school type is designed to accommodate, based on the standard of service as determined by the District.

FTE (Full Time Equivalent) - this is a means of measuring student enrollment based on the number of hours per day of attendance in District schools. For purposes of this Plan, kindergarten students attend half day programs and are counted as .5 FTE. All other students are counted as full FTE. (This is in line with OSPI's Capital Facilities Section, FTE measurements and projections.)

Grade Span - means a category into which a district groups its grades of students (e.g., elementary, intermediate, middle, junior high, and high school).

Growth Management Act / GMA - means the Growth Management Act, Chapter 17, Laws of the State of Washington of 1990, 1st Ex.Sess. as now in existence or as hereafter amended.
Interest Rate - means the current interest rate as stated in the Bond Buyer Twenty Bond General Obligation Bond Index.

Land Cost Per Acre - means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs in other districts, or the average assessed value per acre of properties comparable to school sites located within the District.

Multi-Family Unit - means any residential dwelling unit that is not a single-family unit as defined by Snohomish County Ordinance 30.66C or City of Monroe's Municipal Code Section 18.02.470

OFM – means the Washington State Office of Financial Management.

OSPI – means the Washington State Office of the Superintendent of Public Instruction.

Permanent Facilities - means school facilities of the District with a fixed foundation.

RCW – means the Revised Code of Washington (a state law).

Relocatable Facilities - means factory-built structures, transportable in one or more sections, that are designed to be used as education spaces and are needed to prevent the overbuilding of school facilities, to meet the needs of service areas within a District, or to cover the gap between the time that families move into new residential developments and the date that construction is completed on permanent school facilities.

Relocatable Facilities Cost - means the total cost, based on actual costs incurred by the District, for purchasing and installing portable classrooms.

Relocatable Facilities Student Capacity - means the rated capacity for a typical portable classroom used for a specified grade span.

School Impact Fee - means a payment of money imposed upon development as a condition of development approval to pay for school facilities needed to serve new growth and development. The school impact fee does not include a reasonable permit fee, an application fee, the administrative fee for collecting and handling impact fees, or the cost of reviewing independent fee calculations.

SEPA – means the Washington State Environmental Policy Act.

Single Family Unit - means any detached residential dwelling unit designed for occupancy by a single family or household.

Standard of Service - means the standard adopted by each district which identifies the program year, the class size by grade span and taking into account the requirements of students with special needs, the number of classrooms, the types of facilities the District believes will best serve its student population, and other factors as identified in the District's capital facilities plan. The District's standard of service shall not be adjusted for any portion of the classrooms housed in relocatable facilities which are used as transitional facilities or from any specialized facilities housed in relocatable facilities.

State Match Percentage - means the proportion of funds that are provided to the District for specific capital projects from the state's Common School Construction Fund. These funds are disbursed based on a formula which calculates District assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the maximum percentage of the total project eligible to be paid by the state.

Student Factor (Student Generation Rate) - means the number of students of each grade span (elementary, middle, high school) that the District determines are typically generated by different dwelling unit types within the District. Each school district will use a survey or statistically valid methodology to derive the specific student generation rate, provided that the survey or methodology is approved by the Snohomish County Council as part of the adopted capital facilities plan for each school district.

Unhoused Students – means District enrolled students who are housed in portable or temporary classroom space, or in permanent classrooms in which the maximum class size is exceeded.

WAC – means the Washington Administrative Code.

CHAPTER 3 – STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historical Trends

Student enrollment records dating back to 1973 were available from Snohomish County and OSPI. Student enrollment in the Monroe School District remained relatively constant between 1973 and the mid-1980's. Enrollment within the District has increased dramatically since 1985, with current enrollment (October 1, 2007) at 7,174 students. Historical enrollment by year is shown in Figure 1. Figure 2 provides a comparison of student enrollment trends over the past 30 years within the Monroe School District and Snohomish County. Since 1986 enrollment growth within the District has been among the highest of school districts within the County. And, since 2000, Monroe has realized the highest growth in student population within Snohomish County. Current student enrollment data is provided in Appendix A.

Figure 1
Historical Full-time Equivalent Enrollment
Monroe School District

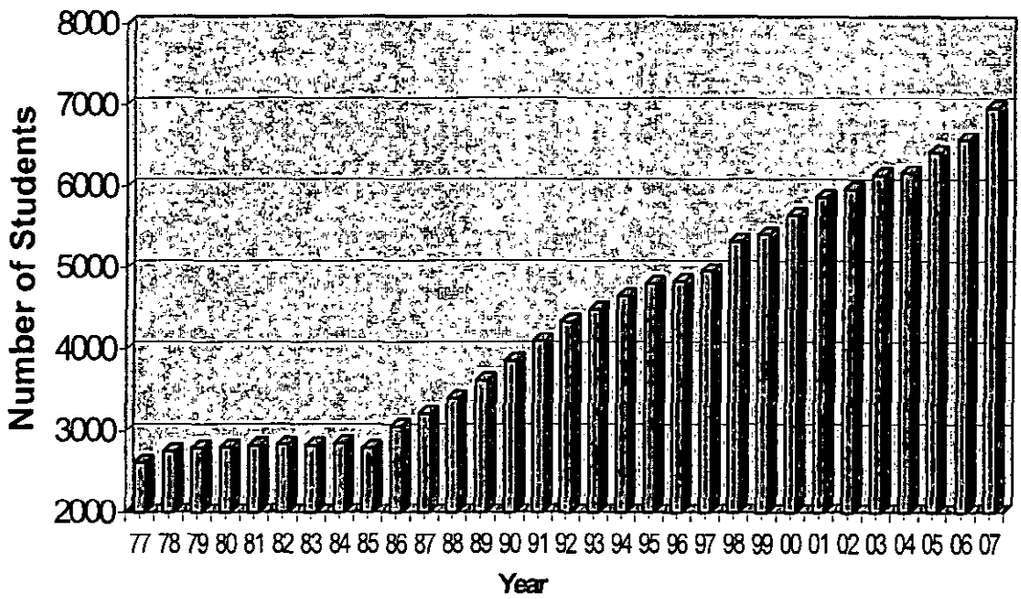
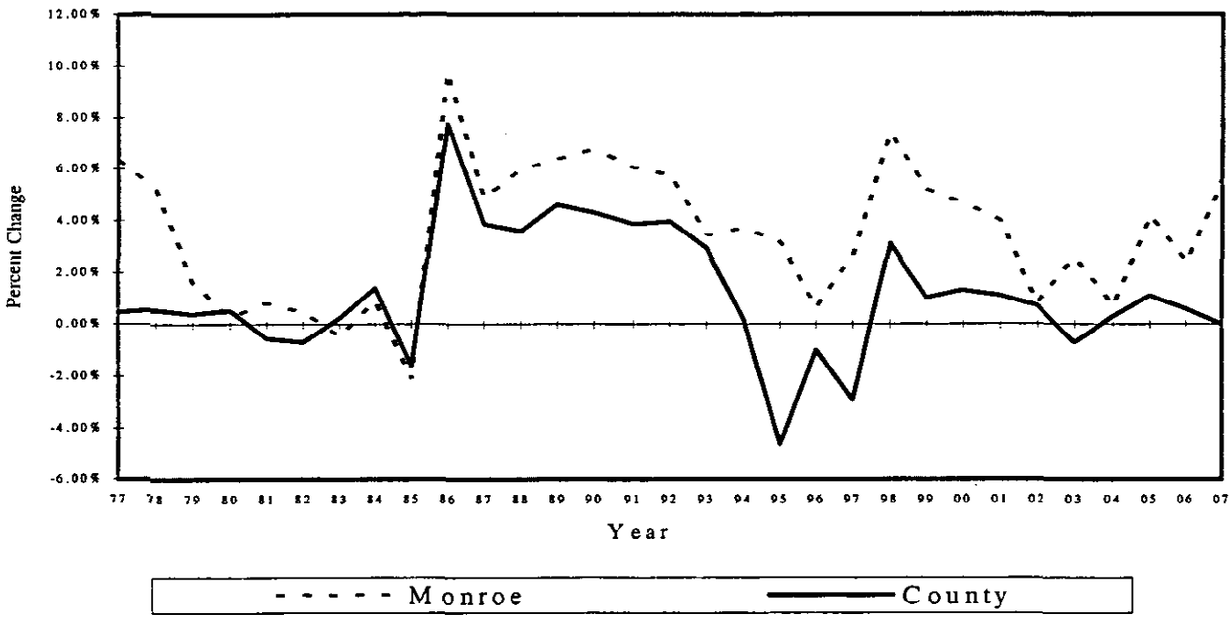


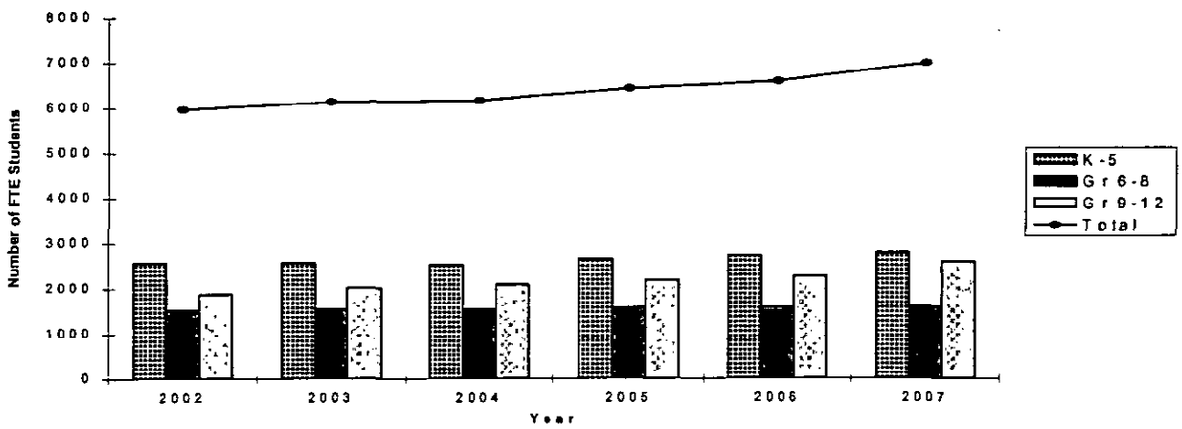
Figure 2
Comparison of Student Enrollment Trends
Monroe School District vs. Snohomish County



Recent Trends - FTE Student Enrollment

Facility needs are determined in part by evaluating recent trends in Full Time Equivalent (FTE) student enrollment. FTE enrollment in elementary grades K-5 increased by 210 students between 2002 and 2007, an increase of 8.1%. At the middle school level (grades 6-8), enrollment grew by a total of 72 students, an increase of 4.75%. Enrollment at the high school level (grades 9-12) increased by 719 students, an increase of 38.3%. Between 2002 and 2007, total District enrollment increased by 16.77% or 1001 FTE students. Recent enrollment trends at the elementary, middle and high school grade spans are shown in Figure 3.

Figure 3
Monroe School District
Enrollment Trends by Grade Span (2002-2007)



Source: Monroe School District & OSPI

Projected Student Enrollment 2008-2013

Enrollment projections are most accurate for the initial years of a given forecast period. As the forecast period extends beyond the current period there are many variables which interact to make accurate forecasting an inexact science at best.

The District continues to maintain records of annexations, housing starts and the myriad of other factors that impact student enrollment projections.

In preparing this report, the District looked primarily at two major enrollment projection models. These projections were developed by the Office of Superintendent of Public Instruction (OSPI) and Shockey/Brent in 1993 as part of the joint school facilities planning project; the model uses the state OFM population forecast, increased to reflect the higher starting point of 6,971 FTE in 2007. (The actual annual growth rate between October 2002 and October 2007 averaged 3.35%.) The student population between 2003 – 2007 averaged 18.63% of the total District population. Applying the OSPI projected FTE students forward, 2008 – 2013, the student population averaged 19.38% of the total District population. Excluding the WAVA and U3 enrollment, the student to population ratio average is 18.36% for the period 2008-2013. This percentage was applied to all succeeding years' OFM projections to provide a newly updated projection for facility planning purposes. Each forecast shows a continued growth of student population in the Monroe School District.

For purposes of this Plan, the District has chosen to use the OSPI student population forecast model because it more closely relates to the District's enrollment projections, used primarily for budgeting purposes, and appears more accurate in the short term. Annual monitoring of the actual student enrollment will allow the District to make necessary modifications to its current CFP as may be needed.

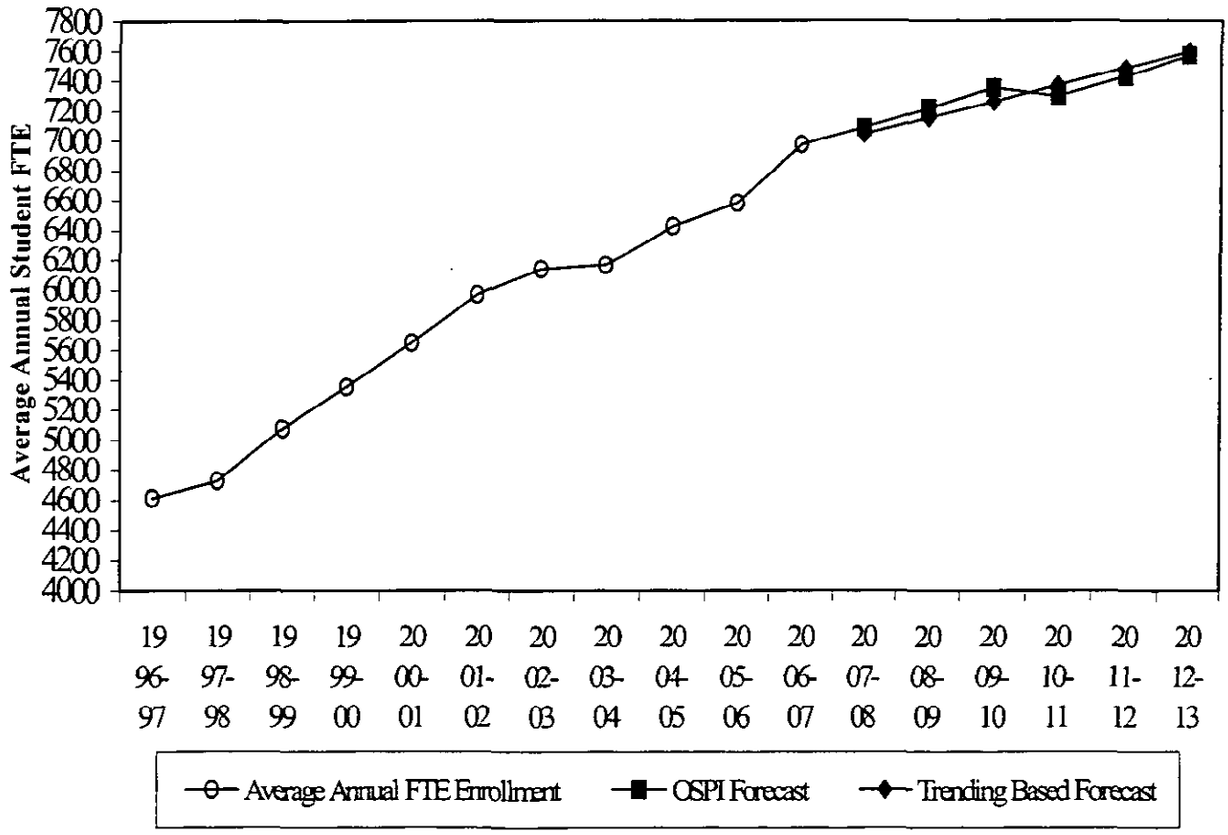
A comparison of total FTE student enrollment projections using both the OSPI and trending-based forecast is shown in Table 1. Figure 4 provides a comparison of the two enrollment projections relative to the FTE student enrollment trend over the prior six years.

Table 1
Comparison of Total FTE Student Enrollment Projections
Monroe School District 2008-2013

Projection	2007	2008	2009	2010	2011	2012	2013	*2025*	Projected change 08-13	Projected change 08-13
Actual (10/1/07)	6971*									
OSPI Forecast	6971*	7083	7214	7350	7295	7426	7568	N/A	485	6.8%
Trending Based Forecast	6971*	7039	7149	7259	7370	7480	7590	8913	551	7.8%
OSPI Forecast (Less WAVA & U3)	6548*	6660	6791	6927	6872	7003	7145	8446	597	9.1%

- = Actual enrollment
- Source: OSPI, Monroe School District

Figure 4
Comparison of FTE Student Enrollment Projections
Monroe School District 2008-2013



Based on OSPI's model, FTE student enrollment through 2013 is projected to increase effectively 13.3% or 383 students at the elementary school level, 13% or 211 students at the middle school level, and increase modestly at the high school to be followed by a slight decrease with very little, if any, change overall.

Fryelands Elementary School, the District's newest elementary school, was opened in 2005. Maltby Elementary School was completely renovated at that time and included additional classroom space. Additions to Hidden River Middle School and Monroe High School added classroom space.

Table 2 reflects the student F.T.E. breakdown by grade span during the six-year forecast period. Grade spans were reconfigured in September 2005.

Table 2
Projected FTE Student Enrollment by Grade Span
Monroe School District 2008-2013
(WAVA and U3 Enrollment Excluded 9-12)

Grade Level	2008	2009	2010	2011	2012	2013
Elementary K-5	2828	2947	2996	3054	3070	3171
Middle School 6-8	1607	1551	1622	1662	1810	1799
High School 9-12	2225	2273	2309	2156	2123	2175
Totals	6660	6791	6927	6872	7003	7145

Kindergarten @ .5 FTE
Figures based on OSPI data: Report 1049 dated 1/18/08

2025 Student Enrollment Projections

Student enrollment projections beyond 2013 are highly speculative. Based on the OFM/County data (as revised in Table 1) for 2007 and projecting a student FTE population based on 18.36% of the projected District population, 8,446 students are projected for 2025. The actual average annual rate of increase in student population between 2002 and 2007 is 3.35%. It should be noted, however, the enrollment increased 6% between October 1, 2006 and October 1, 2007.)

The total enrollment estimate was then broken down by grade span to evaluate long-term site acquisition needs for elementary, middle and high school facilities. Enrollment by grade span was determined by using 2007-2008 actual enrollment percentages applied to the 2025 total enrollment projection. Projected enrollment by grade span for the year 2025 is provided in Table 3.

Table 3
Monroe School District FTE
Year 2025

Grade Span	2025
Elementary (K-5)	3600
Middle School (6-8)	2052
High School (9-12)	2793
District Total (K-12)	8445

*Underlying data for 2025 projections provided by Snohomish County Planning and Development Service (Excludes WAVA & U-3 enrollment)

Again, these estimates are highly speculative and are used only for general planning purposes.

The OSPI enrollment projections summarized in this chapter will be used to evaluate future school capacity needs. Analysis of future facility and capacity needs is provided in Chapter 6 of this Capital Facilities Plan.

CHAPTER 4 – DISTRICT EDUCATIONAL PROGRAM STANDARDS

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 classroom facilities (portables).

In addition to factors which affect the amount of space required, government mandates and community expectations affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by nontraditional, or special programs such as special education, bilingual education, remediation programs, migrant education, alcohol and drug education, AIDS education, preschool, extended day kindergarten and daycare programs, computer labs, music programs, etc. These special or nontraditional educational programs have a significant impact on the available student capacity of school facilities.

Examples of special programs offered by the Monroe School District at specific school sites include:

- Special education pre-school
- Special education - resource, moderate and profound, behavioral
- ELL/ESL
- Title I / LAP
- Drug and Alcohol Education
- Community Schools
- Vocational and Technical Education
- Technology Education
- Music
- Day Care - before and after school
- Computer Labs
- Birth to Three Programs
- Excel
- Adopt-A-Stream
- Outdoor Education
- Horticulture
- Multi-age classrooms
- Special Education 18 to 21 year old transitional program
- Full Day Kindergarten

Variations in student capacity among schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space which can reduce the permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classroom for a short period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate most of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

District educational program standards will undoubtedly 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 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 Capital Facilities Plan. It should be noted that Monroe School District grade level configurations were modified in September 1999 to meet student needs. As indicated earlier in this revision, a grade level reconfiguration again took place in September 2005 with the completion of a new elementary school and additions to Hidden River Middle School and Monroe High School.

The District educational program standards which directly affect school capacity are outlined below for the elementary, middle, and high school grade levels.

Educational Program Standards For Elementary Schools

- Class size for grades K-4 should not exceed 24 students. Class size for grade 5 should not exceed 28 students.
- Special Education for students will be provided in a self-contained classroom or in a separate classroom.
- All students will be provided music instruction in a separate classroom.
- All students will have scheduled time in a computer lab.
- Optimum design capacity for new elementary schools is 500 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Educational Program Standards For Middle and High Schools

- Class size for middle school grades should not exceed 28 students.
- Class size for high school grades should not exceed 28 students.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a work space during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day.
- Special Education for students will be provided in a self-contained classroom.
- Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows: Resource Rooms (i.e. computer labs, study rooms); Special Education Classrooms; and Program Specific Classrooms (i.e. music, drama, art, science, family and consumer science, physical education, technology education).
- Desired design capacity for new middle schools is 750 students. However, actual capacity of individual schools may vary depending on the educational programs offered and/or geographic area served.
- Desired design capacity for new comprehensive high schools is 1,600-1800 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Minimum Educational Service Standards

The Monroe School District will evaluate student housing levels based on the District as a whole system and not on a school by school or site by site basis. This may result in portable classrooms being used as interim housing, attendance boundary changes or other program changes to balance student housing across the system as a whole.

The Monroe School District has set minimum educational service standards based on several criteria. Exceeding these minimum standards will trigger significant changes in program delivery. If there are 26 or more students per classroom in a majority of K-4 classrooms, or 30 or more students in a majority of 5-12 classrooms, the minimum standards have not been met.

Although they may meet the number criteria above, double shifting with reduced hours or "Year Round Education" programs adopted for housing reasons would also not meet the minimum standards.

It should be noted that the minimum educational standard is just that, a minimum, and not the desired or accepted operating standard.

CHAPTER 5 – CAPITAL FACILITIES INVENTORY

Under the Growth Management Act public entities are required to inventory capital facilities used to serve existing development. Capital facilities are defined as any structure, improvement, piece of equipment or other major asset, including land that has a useful life of at least ten years.[1] 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 or established levels of service. This chapter provides an inventory of capital facilities owned and operated by the Monroe School District including schools, relocatable classrooms (portables), developed school sites, 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 Chapter 4). A map showing locations of District facilities is provided as Figure 5.

Schools

The Monroe School District currently operates five elementary school campuses serving grades K-5 (includes Frank Wagner Elementary East (formerly Monroe Elementary) and Frank Wagner Elementary School West while separate buildings are located on one campus, three middle schools serving grades 6 - 8 and one high school serving grades 9 - 12. Leaders in Learning, an individualized secondary program, is offered in a facility owned by the District but not located in an existing school. Sky Valley Education Center, a K-12 individualized parent partnership program is housed in a leased facility.

WAVA High School (a virtual high school) and the U3 Program do not require District housing.

The State (OSPI) calculates school capacity by dividing gross square footage of a building by a standard square footage per student (i.e. 90 square feet per kindergarten through sixth grade student, 117 square feet per grade seven and grade eight student, 130 square feet per grade nine through grade twelve student, and 144 square feet per handicapped student). This method is used by the State as a simple and uniform approach to determining school capacity for purposes of allocating available State Match Funds to school districts for new school construction. However, this method is not an accurate reflection of the actual capacity required to accommodate the adopted educational program of each individual district.

For this reason, 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. It is this capacity calculation which is used to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment. The current (2007) school facility inventory is summarized in Tables 4, 5 and 6.

[1] Making Your Comprehensive Plan A Reality - A Capital Facilities Plan Preparation Guide, State of Washington Department of Community Development Growth Management Division, June, 1993, pg. 86.

Figure 5
Map Showing Locations Of Existing School District Facilities

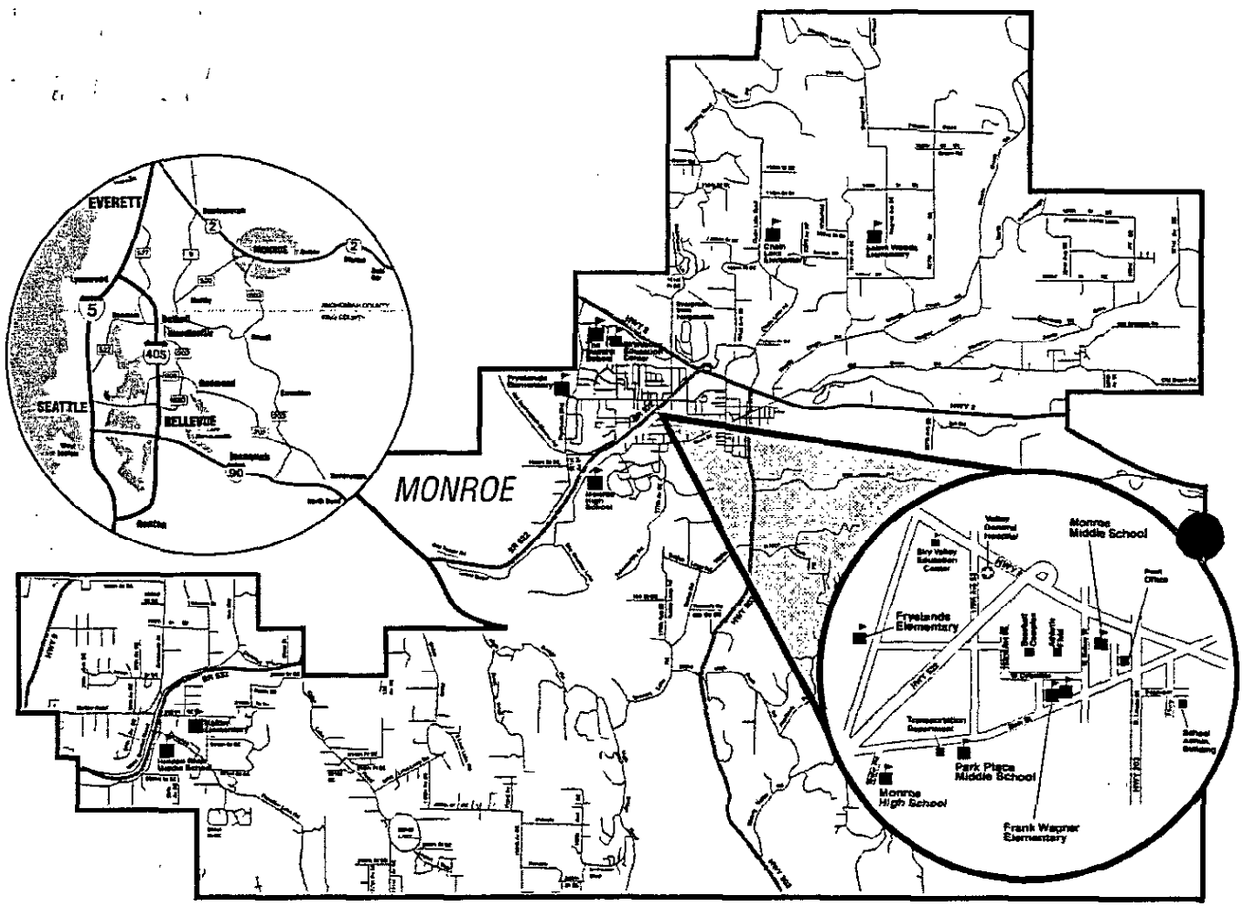


Table 4
Elementary School Capacity Inventory

Elementary School	Site Size (acres)	Building Area (Sq. Ft.)	Teaching Stations	SPI-rated Student Capacity	Program Student Capacity	Year Built or Last Remodel	Potential for Expansion of Perm. Facility
Chain Lake	14.4	46,207	21	506	492	1990	yes**
Frank Wagner West	10.21	46,418	22	494	468	1989	yes
Frank Wagner East	5.27	27,500	11	259	272	1980	yes
Fryelands	7.09	54,074	22	601	496	2005	no
Maltby	10.0	43,960	25	481	564	2005	yes
Salem Woods	10.0	38,338	20	419	468	1980	no*
Totals	56.97	256,497	121	2,760	2,760		

*Septic system capacity limits expansion.
**Holding tank capacity limits expansion.

Table 5
Middle School Capacity Inventory

Middle School	Site Size (acres)	Building Area (Sq. Ft.)	Teaching Stations	SPI-rated Student Capacity	Program Student Capacity*	Year Built or Last Remodel	Potential for Expansion of Perm. Facility
Monroe	5.28	84,997	33	733	655	1980	no
Park Place Middle	19.4	109,912	42	959	935	1991	yes
Hidden River	20.0	59,468	20	570	442	2005	yes
Totals	44.68	254,377	95	2,262	2,032		

*Calculated at 83% room utilization

Table 6
High School Capacity Inventory

High School	Site Size (acres)	Building Area (Sq. Ft.)	Teaching Stations	SPI-rated Student Capacity	Program Student Capacity**	Year Built or Last Remodel	Potential for Expansion of Perm. Facility
Monroe	33.0	209,432	74	1,603	1718	2005	yes
Leaders In Learning*	n/a	1,798	2			1998	no
Totals	33.0	211,230	76	1,603	1718		

*Leaders In Learning is located in converted storage space; not included in capacity inventory figures.
**Calculated at 90% room utilization

Relocatable Classroom Facilities (Portables)

Relocatable classroom facilities (portables) are used as interim classroom space to house students until construction of permanent classroom facilities takes place. Therefore, these facilities are not included in the school capacity calculations provided in Tables 4, 5, and 6. The Monroe School District currently uses 32 portables with 29 located at various school sites throughout the District providing additional interim capacity. A typical portable classroom provides capacity for 24 to 28 students - depending on the grade level and the program being housed. Current use of portables throughout the District is summarized in Table 7.

The age and condition of some of the portables is such that they can no longer be moved to another site to relieve over-crowding. They simply would not be able to survive another move. Over the last four (4) years, seven (7) portables have been demolished as they were no longer suitable to house students and couldn't be moved to another location to serve a potential District need. The District continues to survey its portables to determine how many can be moved to another site without damaging the portable beyond use. However, several of the portables have been purchased during the last ten years. These portables can and will be moved from time to time to meet instructional needs and to provide interim student housing, as the need arises.

Table 7
Relocatable Classroom (Portable) Inventory
2007-2013

	Number of Portables	Interim Student Capacity Provided	Building Area (Sq. Ft.)
Chain Lake Elementary	4	100	3,572
Frank Wagner Elem. West	3	75	2,679
Frank Wagner Elem. East	4	100	3,572
Fryelands Elementary	0	0	0
Maltby Elementary	0	0	0
Salem Woods Elementary	3	75	2,679
Hidden River Middle	0	0	0
Monroe Middle	2	0	1,786
Park Place Middle	5	140	4,465
Monroe High School	6	168	5,358
Preschool/Head Start	3	40	2,679
Transportation	1	0	893
	32	698	28,576

Support Facilities

In addition to schools, the Monroe School District owns and operates additional facilities which provide operational support functions to the schools. An inventory of these facilities is provided in Table 8.

Table 8
Inventory of Support Facilities

Facility Name	Site Size (acres)	Building Area (sq ft)
District Admin Office and Warehouse	3.5	21,584
Maintenance Shops and Technology Support	0.2	3,041
Transportation	3.4	6,612
Totals	7.1	31,237

Land Inventory

Undeveloped Sites

The Monroe School District owns one undeveloped parcel of 14.5 acres adjacent to Chain Lake Elementary. The District had intended to build a middle school on the 14.5 acres located at this site. However, there are substantial wetlands and buffer zone requirements. The site cannot be used for a middle school. There appears to be sufficient usable space to add a classroom addition to Chain Lake Elementary School.

The District purchased a 14 plus acre piece of property on the Old Owen corridor in 2007. The property will be used for an elementary school.

The District owns other sites which are unsuitable for school buildings inasmuch as they do not have the acreage necessary to support even an elementary school. They are: 1) A 2.7 acre piece in the Lake Fontal area donated to the District in the early 1900's; and 2) 2.54 acres within a residential area of Monroe which is currently being used as the Park Place Baseball Field.

A 33+ acre site deeded to the District by the BPA property is located in the Sultan School District.

The District will need additional elementary schools in the area north of Highway 2. The necessary sites for schools north of Highway 2 should be purchased in the near future while property may still be available. Funds for the purchase of sites were not included in the bond issue run in 2003. Funding for the purchase of sites will be included in a bond issue which may be placed before the electorate in 2010.

Table 9 shows the current grade level configurations; table 10 shows current school capacity.

Table 9
Current Grade Level Assignments for District Schools

School	September 2007 Grade Level Configuration
Chain Lake Elementary	K-5
Frank Wagner Elem. West	K-5
Frank Wagner Elem. East	K-5
Fryelands Elementary	K-5
Maltby Elementary	K-5
Salem Woods Elementary	K-5
Hidden River Middle	6-8
Monroe Middle	6-8
Park Place Middle	6-8
Leaders in Learning	9-12
Monroe High School	9-12
WAVA High School	9-12
Youth Reengagement Program	12+
Sky Valley Education Center	1-12

Table 10
2008 School Capacity
As Determined by Educational Program and Number of Classrooms (K @ .5)

LEGEND: K = Kindergarten, SE = Special Education, CR = Classroom, S = Student
Classroom = teaching spaces where students are assigned daily

ELEMENTARY SCHOOLS & PRESCHOOL

School	# of classrooms and students by grade									
	K		Grades 1-5		SE*		Capacity	Portables		Total
	CR	S	CR	S	CR	S		CR	S	
CLE	4	96	16	396	1	0	492	4	100	592
FWEW	3	72	16	396	3	0	468	3	75	543
FWEE	1	24	10	248	0	0	272	4	100	372
FryE	2	48	18	448	2	0	496	0	0	496
SWE	2	48	17	420	1	0	468	3	75	543
PRE								3	40	40
Totals		228		1908		0	2196	17	390	2586

MIDDLE LEVEL SCHOOLS

School	# of classrooms and students by grade								Totals	
	Grades 6-8		SE*		Capacity	83%	Portables		100%	83%
	CR	S	CR	S			CR	S		
MMS	28	784	5	5	789	655	2	0	655	655
PPM	40	1120	3	6	1126	935	5	140	1266	1051
Totals		1904		11	1915	1589	7	196	2111	1706

MALTBY ELEMENTARY & HIDDEN RIVER MIDDLE SCHOOL

School	# of classrooms and students by grade									
	K		Grades 1-5		SE*		Capacity	Portables		Total
	CR	S	CR	S	CR	S		CR	S	100%
MBE	2	48	21	516	2	0	564	0	0	564

	Grades 6-8		SE*		Sub Total	83%	Portables		Totals	
	CR	S	CR	S					100%	83%
HRM	19	532	1	0	532	442	0	0	532	442

MONROE HIGH SCHOOL

School	# of classrooms and students by grade								Totals	
	Grades 9-12		SE*		Capacity	90%	Portables		100%	90%
	CR	S	CR	S			CR	S		
MHS	68	1820	6	5	1909	1718	6	168	2077	1869

Classroom Loading:

Grades K-4 average classroom loading = 24 students per classroom (K at .5)
Grades 5-12 average classroom loading = 28 students per station (includes music & PE)
*Special Education = Only LifeSkills students (severely disabled or medically fragile) are assigned to a classroom. All other students are assigned to a regular room, pulled out of class and provided part-time service in a special ed classroom.
MHS final total based on rotating schedule of classrooms

CHAPTER 6 – PROJECTED FACILITY NEEDS

Near-Term Facility Needs (through 2013)

Existing Deficiencies

Current enrollment at each grade level is identified in Appendix A-3 which provides the actual enrollment at October 1, 2007. The District is currently over capacity at the elementary level (K-5) by 28 students, under capacity at the middle school level (6-8) by 443 students, and over capacity at the high school level (9-12) by 435 students. (WAVA and U3 enrollment is not included as these programs do not require District housing.)

The District expects that .673 student will be generated from each new single family home in the District and two bedroom multi-family units will generate .341 student per dwelling unit. These numbers are based on the District's student generation rates described further under Population Variables.

The District's enrollment projections, in Table 2, have been applied to the existing capacity and the District will be over capacity at the elementary level (K-5) by 411 students, under capacity at the middle school level (6-8) by 232 students, and over capacity at the high school level (9-12) by 457 students if no capacity improvements are made by the year 2013.

The District's six-year capital improvement plan includes the capacity projects identified in Table 14 to address existing and future needs.

Schools

Projected available student capacity was derived by subtracting projected FTE student enrollment from existing October, 2007 school capacity for 2008. To determine future facility needs, existing school program capacity was compared to projected enrollment throughout the six-year forecast period. Table 11 shows the difference between student capacity (Table 10) and the projected student enrollment throughout the six year forecast period (Table 2). It is not the District's policy to include portable classroom units when determining future capital facility needs; therefore interim capacity provided by portables is not included (Information on portables and interim capacity can be found in Table 7).

Table 11
Available Student Capacity
Monroe School District 2008-2013
(Excludes WAVA & U3 Enrollment)

Capacity Surplus or (Deficiency)							
Grade Span	2008	2009	2010	2011	2012	2013	Program Capacity Numbers
Elementary (K-5)	-68	-187	-236	-294	-310	-411	2760
Middle School (6-8)	424	460	409	369	221	232	2031
High School (9-12)	-507	-555	-591	-438	-405	-457	1718

(-) indicates unhoused students

The opening of Hidden River Middle School and the new Monroe High School in September, 1999 met the District's student housing needs through 2000. Enrollment continued to increase significantly creating the need for additional classroom space. With the successful passage of a bond issue in 2003 and the sale of the associated bonds, the District added additional classroom space for utilization in September 2005. The District is currently over capacity at the elementary and high school levels. If housing construction increases substantially, these figures could change. Any state or federally funded mandates to lower class size will also impact the number of classrooms needed.

Based on the data in Table 12, the District anticipates that additional capacity will be needed to serve increased enrollment, due to new growth, at the elementary and high school levels. Using 2007 as the base for determining existing deficiencies, the growth-related student increase at the elementary level is 93.19% and 5.06% at the high school level.

Secondary Classroom Utilization Effect on Student Housing

At the secondary level it is impossible to utilize all classrooms 100 percent of the time. This is a result of the number of classes offered in different subject areas, the classroom's use for alternate learning activities (an instrumental music room when not in use cannot be used for chemistry, etc.) and student sign-ups. Therefore, the Monroe School District at grades K-5 expects 100 percent utilization. At grades 6-8 utilization decreases to 83% with utilization at 90 percent for grades 9-12.

The District's earlier housing deficiencies were remedied in part with the addition of classrooms at Hidden River Middle School, Monroe High School, Maltby Elementary School and the new Fyrelands Elementary School in 2005. The District is curently over capacity for student housing at the high school and elementary levels. This over capacity is related to growth.

Long Range Facility Needs (Years 2013 to 2025)

Growth is occurring throughout the District, with most of it occurring within and north of the City of Monroe. Even with the new classroom space added in 2005, the high school will continue to be over capacity in the short term (2008-2013) as will the elementary level. Long-range projections indicate over capacity at the elementary and high school levels. Available

capacity at the middle school level will not offset un-housed students at the elementary level at any time in the future because of building configuration or at the high school level without grade level reconfiguration.

The total number of students projected for the Monroe School District in 2025 is 8,446 using the ratio method. The 2025 projected enrollment is reflected in Tables 12(a & b).

Table 12(a)
Long Range Projection of Unhoused FTE Students for Year 2025
(without the addition of classroom space)

Grade Span	Percent of 2007 Enrollment	2025 Projected Enrollment	Student Capacity In 2013	Projected Unhoused Students
Elementary K-5	42.63%	3600	2760	-840
Middle 6-8	24.30%	2052	2032	-30
High School 9-12	33.07%	2793	1718	-1075
Total	100.00%	8445	6509	-1966

Note: (-) indicates unhoused students (excludes WAVA & U3 enrollment)

Table 12(b)
Long Range Projection of Unhoused FTE Students for Year 2025
(with the addition of classroom space identified in Table 13)

Grade Span	Percent of 2007 Enrollment	2025 Projected Enrollment	Student Capacity In 2013	Projected Unhoused Students
Elementary K-5	42.63%	3600	3176	-424
Middle 6-8	24.30%	2052	2127	0
High School 9-12	33.07%	2793	1718	-1075
Total	100.00%	8913	6821	-1519

Note: (-) indicates unhoused students (excludes WAVA & U3 enrollment)

In order to provide capacity for these students, the District will have to construct additional classrooms at the elementary and high school levels.

CHAPTER 7 – PLANNED IMPROVEMENTS & NEW CONSTRUCTION

The Monroe School District completed two schools, Monroe High School and Hidden River Middle School, as well as several other construction projects in 1999. Additions to Monroe High School and Hidden River Middle School were completed in 2005. Maltby Elementary School was totally renovated creating additional classroom space in 2005. Fryelands Elementary School was also completed in 2005. Monroe High School is currently over capacity. Elementary schools are slightly over capacity and middle level grades are not currently at program capacity.

New School Construction

Growth-related new school construction projects are summarized in Table 14. The primary source of funding for these projects will be from a bond issue to be placed before the electorate prior to 2010 and supplemented by state matching funds and mitigation fees.

Table 13
Growth-Related Planned Construction Projects

	Estimated Completion Date	Student Capacity Added	Estimated Project Cost*
<u>Bond, State Match, & Local</u>			
Chain Lake Elementary 4 classroom add	2013	104	$2,089,489
Salem Woods Elementary 4 classroom add	2013	104	$2,089,489
Frank Wagner Elementary core facilities + classroom addition	2013	208	$10,045,620
Land purchase	2008-2013		$4,670,000
Transportation Coop			$9,830,000
		Total	$28,724,598

*Construction costs are based on architects' estimates 2007 including escalation; FrWg includes a 12 classroom addition part of which replaces a 4 classroom annex.

Relocatable Classroom Facilities (Portables)

The Monroe School District will attempt to minimize the purchase of portable classrooms; however, portables will always be needed to handle upswings in student enrollment. Issues with portables have been discussed in Chapter 5 of this report. Mitigation fee revenue will be used to purchase new portables, as needed, and/or relocate existing portables.

Site Acquisition and Improvements

The Monroe School District will continue to need elementary sites through 2025. The District purchased an elementary school site north of Highway 2 in 2007. The purchase of additional elementary school sites will be included in a bond issue being considered for 2010. District property located adjacent to Chain Lake Elementary has significant limitations as a future school site due to the amount of wetlands and required buffer zones. A classroom addition to Chain Lake Elementary School is being considered for a portion of this site.

Space Modifications For Increased Capacity

The Monroe School District will need to modify spaces in existing schools that are not currently used as teaching stations. These modifications will convert non-teaching spaces into teaching stations. One example would be the conversion of locker rooms, conference rooms and storage areas into classroom space. These type of housing projects will be funded with the revenue from mitigation fees.

Support Facility Needs

With continued growth, the Monroe School District will need to move Grounds Services to an alternate site. It is currently housed at a middle school compound. Additional administrative space will also be required. Current administration space is in the oldest facility in the District and does not meet the needs of the programs, staff or community. The transportation site is too small to accommodate an expanding bus fleet and needs additional space. A new transportation facility is being considered for inclusion in a bond issue being considered for Spring 2010.

CHAPTER 8 – CAPITAL FACILITIES FINANCING PLAN

Funding of school facilities is typically secured from a number of sources including voter approved bonds, state matching funds and development impact (mitigation) fees. Each of these funding sources is discussed in greater detail below.

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. The Monroe School District passed a capital improvements bond for $10.8 million in 1987. Revenues from this bond were used to construct Frank Wagner Elementary, Chain Lake Elementary, additions to the now Junior High School, new roofs and insulation at three schools, a playshed at Maltby Elementary, and other smaller projects. A bond was passed in 1996 for $24 million. It was used for the construction of a new high school and Hidden River Middle School in the Maltby area, both of which opened in September 1999. It also funded several other projects. The District passed a successful bond issue in 2003 in the amount of $21,852,000. These funds were used for the construction of Fryelands Elementary, additions to Hidden River Middle School and Monroe High School, remodeling of Maltby Elementary School, new athletic facilities and technology upgrades. The projects were completed in 2005/2006.

A study and survey of the District's facility needs was completed in 2007 by the architectural firm of Hutteball & Oremus. Based on the findings of the study and survey, the District is considering placing before the electorate a bond issue in 2010. The bond issue will include additional elementary classroom space at multiple locations, replacement of Monroe Middle School (also adding student classroom space), and additional growth and non-growth related items identified in Tables 13 and 14.

State Match Funds

State Match Funds come from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from state school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate general funds, or the State Board of Education can establish a moratorium on certain projects.

School districts may qualify for state matching funds for specific capital projects based on a prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on several prioritization categories. Funds are then disbursed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the ratio of the total project cost to be paid by the state. The state contribution can range from less than half to more than seventy percent of the project's cost.[2]

[2] Paying for Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January, 1992, Pg. 30.

State match funds can only be applied to school construction projects. Site acquisition and improvements are not eligible to receive matching funds from the state. Because availability of state match funds has not been able to keep pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the state may not be received by a school district until two to three years after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is (partially) reimbursed.

Impact Fees

Development impact fees have been adopted by a number of jurisdictions as 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 building permits or certificates of occupancy are issued. A detailed discussion on impact fees is provided in Chapter 9.

The Six-Year Finance Plan, shown in Table 15, demonstrates how the Monroe School District intends to fund new construction and improvements to school facilities for the years 2008 through 2013. The financing components include funding through voter approved bonds and development impact fees collected under the State Growth Management Act, and state matching funds. The revenue projections for local mitigation funds collected are based on historical trends that delineate a 50% discount factor in Snohomish County and a 25% discount factor in the City of Monroe.

Table 14
Monroe School District
Six-Year Finance Plan (2008 - 2013)

Estimated Project Cost by Year (in $millions)										
Construction Project	2008	2009	2010	2011	2012	2013	Total	Bond/ Levy	State Match	Local*
Construction Projects (Growth Related)										
CLE/SWE Classroom Additions						4.20	4.20	2.10	1.90	0.20
FrWag Core						10.05	10.05	5.98	3.97	0.10
Land Purchase						4.67	4.67	4.57		0.10
Transortation Coop						9.83	9.83	.82	8.91	0.10
Construction Projects (Non-growth related)										
Monroe MS Replacement						49.38	49.38	30.38	19.0	
System Upgrades					7.58	7.58	15.16	15.16		
Building Purchases						4.67	4.67	4.67		
Technology					1.52	3.03	4.55	4.55		
Old Owen Site Improvements						1.40	1.40	1.40		
ADA, Demo, Kitchen, Bus Areas						17.20	17.20	17.20		
Modernize Park Place Middle School						41.00	41.00	41.00		
Total					9.10	153.01	162.11	127.83	33.78	0.50

*Includes impact fees from Snohomish County and City of Monroe. Projected receipts are based on historical data and anticipated future mitigation fee collections.

CHAPTER 9 – IMPACT FEES

School Impact Fees in Snohomish County

The State Environmental Policy Act (SEPA) and the Growth management Act (GMA) authorizes jurisdictions to require mitigation for impacts directly related to a proposed development. Impacts to schools resulting from new residential development have been mitigated through voluntary agreements negotiated on a case-by-case basis and most recently, under Snohomish County's school mitigation ordinance, Title 30.66C (formerly Title 26C SCC).

Title 26C SCC became effective May 1, 1991 and authorized collection of impact mitigation from residential developments in unincorporated Snohomish County. Title 26C SCC was most recently amended by the Snohomish Council on November 17, 1997 to place the program under the authorization of the GMA. It stipulated school impact mitigation fees must be related to a school district's expansion costs identified in a capital facilities plan. These costs are a local obligation and are reasonably related to a proposed residential subdivision or development. In 2003, Snohomish County re-structured its development codes under a single "Unified Development Code" which placed the school impact fee program under Title 30.66C SCC. School Districts may use impact fees for improvements to District wide student housing. Impact fees identified in the Capital Facilities Plan approved by the School Board and Snohomish County, under Title 30.66C, for the Monroe School District are summarized in Table 15.

Table 15(a)
Monroe School District
Impact Fees Authorized Under Snohomish County Title 30.66C
1995 - 2006

Housing Type	1995	1996	1997	1998	1999	2000	2001-2002	2003-2004
Single-Family Detached	$2,906.00	$2,580.00	$2,580.00	$2,580.00	$2,000.00	$2,000.00	$2,810.00	$3,262.00
One-Bedroom Apartment	$1,100.00	$303.00	$308.00	$309.00	$55.00	$55.00	$294.00	$272.00
Two + Bedroom Apartment	$2,993.00	$1,954.00	$1,954.00	$1,954.00	$1,500.00	$1,500.00	$2,782.00	$4,404.00

Housing Type	2005-06	2007-08						
Single-Family Detached	$3,909.00	$3,721.00	*	*	*	*	*	*
One-Bedroom Apartment	$18.00	$0	*	*	*	*	*	*
Two + Bedroom Apartment	$3,494.00	$2,419.00	*	*	*	*	*	*
Duplex/Townhouse Units	$3,494.00	$2,419.00	*	*	*	*	*	*

The Monroe School District also receives impact fees from the City of Monroe. The City has consistently enacted a school impact fee program also dating back to 1991. The authorization to collect impact fees is found in Monroe Municipal Code Chapter 20.07. The City changed from a SEPA based program to the GMA impact fee system in October of 2002. The Monroe City Council had established a discount fee of 25%. It is anticipated that the 25% discount fee will continue.

Table 15(b)
Monroe School District
Impact Fees Authorized Under Monroe Municipal Code Title 20.07
1995 - 2006

Housing Type	1995	1996	1997	1998	1999	2000	2001-2002	2003-2004
Single-Family Detached	*	*	*	*	$2,580.00	$4,215.00	$4,215.00	$4,894.00
One-Bedroom Apartment	*	*	*	*	$309.00	$441.00	$441.00	$409.00
Two + Bedroom Apartment	*	*	*	*	$1,954.00	$4,173.00	$4,173.00	$6,606.00

Housing Type	2005-2006	2007-2008						
Single-Family Detached	$5,863.00	$5,581.00	*	*	*	*	*	*
One-Bedroom Apartment	$26.00	0	*	*	*	*	*	*
Two + Bedroom Apartment	$5,241.00	$3,637.00	*	*	*	*	*	*
Duplex/Townhouse Units	$5,241.00	$3,637.00	*	*	*	*	*	*

The Role of Impact Fees Under the Washington State Growth Management Act

The Growth Management Act 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 facility deficiencies".[3]

Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables). As required under GMA, credits have also been applied for State Match Funds, property taxes and capital project funds to be proposed for future bond measures. The formula worksheets used to calculate impact fees for residential development proposed within the Monroe School District are provided in Appendix C. The variables used to calculate the impact fees are described below.

[3] Paying For Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January, 1992.

Population Variables

Student Factor. The student factor (or student generation rate) is the average number of students generated by each housing type - in this case, single-family dwellings and multiple-family dwellings which applies to apartments, condos or duplexes with one bedroom or with two or more bedrooms.

Pursuant to a requirement of Snohomish County Ordinance 97-095, each school district is required to conduct student generation studies within their jurisdictions. This is done to "localize" generation rates for purposes of calculating impact fees. A description of this methodology is contained in Appendix D.

The student generation rates for the Monroe School District are shown in Table 16.

Table 16 – Student Generation Rates

	Elementary	Middle	High	Total
Single Family	0.345	0.150	0.178	0.673
Multiple Family, 1 bdrm				0.000
Multiple Family, 2+ bedroom	0.155	0.073	0.114	0.341

Site Acquisition Cost Variables

Facility Design Capacity (students). Facility design capacities reflect the District's estimated number of students each school project is designed to accommodate. These figures are based on design studies of optimum floor area for new school facilities and projected capacity addition for planned school expansion projects. The District designs new elementary schools to accommodate 500 students, new middle schools 750 students and new high schools 1,400 students.

Site Size. The site size gives the optimum acreage for each school type based on studies of existing school sites and State School Board Standards. Actual school sites may vary in size depending on the size of parcels available for sale and other site development constraints such as wetlands. When planning for new school sites, the District considers sites of 10 - 15 acres as optimal for construction of new elementary schools, 20 - 25 acres for new middle and junior high schools and 30 - 40 acres for new high schools.

Average Land Cost per Acre. The Monroe School District continually reviews potential facility sites as future sites will be needed to meet District needs through 2025 and beyond.

Land costs continue to escalate in the District. Recent sales of sites suitable for schools have sold for costs ranging from $152,000 to $231,000 per acre within the city limits. Other recent sales in the unincorporated part of the District show recent sales ranging from $40,000 to $70,000 per acre. Also, in the future, the District may have to consider property condemnation in order to find adequate school sites.

For purposes of this CFP, the District will use the figure of $58,000 per acre as the cost of the property which could be purchased as a usable school site.

Average Off-Site Development Cost per Acre. The average off-site development cost gives the cost (per acre) for developing school sites which are not directly related to construction of the school building itself. Costs vary with each site and may include such items as sewer line extensions, water lines, off-site road and frontage improvements. Off-site development costs are not covered by State Match Funds. Off-site development costs vary widely and can represent 10% or more of the total building construction cost. Off-site development costs are included within the total cost figures.

School Construction Cost Variables

Total Construction Cost. The total construction cost is the estimated cost of planned projects to accommodate new growth based on planned costs or on actual costs of recently constructed schools. If the District does not have this cost information available, construction costs of similar schools within other school districts will be substituted.

Added Capacity. The added capacity is the amount of student capacity that will be added by construction projects planned for accommodating new student growth.

State Match Credit Variables

Area Cost Allowance. This number is used by OSPI as a guideline for determining the area cost allowance for new school construction. The current cost allowance is $168.79 (July, 2008) per square foot.

State Match Percentage. The state match percentage is the proportion of funds that are provided to the school districts, for specific capital projects, from the state's Common School Construction Fund. These funds are disbursed based on a formula which calculates District assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the percentage of the total project to be paid by the state. For new construction and additions, if the Monroe School District qualified under OSPI guidelines for matching funds, it is currently estimated it would receive reimbursement on a matching ratio of 58.15%. However, the money eventually received by the District would not actually be 58.15% of the entire project cost. Historically, the District has received approximately 40% of the total project costs.

Relocatable Facility (Portables) Cost Variables

New Purchase Cost. The new purchase cost is based on actual dollars paid by the District for portable classrooms in the past. The purchase and site installation cost of a portable classroom is estimated at $75,000.

Utilization Period (years). The utilization period is the amount of time that the portable classrooms are needed, usually for a period prior to construction and occupancy of a newly constructed school facility. The utilization period for portables in the Monroe School District is in excess of five (5) years.

Amortization Period (years). The amortization period is the fixed number of years over which the cost of the portable is depreciated until it is written off. The Monroe School District uses an Amortization period of 5 years for portables.

Value as Percentage of Purchase Cost. The value as a percentage of the purchase cost is determined by dividing the amortization period by the utilization period.

Student Capacity. Portable classrooms can provide capacity for 20 to 28 students.

Tax Credit Variables

Interest Rate (20-year GO Bond). This is the interest rate of return on a 20-year General Obligation Bond and is derived from the bond buyer index. The rate of 4.50 percent is used for calculating the tax credit for Snohomish County school districts.

Levy Rate. The current levy rate for the Monroe School District is $0.86564916 per one-thousand dollars ($1,000.00) of assessed valuation in the Bond Redemption Fund.

Average Assessed Value. This figure is based on the District's average assessed value for each type of dwelling unit (single-family and multiple-family). The current average assessed value for single-family detached residential dwellings is $339,743 the average assessed value for multi-family units is $161,031 for 2+ bedroom units and $107,818 for one bedroom units.

Time Remaining on Bonds. This is the average amount of time remaining on Capital Projects/General Obligation Bonds issued by the Monroe School District. The average time remaining on bonds issued by the Monroe School District is less than 10 years. The Snohomish County average of 10 years is used for impact calculations.

Other District Credits. This figure represents the percentage of capital project costs that the District plans to fund with future bond revenues.

Proposed Monroe School District Impact Fee Schedule

Using the variables and formula described, impact fees proposed for the Monroe School District are summarized in Tables 17(a) and 17(b). Refer to Appendix C for impact fee calculations.

Table 17(a)
Monroe School District
Proposed Impact Fee Schedule (50% Discount)
Snohomish County

Housing Type	Impact Fee Per Unit
Single-Family Detached	$3,139
Multi-Family (2+bedrooms)	$1,383
Multi-Family (one bedroom)	$0
Duplex/Townhouse Units	$1,383

Table 17(b)
Monroe School District
Proposed Impact Fee Schedule (25% Discount)
City of Monroe

Housing Type	Impact Fee Per Unit
Single-Family Detached	$4,708
Multi-Family (2+bedrooms)	$2,075
Multi-Family (one bedroom)	$0
Duplex/Townhouse Units	$2,075

BIBLIOGRAPHY

Snohomish County Code Title 30.66C, Adopted by Snohomish County Council.

Monroe Municipal Code Title 20.07, Adopted by the Monroe City Council

APPENDIX A
MONROE SCHOOL DISTRICT
POPULATION AND ENROLLMENT DATA

Items found in Appendix A include the following:

A-1 Monroe School District Head Count and FTE Count, October 1, 2007

A-2 OSPI Projected Enrollment through 2013 (Report 1049)

A-3 Ratio to Population Forecast through 2013

A-4 Monroe School District Study & Survey 2007 (excerpt)

APPENDIX A-1

Monroe School District
Head Count and FTE Count, October 1, 2007

HEAD COUNT ENROLLMENT

DATE: 10/1/2007 BILINGUAL: 456

	CLE	FWE	FRE	MBE	SWE	HRM	MNM	PPM	MHS	LIL	SVC	Out of Dist. SPED	WAVA	U3	TOTAL	R.S.
K	85.00	118.00	73.00	57.00	74.00										407.00	
1	92.00	146.00	91.00	76.00	71.00						90.00				566.00	
2	98.00	113.00	91.00	69.00	95.00						53.00	1.00			520.00	
3	85.00	139.00	87.00	76.00	84.00						56.00				527.00	
4	71.00	117.00	85.00	51.00	79.00						54.00				457.00	
5	91.00	121.00	76.00	89.00	75.00						60.00	2.00			514.00	
6						88.00	167.00	182.00			75.00	1.00			513.00	
7						98.00	153.00	201.00	3.00		80.00	1.00			536.00	
8						103.00	178.00	194.00	3.00	2.00	59.00				539.00	
9									485.00	11.00	63.00	1.00	169.00		729.00	
10									431.00	29.00	58.00	1.00	89.00		608.00	
11									474.00	55.00	44.00	2.00	2.00		577.00	
12									365.00	98.00	35.00	1.00		173.00	672.00	
TOTAL	522.00	754.00	503.00	418.00	478.00	289.00	498.00	577.00	1761.00	195.00	727.00	10.00	260.00	173.00	7165.00	101.00

FTE ENROLLMENT

	CLE	FWE	FRE	MBE	SWE	HRM	MNM	PPM	MHS	LIL	SVC	Out of Dist. SPED	WAVA	U3	TOTAL	
K	42.50	59.00	36.50	28.50	37.00										203.50	
1	92.00	146.00	91.00	76.00	71.00						88.91				564.91	
2	98.00	113.00	91.00	69.00	95.00						52.93	1.00			519.93	
3	85.00	139.00	87.00	76.00	84.00						55.36				526.36	
4	70.10	117.00	85.00	51.00	79.00						53.95				456.05	
5	91.00	121.00	76.00	89.00	75.00						59.73	2.00			513.73	2784.48
6						88.00	166.20	182.00			74.92	1.00			512.12	
7						98.00	152.40	201.00	3.00		79.37	1.00			534.77	
8						103.00	177.80	193.57	3.00	2.00	57.44				536.81	1583.70
9									484.40	11.00	62.44	1.00	153.85		712.69	
10									431.80	28.40	56.53	1.00	82.07		599.80	
11									447.50	56.30	38.96	2.00	1.85		546.61	
12									355.60	93.40	31.39	1.00		173.00	654.39	2513.49
TOTAL	478.60	695.00	466.50	389.50	441.00	289.00	496.40	576.57	1725.30	191.10	711.93	10.00	237.77	173.00	6881.67	

APPENDIX A-2

OSPI Projected Enrollment through 2013 (Report 1049)

REPORT NO. 1049
Run on January 18, 2008

DETERMINATION OF PROJECTED ENROLLMENTS BY COHORT SURVIVAL

	---ACTUAL ENROLLMENTS ON OCTOBER FIRST---						Average %	---PROJECTED ENROLLMENTS---					
	2002	2003	2004	2005	2006	2007	Survival	2008	2009	2010	2011	2012	2013
Kindergarten	382	374	406	436	436	407		441	451	460	470	480	490
Grade 1	451	466	436	515	532	566	123.44	502	544	557	568	580	593
Grade 2	478	467	460	453	512	520	100.66	570	505	548	561	572	584
Grade 3	482	472	475	487	457	527	102.02	531	582	515	559	572	584
Grade 4	485	485	473	496	507	457	101.87	537	541	593	525	569	583
Grade 5	491	500	490	492	505	514	102.26	467	549	553	606	537	582
Grade 6	494	510	508	518	499	513	102.83	529	480	565	569	623	552
K-6 Head Count	3,263	3,274	3,248	3,397	3,448	3,504		3,577	3,652	3,791	3,858	3,933	3,968
K-6 W/K @ .5	3,072	3,087	3,045	3,179	3,230	3,301		3,357	3,427	3,561	3,623	3,693	3,723
Grade 7	510	514	508	525	540	536	103.73	532	549	498	586	590	646
Grade 8	512	515	522	530	538	539	101.83	546	542	559	507	597	601
7-8 Head Count	1,022	1029	1,030	1,055	1,078	1,075		1078	1091	1057	1093	1187	1247
Grade 9	470	538	509	558	518	727	108.73	586	594	589	608	551	649
Grade 10	531	514	526	517	565	616	105.77	769	620	628	623	643	583
Grade 11	430	501	492	523	526	575	98.60	607	758	611	619	614	634
Grade 12	445	468	562	591	661	677	119.24	686	724	904	729	738	732
9-12 Head Count	1,876	2,021	2,089	2,189	2,270	2,595		2,648	2,696	2,732	2,579	2,546	2,598
K-12 Head Count	6,161	6,324	6,367	6,641	6,796	7,174		7,303	7,439	7,580	7,530	7,666	7,813
K-12 W/K @ .5	5,970	6,137	6,164	6,423	6,578	6,971		7,083	7,214	7,350	7,295	7,426	7,568

APPENDIX A-3

Monroe School District
Ratio to Population Forecast through 2013
(excluding WAVA and U3 programs)

	Student to Population Ratio							Projected Enrollments						
	2002	2003	2004	2005	2006	2007	Average %	2008	2009	2010	2011	2012	2013	2025
Population	32,951	33,511	34,071	34,631	35,191	35,751		36,320	36,889	37,458	38,027	38596	39,165	45,993
Kindergarten	399	374	406	436	436	407	0.062256	415	395	402	435	441	448	526
Grade 1	421	466	436	515	532	566	0.086577	577	550	558	604	614	623	731
Grade 2	455	467	460	453	512	520	0.079541	530	505	513	555	564	572	672
Grade 3	494	472	475	487	457	527	0.080612	538	512	520	563	571	580	681
Grade 4	472	485	473	496	507	457	0.069904	466	444	451	488	495	503	590
Grade 5	499	500	490	492	505	514	0.078623	524	499	507	549	557	565	664
Grade 6	496	510	508	518	499	513	0.078470	523	498	506	548	556	564	663
K-6 Head Count	3236	3,274	3,248	3,397	3,448	3,504		3574	3405	3457	3742	3798	3854	4526
K-6 WK @ .5	3036.5	3,087	3,045	3,179	3,230	3,301		3367	3207	3256	3525	3578	3630	4263
Grade 7	455	514	508	525	540	536	0.081989	547	521	529	572	581	590	692
Grade 8	499	515	522	530	538	539	0.082447	550	524	532	576	584	593	696
7-8 Headcount	954	1029	1,030	1,055	1,078	1,075		1,097	1045	1061	1148	1165	1182	1389
Grade 9	454	538	509	558	518	558	0.085354	569	706	717	596	605	614	721
Grade 10	404	514	526	517	565	527	0.080612	538	599	554	563	571	580	681
Grade 11	460	501	492	523	526	573	0.087648	584	559	603	612	621	630	740
Grade 12	338	468	562	591	661	504	0.077094	514	658	530	538	546	554	651
9-12 Headcount	1656	2,021	2,089	2,189	2,270	2,162		2205	2521	2405	2309	2343	2378	2793
K-12 Headcount	5846	6,324	6,367	6,641	6,796	6,741		6876	6971	6922	7199	7307	7415	8707
K-12 W/K @ .5	5647	6,137	6,164	6,423	6,578	6,538		6668	6773	6877	6982	7086	7191	8444
								(Projections 2008-2025 exclude WAVA & U3)						
	0.171361	0.183134	0.180916	0.18547	0.186923	0.182876	**0.183864**	**0.1836**						
							2003-2007 Average	2008-2025 Average						

2. LONG RANGE EDUCATIONAL AND FACILITIES PLAN

Overview of the Monroe School District

Monroe School District is uniquely located in the southeastern portion of Snohomish County and covers approximately 82 square miles. The Skykomish and Snoqualmie Rivers join to form the Snohomish River in the center of the District. The topography includes flood plains to rolling hills. The major east-west road is U.S. Highway 2, leading from Everett to Stevens Pass and Eastern Washington. The major link to Bothell, Seattle, and the east side of the County is SR-522, leading from Monroe to Woodinville. SR-203 is a major traffic link between Monroe, Duvall, Carnation and the Redmond/Bellevue areas.

The District currently serves a student population of 7,174 (October 1, 2007) with six elementary schools, three middle schools, and one high school. "Leaders in Learning", an individualized secondary program, is also offered in a facility owned by the District but not located in an existing school. Sky Valley Education Center, an individualized program for students in grades K-12 who otherwise would be home schooled, is housed in leased facilities. Summit School is a cooperative program with Snohomish and Sultan School Districts to offer a highly specialized program for students in grades 7-12 and is also housed in leased facilities. Sky Valley Education Center, Summit School and Leaders in Learning student enrollment figures are included in both the District and OSPI figures.

Elementary schools provide educational programs for students in kindergarten through grade five. Middle schools serve grades six through eight and the high school, grades nine through twelve. Leaders in Learning serve grades nine through twelve.

The District also provides fiscal and administrative support for the Youth Re-Engagement program housed off-site at Everett Community College in Everett Washington. Re-Engagement program enrollment figures are not included in either District or OSPI figures.

Significant Issues Related to Facility Planning in the Monroe School District

Student Growth - A significant issue faces the Monroe School District in terms of providing classroom capacity to accommodate projected enrollment demands due to the rate of student growth, and the availability and affordability of suitable school sites for development of new facilities. Enrollment projections for the District indicate continued growth. Accommodating this growth within the District's adopted educational program will require expansion of existing facilities, construction of new facilities on acquired sites, and temporary housing of students in portables until such time as permanent facilities can be provided.

Enrollment Projection Summary

Enrollment in the Monroe School District has been increasing steadily since the 1980's. This trend is partially due to an increase in births in the 1980's and 1990's as the children of baby boomers entered the schools. It is also due to continued housing and population growth in Snohomish County (see the detailed demographic data and population projections included in Chapter 3 of this report). In summary, the medium range enrollment projection for Monroe School District is expected to increase from today's enrollment of 7,174 to 7,500 students in 2010 and to more than 9,100 students by 2020. More growth is expected at the elementary grade band than at the middle school and high school level through 2010. The long range forecast suggests that the District could see an additional 1,000 elementary students, approximately 500 middle school students, and over 600 high school students by 2020.

Educational Facility and Program Standards

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 classroom facilities (portables). Monroe School District grade level configurations were modified in September 2005 to meet student needs by converting the Junior High into a Middle School, thereby reducing student load at the elementary and middle school levels. The District's educational program standards which directly affect school capacity are outlined below for the elementary, middle, and high school levels.

Educational Program Standards for Elementary Schools

- *Class size for grades K-4 should not exceed 24 students. Class size for grade 5 should not exceed 28 students.*
- *Special Education for students will be provided in a self-contained classroom or in a separate classroom.*
- *All students will be provided music instruction in a separate classroom.*
- *All students will have scheduled time in a computer lab.*
- *Optimum design capacity for new elementary schools is 500-700 students.*

Educational Program Standards for Middle and High Schools

- *Class size for middle school grades should not exceed 28 students.*
- *Class size for high school grades should not exceed 28 students.*
- *As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have work space during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day.*
- *Special Education for students will be provided in a self-contained classroom.*
- *Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows: Resource Rooms (i.e. computer labs, study rooms); Special Education Classrooms; and Program Specific Classrooms (i.e. music, drama, art, science, family and consumer science, physical education, technology education).*
- *Desired design capacity for new middle schools is 750 students. However, actual capacity of individual schools may vary depending on the educational programs offered and/or geographic area served.*
- *Desired design capacity for new high schools is 1,600-1,800 students. However, actual capacity of individual schools may vary depending on the educational programs offered.*

Relocatable Classroom Facilities (Portables)

Portables are used as interim classroom space to house students until construction of permanent classroom facilities takes place. The Monroe School District currently uses 30 portables at various school sites throughout the District to provide additional interim capacity. These portables will continue to be used and moved from site to site in order to meet instructional needs and temporarily house students as necessary until permanent facilities are constructed or service areas are adjusted.

Land Inventory

The Monroe School District owns an undeveloped parcel of 14 acres adjacent to Chain Lake Elementary. The District could build a middle school on this site to serve the growing northern end of the District but the presence of a large wetland in the southwest corner and associated buffers will make this challenging. It is believed that a 2-story middle school will fit in the southeast corner of the site but there will be little to no room left for development of playfields conducive to a middle school program. The site is outside the urban growth boundary and therefore does not have sewer service. A new school will have to include a sewage holding tank and be pumped regularly as is currently done for Chain Lake Elementary.

The District is in the process of pursuing a property purchase of 14 acres along the Old Owen Road corridor. The property is expected to be used for a new elementary school.

It is anticipated the District will still need additional elementary schools in the area north of Highway 2. The necessary sites should be purchased in the near future while developable property suited to school sites is still available.

Renovation/Replacement of Existing Facilities – A number of Monroe School District's facilities have surpassed their useful life and are in need of a major renovation or replacement. Building systems are failing at a rate that surpasses routine maintenance and the physical structures at several sites are deteriorating at an accelerated rate. In addition to the infrastructure needs, District programs are challenged to keep current with educational needs due to lack of classroom and support resources. The three District school facilities requiring the most significant attention are as follows:

Monroe Middle School
Park Place Middle School
Frank Wagner Elementary School East

Additional District facilities are in need of minor improvements to correct life safety issues, implement code upgrades, and provide parity across grade bands at selected school sites. Funding should be allocated as part of a District-wide improvement plan for miscellaneous small projects to correct deficiencies at all sites.

District support facilities such as the Central Administration Building and the Maintenance Offices are in need of significant renovations but have not been listed as a higher priority than the schools mentioned above. In the near future the District will need to address funding of support services as their current facilities continue to grow more outdated and require more maintenance

New Facilities and Additions – Additional elementary classroom capacity is needed. Immediate capacity can be accommodated by classroom additions to existing schools. The following three campuses have been identified as having expansion potential:

Salem Woods Elementary School – 4 classroom addition
Chain Lake Elementary School – 4 classroom addition
Frank Wagner Elementary School Campus – 12 classroom addition

To accommodate the long range growth forecast which predicts that the District will see an additional 1,000 elementary school students by 2020, two new elementary school sites should be purchased as soon as possible and planning for development of the sites started in the near future.

Facility Planning Committee

In anticipation of a school construction bond in 2008, the District convened a series of facility work groups to review facility needs and study different aspects of a future bond issue. The process involved district personnel, school staff, parents, and community members. Volunteers were divided up into selected committees and groups as follows:

Oversight Committee – approximately 12 members, meeting once a month to discuss the nature of education, review big picture perspectives on schools, make recommendations as to what school facilities will need to meet District program requirements in the future, and to oversee the bond development planning and process.

School and Site Review Groups – unlimited membership to identify needs at specific school sites, organized by "school of attendance".

Synthesis and Analysis Group – 10 to 15 members to review data specific to grade bands and begin prioritization of school needs.

Facility Oversight Review Committee – approximately 12 members to review comments and suggestions for feasibility and cost effectiveness.

Summary of Facility Work Group Recommendations

After three months of meetings, tours and workshops, the facility work groups presented the following summary of information to the Facility Professionals Review Group:

High School – Top 5 Suggested Projects
- Purchase existing Sky Valley Education Center facility to add "Leaders in Learning" to additional space provided
- Increase MHS Library square footage
- Upgrade MHS Performing Arts Center
- Upgrade baseball/softball fields at MHS to competition fields
- Add new soft-floor field house on MHS site

Middle Schools – Top 5 Suggested Projects
- Modernize Monroe Middle School
- Improve student safety by improving traffic patterns & campus access, student activity seating
- Improve "comfort" systems – ADA accessibility, restrooms, kitchens & heating/ventilation
- Increase student access to technology at all schools
- Install/improve outdoor play areas to be equitable between schools

Elementary Schools – Top 5 Suggested Projects for Safety
- Chain Lake – gym drainage & tile; office building structural inspection & potential repair
- Salem Woods – parking & traffic flow; gym floor
- Monroe – office visibility to entrance; parking lot
- Fryelands – portico run-off
- Frank Wagner – portable classrooms; drainage; trees/parking lot

Elementary Schools – Top 5 Suggested Projects for Improved Learning
- Improve heating/ventilation at Salem Woods, Fryelands, Monroe, Frank Wagner and Chain Lake
- Enclose halls at Salem Woods
- Add library, technology center & classrooms in a new building to be shared by Frank Wagner & Monroe; use Monroe library as new main office; demolish annex classrooms
- Revamp Fryelands storage areas to add classrooms

Elementary Schools – Top 5 Suggested Projects for Core Facilities
- New roof at Chain Lake
- Monroe kitchen and lunchroom revamp
- Maltby storage for PE equipment
- Maltby kitchen revamp
- Chain Lake playground remodel

Elementary Schools – Top 5 Suggested Projects for Infrastructure
- Covered play area added at Monroe
- New carpet at Frank Wagner and Chain Lake
- New gutters at Salem Woods
- Classroom technology to be increased at all schools
- Chain Lake playground drainage improved

Facility Oversight Review Committee
The Facility Oversight Review Committee examined and discussed the Work Group recommendations. To assist the committee in refinement and prioritization of needs into a fiscally responsive long-term facility use plan, the following goals were established to frame future decisions:

1. Use current available school sites for future expansion or new schools, (e.g. combine Frank Wagner Elementary and Monroe Elementary into one site utilizing available "underutilized" property between the sites for development of "Core-facilities" to be used by both schools, development of the Chain Lake Middle School Site to accommodate middle school growth at the north end of the District, Classroom additions to Chain Lake Elementary and Salem Woods Elementary, and development of a new elementary school facility at the Old Owen property).

2. Evaluate current facilities to identify modifications needed to adequately serve the grade bands assigned to the school.

3. Attempt to maintain the current grade configuration if possible. Determine a consistent configuration for the longest possible duration.

4. Recognize the uniqueness of the respective grades and programs served at each site.

5. Develop a long-term plan that would be the most fiscally responsible to the local taxpayer.

Long-Term Strategic Facility Plan

Based on the Facility Committee's established goals, examination of population projections, and the recommendations of the Facility Work Group, the following items have been determined to be significant facility needs. Implementation of a plan to address these items is necessary to restore the condition of the existing buildings, upgrade/expand instructional space to meet current program requirements, and accommodate growth in student enrollment.

A. Optimize Current Facilities and Land

1. Determine if the Chain Lake Site or another District owned site can be used for a future middle school.
2. Add four classrooms at Chain Lake Elementary.
3. Add four classrooms at Salem Woods Elementary. (Student capacity restricted due to septic holding tank)
4. Renovation of Park Place Middle School to serve program requirements and replace failing systems.
5. New core facility serving Frank Wagner Elementary and Monroe Elementary. Demolish the Monroe Elementary classroom annex and provide a new core facility building between the schools consisting of a library, technology center, and up to twelve classrooms.
6. Transition out of the existing Monroe Middle School and determine best use for facility/site. Should this facility be replaced on its current site or relocated to a different site?
7. Determine future of the Central School Site and if it should continue to be used as the District Office.
8. Hidden River Middle School site can be expanded to accommodate 800+ students if needed. (Enrollment projected through 2012 does not indicate a need for expansion within this service area).

B. Future Sites

1. Purchase the Old Owen site for development of future elementary school.
2. Purchase the leased facility for the Sky Valley Education Center.

3. Locate and purchase a site for a satellite transportation facility.
4. Find and purchase a future elementary site north of Highway 2.

C. Program Considerations

1. Ensure full state / local funding for low class size ratios.
2. Relocate "Leaders in Learning" to a space that is conducive to education – possibly co-locate with Sky Valley Education Center.
3. Improve softball and baseball fields at the high school to consolidate competition fields.
4. Implement technology upgrades and expansion throughout all school facilities.

D. Immediate Needs

1. Bond Issue is needed to fund improvements.
2. Middle School program and facility upgrades are needed at existing middle schools.
3. *Additional elementary school capacity is needed.*
4. Site safety and access upgrades are needed at older schools.
5. HVAC upgrades, new roofing, and ADA improvements are required at selected sites.

Committee Recommendations

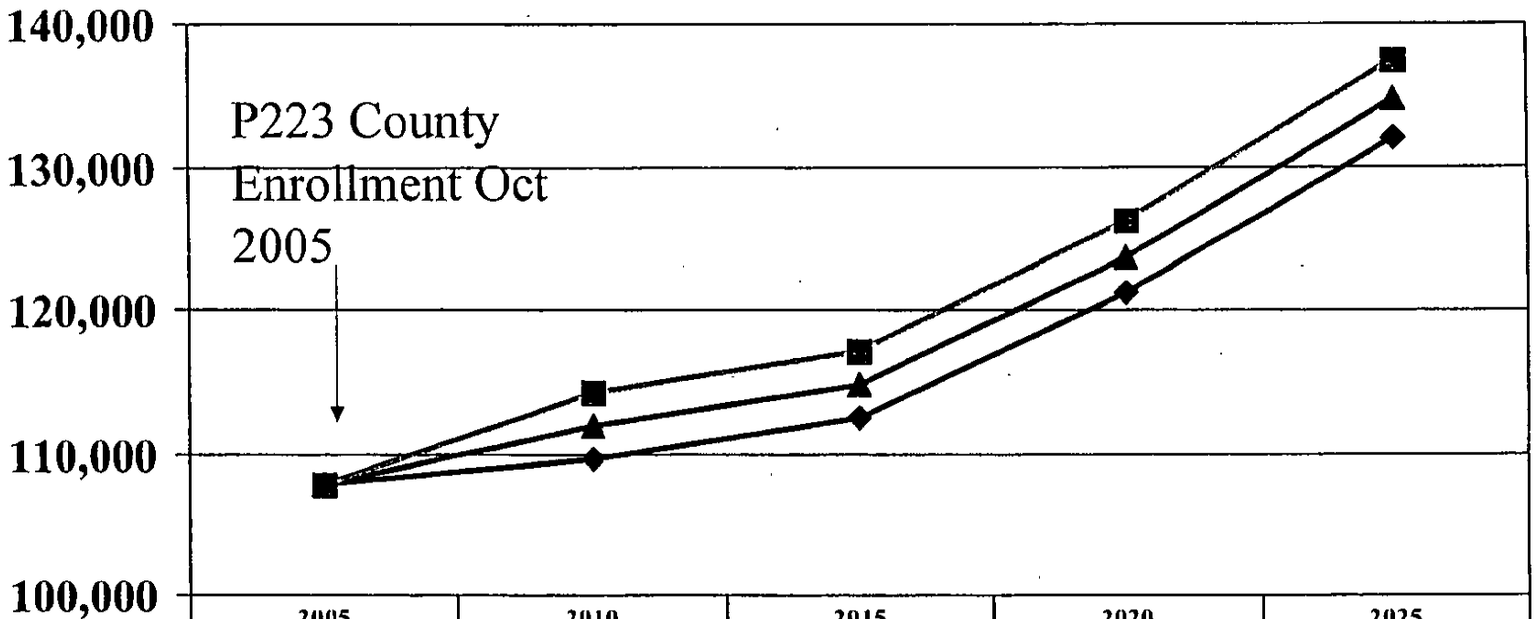
The above items will be presented to the Monroe School District Board of Directors for further review and discussion. These are immediate needs and as many of these items as possible should be addressed in the next Bond campaign. Any items that are not included on the upcoming Bond Issue should be re-evaluated and considered on a following Bond Issue within the next 4-6 years.

Strategic Plan Cost Estimate Summary

See attached spreadsheet

Snohomish County K-12 Public School Enrollment Forecasts

Projection Based on OFM Age 5-19 Forecasts and Latest Pop. Estimates



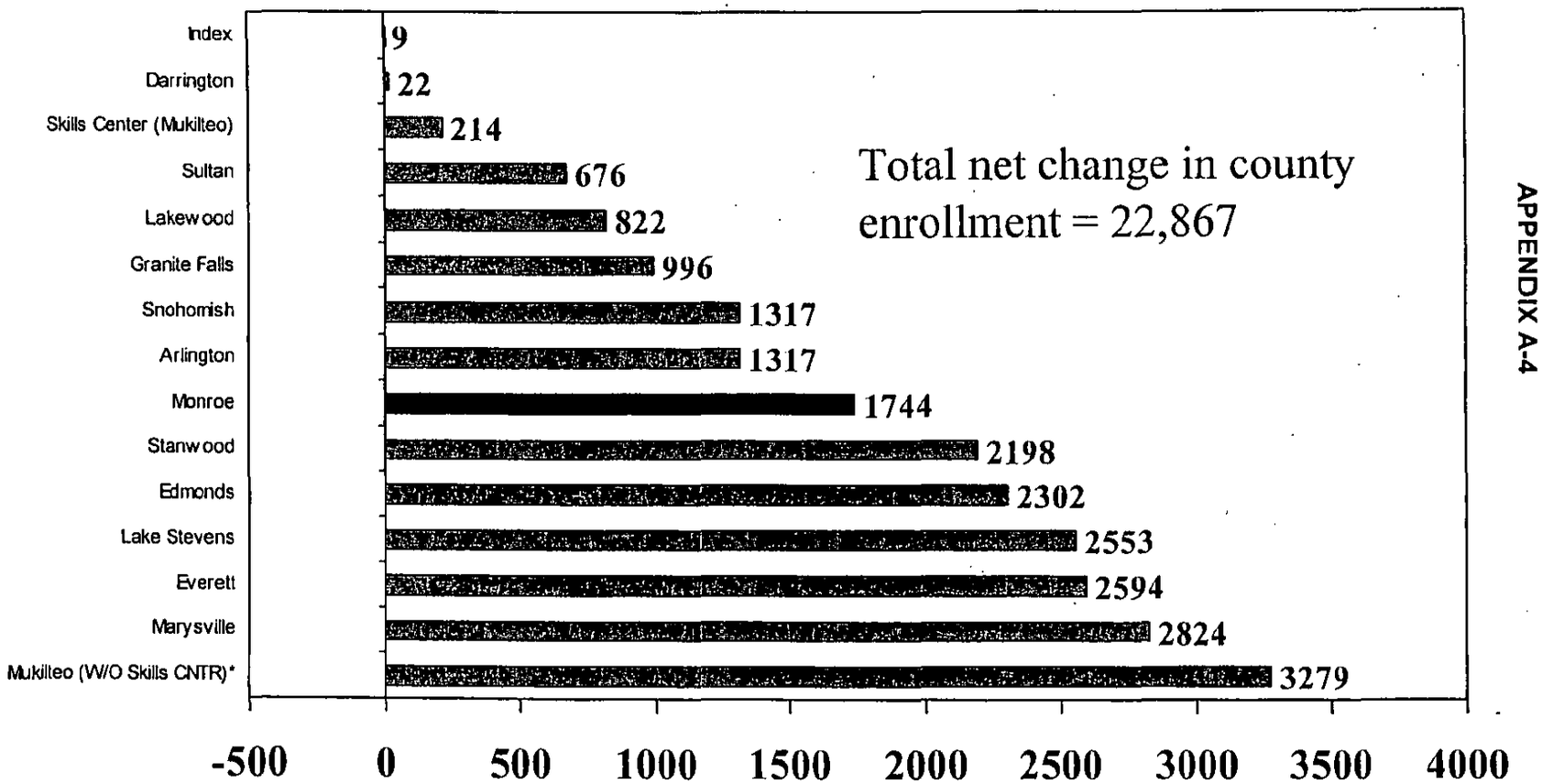
	2005	2010	2015	2020	2025
Low	107,925	109,704	112,500	121,241	131,935
Medium	107,925	111,943	114,796	123,715	134,628
High	107,925	114,228	117,139	126,240	137,375

APPENDIX A-4

Change in Enrollment by District

Snohomish County Oct -1991 to Oct -2000

Note: Data may not reflect enrollment revisions submitted after the count date

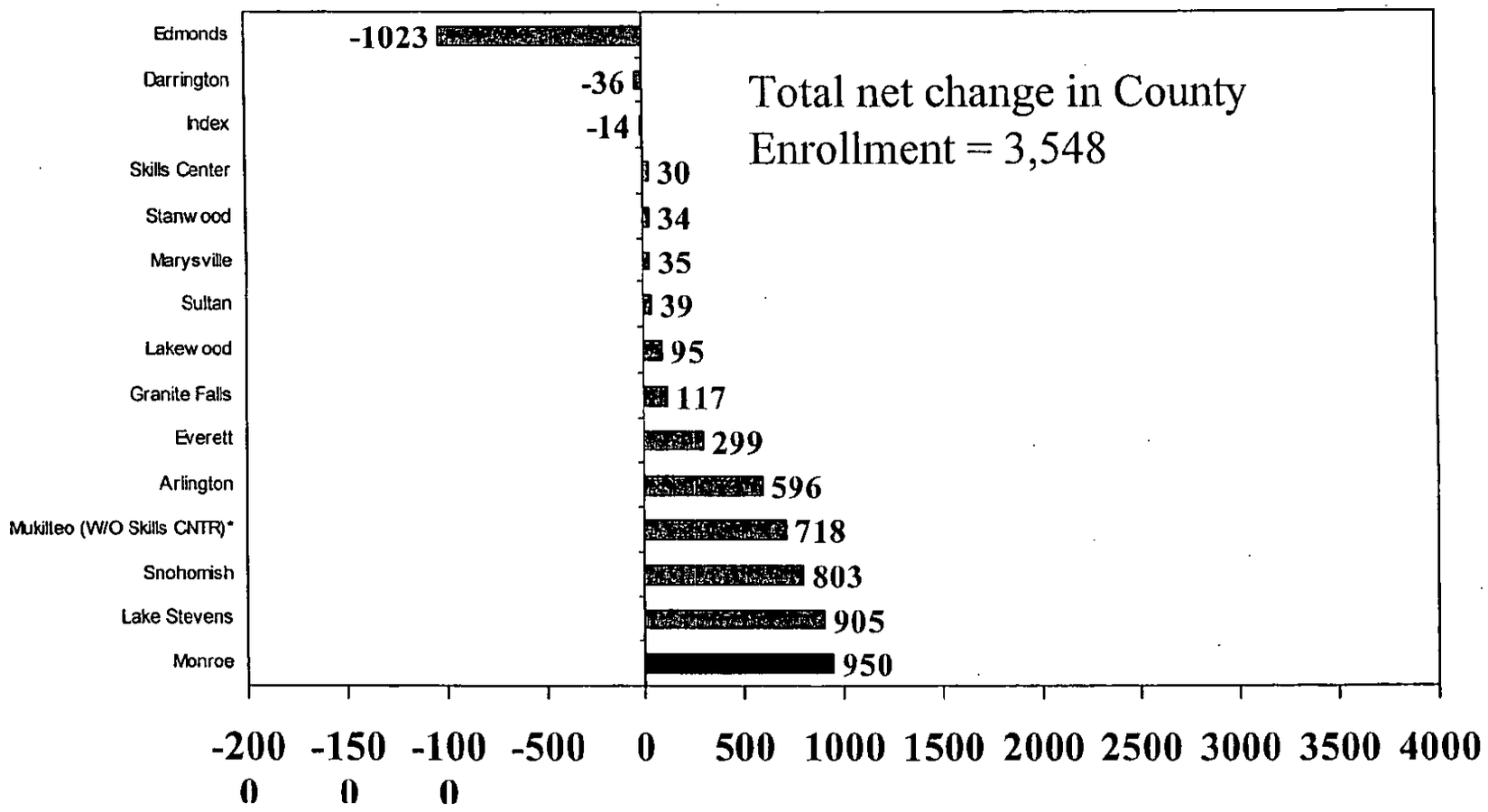


APPENDIX A-4

Change in Enrollment by District

Snohomish County Oct -2000 to Oct -2006

Note: Data may not reflect enrollment revisions submitted after the count date



APPENDIX A-4

Births

- Births in the county and nationwide began to increase in the 1980's as baby boomers begin to have children. This marked increase in births represents the "echo" of the baby boom, and its effects were felt from 1985 through 2000.

- Since that time births have tended to trend down or decline slightly resulting in slower elementary growth in many areas around the country.

- Births in Snohomish County show a similar pattern to national trends. They increased between 1985 and 1993 and then started to trend down between 1994 and 2000. This resulted in slower elementary enrollment growth in the late 1990's. Since 2000 annual births have ranged between 8300 and 8700 per year, until 2005 when they rose to 8934. County births for 2006 have not yet been finalized.

Births: Looking Forward

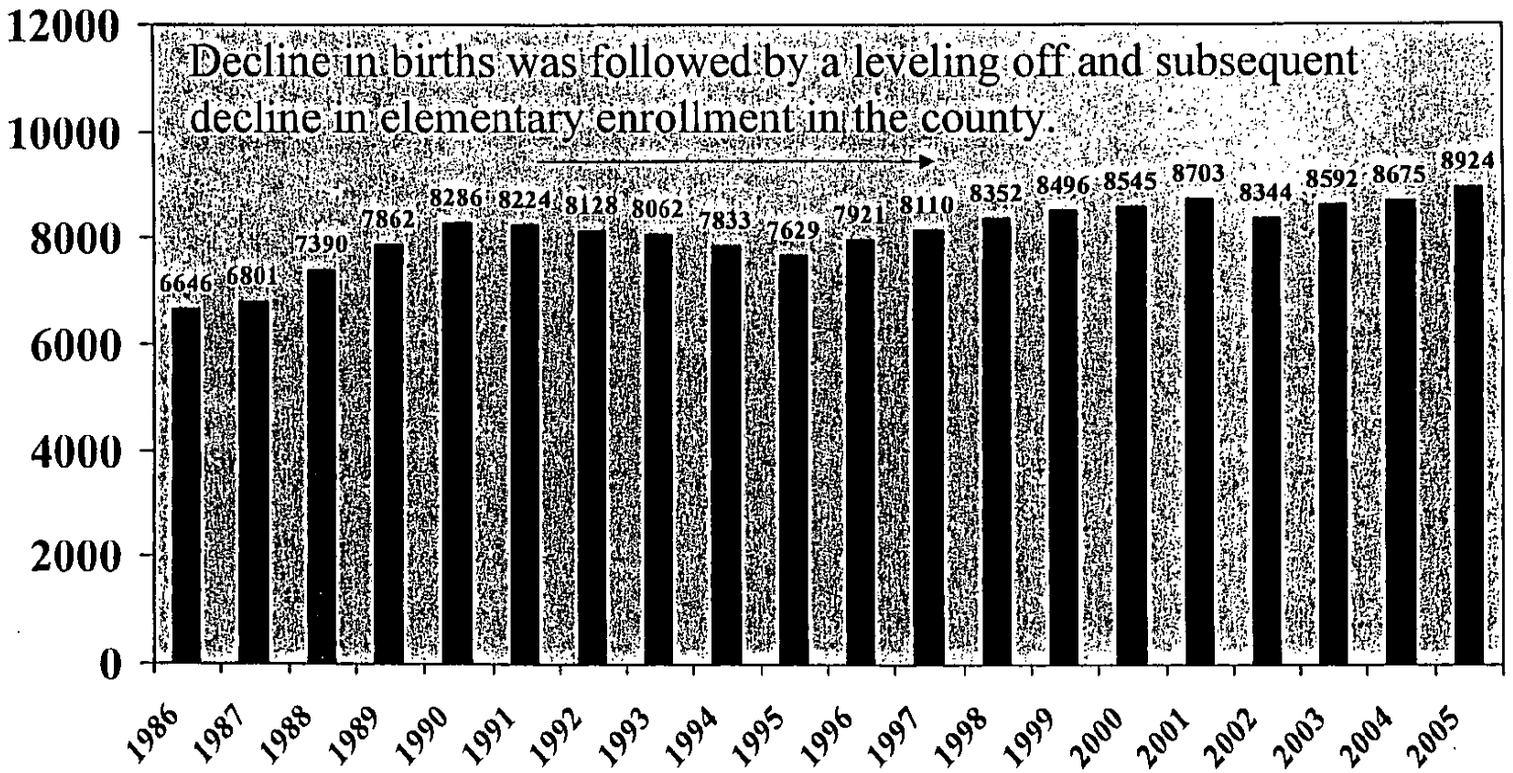
- The demographer for the State of Washington is predicting a marked increase in births statewide between 2010 and 2020, which is likely to result in a subsequent increase in K-12 enrollment.

- Births have averaged about 8500 per year over the past 5 years. Between 2005 and 2010 this average is expected to rise to approximately 9,400 a year and between 2010 and 2015 births will average over 10,000 a year county-wide.

- The larger projected birth cohorts in the coming years suggest that enrollment growth will likely start to increase at a greater rate (from current levels) somewhere between 2012 and 2020. By 2015 it is likely that all districts in the county will be growing, including Edmonds, where enrollment has declined since 2000.

Snohomish County Births

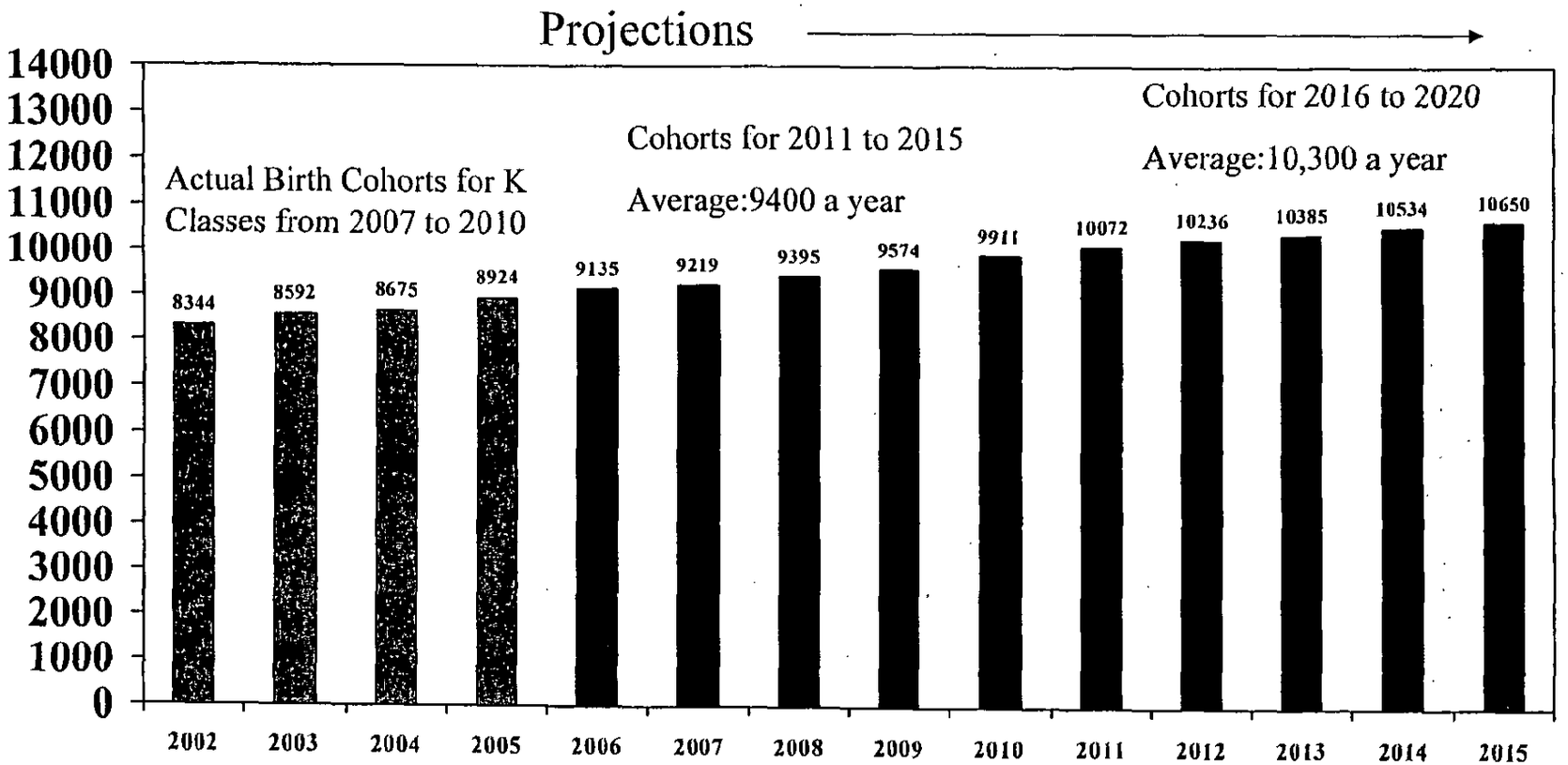
Washington State Department of Health



APPENDIX A-4

Projections of Births for Snohomish County

Based on County Population forecasts from OFM and birth rate estimates



APPENDIX A-4

Population: County and K-12

- The population in Snohomish County increased by approximately 2.4% between 2005 and 2006 based on estimates from the Office of Financial Management (OFM) at the State of Washington. This rate of growth is the highest since 2000, and the net gain in the population between 2005 and 2006 is the largest gain since the period between 1997 and 1998.

- In general population growth in Snohomish County and the Puget Sound region has been slower in recent years than it was in the late 1980's and early 1990's. OFM attributes this change in the late 1990's to the fact that California's economy recovered from a recession, halting the flow of residents from that state to other western states. The most recent estimates of the population suggest that county growth is trending close to the intermediate projection from OFM.

Population K-12

- Baby-boomers still make up the greatest percentage of the population in the county. And even though K-12 enrollment has been growing county-wide, the percentage of the population that is K-12 has been declining in recent years (other groups are growing at a faster rate).

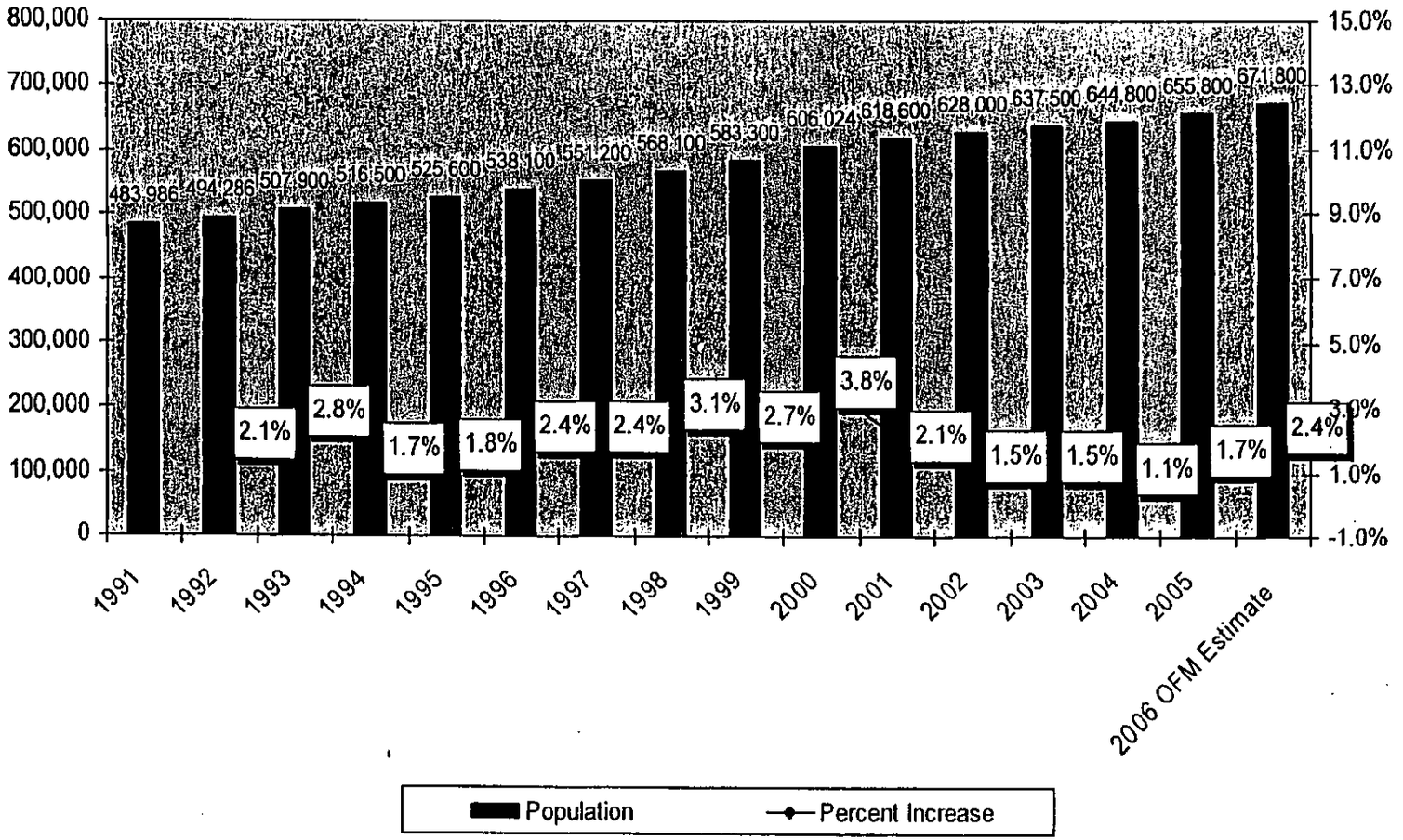
- This trend is expected to start to change between 2010 and 2020 as births start to rise. Between 2015 and 2020 it is expected that the percentage of the population that is K-12 will start to increase again.

- Long range estimates of K-12 public school enrollment in the county suggest that the current population of approximately 108,000 will increase to somewhere between 134,000 and 140,000 by 2020. The most dramatic rise is likely to occur between 2015 and 2020.

APPENDIX A-4

Snohomish County Population Estimates

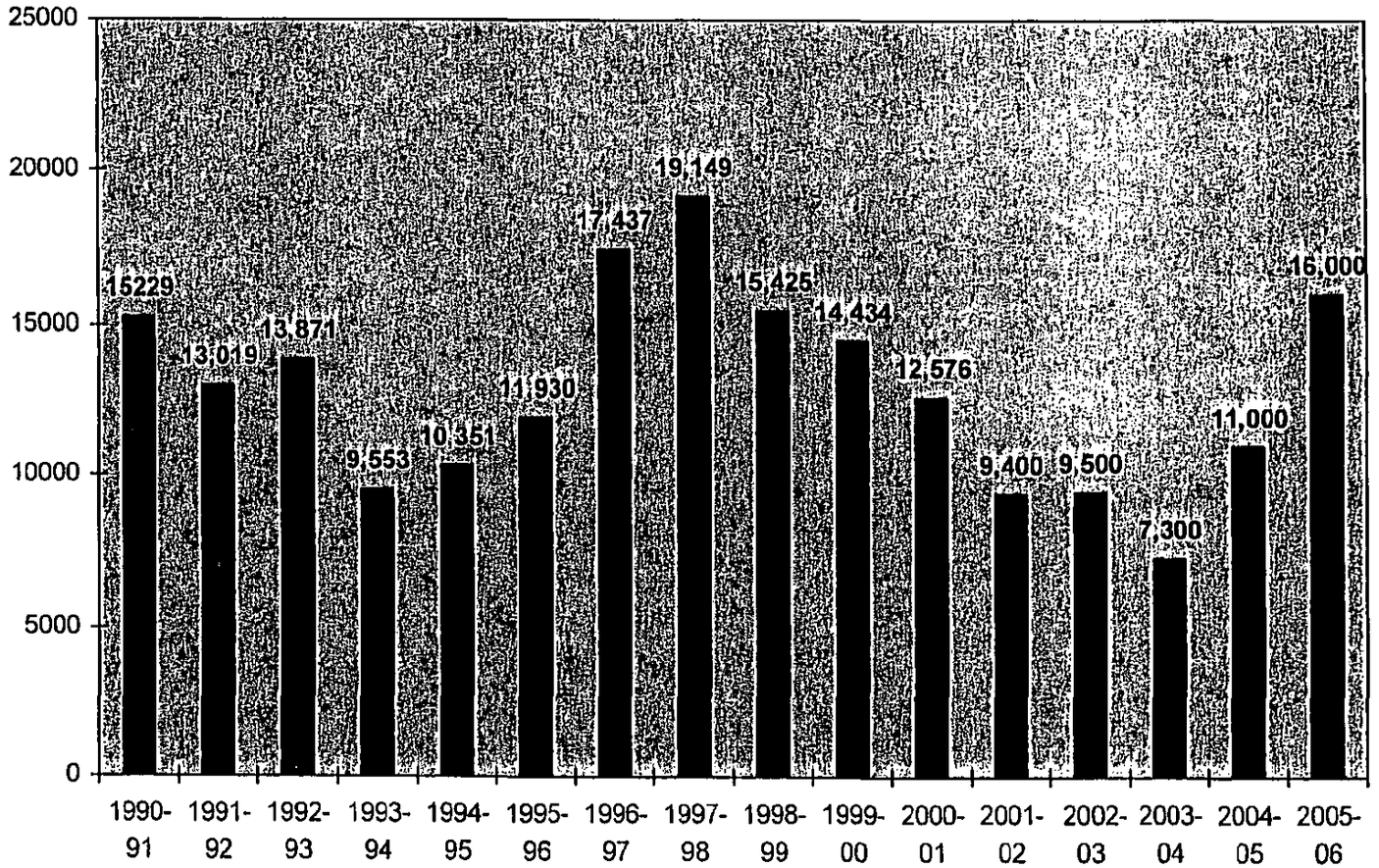
Source: OFM State of Washington



APPENDIX A-4

Net Change in Snohomish County Population

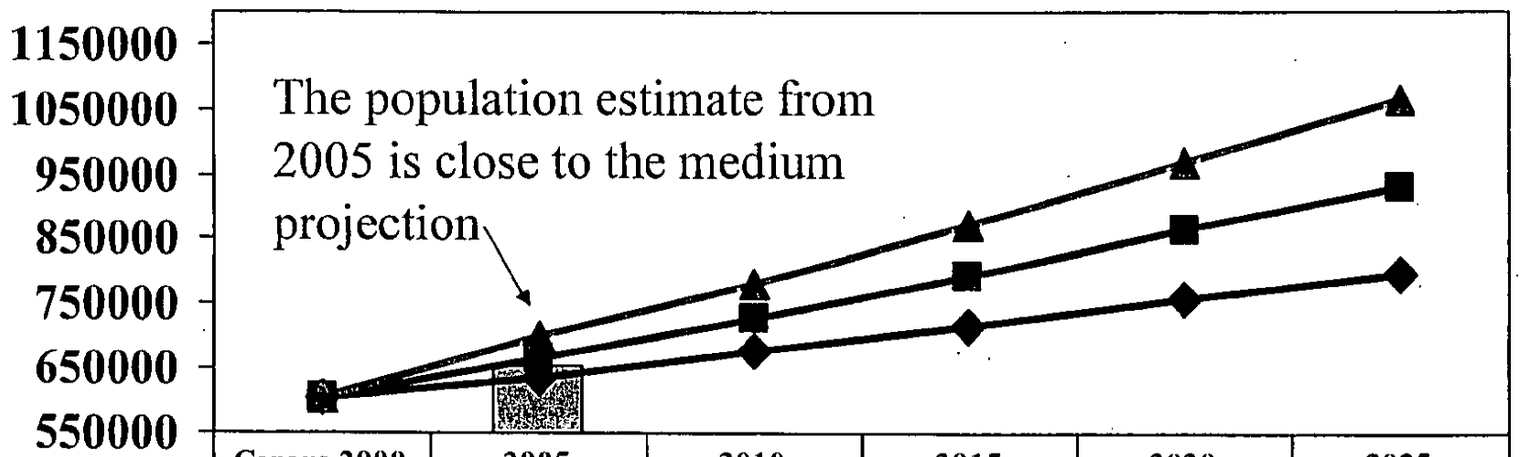
Source: Puget Sound Regional Council Revised Estimates Based on 2000 Census



APPENDIX A-4

Snohomish County Population Forecast

Low, Medium, and High Population Forecasts
Source: OFM State of Washington



	Census 2000	2005	2010	2015	2020	2025
2005 Pop. Estim.		655,800				
Low	606,024	634,232	676,708	717,312	759,087	795,725
Medium	606,024	666,735	728,937	793,720	862,599	929,314
High	606,024	699,238	781,806	870,116	966,911	1,062,903

APPENDIX A-4

APPENDIX B
MONROE SCHOOL DISTRICT
SCHOOL FACILITY CAPACITY ANALYSIS

Items found in Appendix B include the following:

B-1 Monroe School District School Capacity as Reported by OSPI

B-2 Monroe School District Historical Cost and State Match

APPENDIX B-1

Monroe School District
School Capacity as Reported by OSPI
2007 School Year

School Name	Grade Span	Teaching Stations Hdcp	Regular	Bldg Sqft	Hdcp Cap	Reg Cap	Total Capacity
	**						
Chain Lake Elementary	K-5	1	20	46,207	12	494	506
Frank Wagner Ele East*	g6-9	1	13	27,500	12	227	239
Frank Wagner Ele West	K-5	3	16	46,418	36	458	494
Fryelands Elementary	K-4	0	0	54,074	0	601	601
Maltby Elementary	K-5	1	20	43,960	12	469	481
Salem Woods Elementary	K-5	1	19	38,338	12	407	419
total elementary		*7*	*88*	*256,497*	*84*	*2656*	*2,740*
Monroe Middle	6-9	5	22	84,997	60	673	733
Park Place Middle***	6-9	3	42	109,912	36	923	959
Hidden River Middle	5-8	1	15	59,468	12	558	570
total middle		*9*	*79*	*254,377*	*108*	*2154*	*2,262*
Monroe High	10-12	6	50	209,432	72	1531	1603
total high school		*6*	*50*	*209,432*	*72*	*1531*	*1,603*

Total Elementary	*256,497*
Total Middle	254,377
Total High School	209,432
	720,306

*OSPI Inventory of Permanent School Facilities lists as Wagner Middle

****OSPI Inventory lists as Old Monroe H*

**It should be noted that the OSPI *Inventory of Permanent* School Facilities for the 2007 School Year, dated 1/23/08 doesn't reflect current names or grade spans for all schools Or accurate grade assignments per site.

APPENDIX B-2

Monroe School District
Historical Cost and State Match
New Construction/Additions

School	Year	New Cap	Total Cost	State Match Received	Cost Per Student	State Match %
Chain Lake Elem	1990	550	$4,845,000	$1,966,000	$8,809	40.58%
Frank Wag Elem	1989	550	$4,866,000	$1,966,000	$8,847	40.40%
Fryelands Elem	2005	601	$11,394,901	$4,820,000	$18,960	42.30%
Hidden River M. S.	1999	400	$5,800,000	$0	$14,500	0%
Hidden Riv. Addn.	2005	150	$4,506,796	$900,000	$30,045.31	19.97%
Monroe H. S. Addn.	2005	302	$5,067,785	$1,300,000	$16,780.75	25.65%
Monroe High School	1999	1,704	$33,400,000	$9,400,000	$19,600.94	28.14%

41% Equals average state match received for elementary
$12,205 Equals average cost per elementary student

27% Equals average state match received for high school construction
$18,191 Equals average cost per high school student

APPENDIX C
MONROE SCHOOL DISTRICT
IMPACT FEE WORKSHEETS

Items found in Appendix C include the following:

C-1 Single Family Residential Worksheet (50% Discount)

C-2 Multi-Family 2+ Bedroom Residential Worksheet (50% Discount)

C-3 Multi-Family 1 Bedroom Residential Worksheet (50% Discount)

C-4 Single Family Residential Worksheet (25% Discount)

C-5 Multi-Family 2+ Bedroom Residential Worksheet (25% Discount)

C-6 Multi-Family 1 Bedroom Residential Worksheet (25% Discount)

APPENDIX C-1
Monroe School District
Single Family Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	30.0	X	cost per acre	$58,000	/ capacity (# of students)	500	X	student factor	0.3450	=	$1,201	(elementary)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	150	X	student factor	0.1500	=	$0	(middle level)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	750	X	student factor	0.1780	=	$0	(high school)
						TOTAL SITE ACQUISITION COST				=	$1,201	

SCHOOL CONSTRUCTION COST

Total construction cost	$14,225,000	/			capacity (# of students)	500	X	student factor	0.3450	=	$9,815	(elementary)
Total construction cost		/			capacity (# of students)	750	X	student factor	0.1500	=	$0	(middle level)
Total construction cost		/			capacity (# of students)	1,400	X	student factor	0.1780	=	$0	(high school)
											$9,815	
Total Square Feet of Permanent Space (District)	722,104	/	Total Square Feet of School Facilities	750,680						=	96.19%	
					TOTAL FACILITY CONSTRUCTION COST					=	$9,442	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	24 facility size	x	student factor	0.3450	=	$1,078	(elementary)
Portable Cost		/	28 facility size	x	student factor	0.1500	=	$0	(middle level)
Portable Cost	$75,000	/	28 facility size	x	student factor	0.1780	=	$477	(high school)
								$1,555	
Total Square Foot of Portable Space	28,576	/	Total SQ Ft	750,680				3.81%	
				TOTAL RELOCATABLE COST ELEMENT			=	$59	

APPENDIX C-1 (continued)

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$168.79 X	OSPI Allowance	90 X State Match %	40.00% X	student factor	0.3450	=	$	2,096
Area Cost Allowance	$168.79 X	OSPI Allowance	117 X State Match %	0.00% X	student factor	0.1500	=	$	-
Area Cost Allowance	$168.79 X	OSPI Allowance	130 X State Match %	X	student factor	0.1780	=	$	-

(Area Cost Allowance refers to Boeckh Index)

TOTAL STATE MATCH CREDIT = $ 2,096

TAX PAYMENT CREDIT

[((1 + interest rate	0.0450)^	10 years to payoff bond)- 1		)/ (interest rate	0.0450	x		
(1 + interest rate	0.0450)^	10 years to payoff bond) x	0.000865649	capital levy rate x				
assessed value	$339,743					=		$2,327

SUMMARY CALCULATIONS

SITE ACQUISITION COST		$1,201
FACILITY CONSTRUCTION COST	+	$9,442
RELOCATABLE FACILITIES COST(PORTABL	+	$59
(LESS STATE MATCH CREDIT)	-	($2,096)
(LESS TAX PAYMENT CREDIT)	-	($2,327)
SUBTOTAL		$6,278
Per Title 30.66C	x	50.00%
IMPACT FEE PER UNIT		**$3,139**

5/20/2008

APPENDIX C-2
Monroe School District
Multi Family 2+ Bedroom Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	30.0	X	cost per acre	$58,000	/ capacity (# of students)	500	X	student factor	0.1550	=	$539	(elementary)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	0	X	student factor	0.0730	=	$0	(middle level)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	0	X	student factor	0.1140	=	$0	(high school)
						TOTAL SITE ACQUISITION COST				=	$539	

SCHOOL CONSTRUCTION COST

Total construction cost	$14,224,598	/			capacity (# of students)	500	X	student factor	0.1550	=	$4,410	(elementary)
Total construction cost	$0	/			capacity (# of students)	750	X	student factor	0.0730	=	$0	(middle level)
Total construction cost		/			capacity (# of students)	0	X	student factor	0.1140	=	$0	(high school)
											$4,410	
Total Square Feet of Permanent Space (District)	722,104	/	Total Square Feet of School Facilities	750,680						=	96.19%	
					TOTAL FACILITY CONSTRUCTION COST					=	$4,242	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	24 facility size	x	student factor	0.1550	=	$484	(elementary)
Portable Cost		/	28 facility size	x	student factor	0.0730	=	$0	(middle level)
Portable Cost	$75,000	/	28 facility size	x	student factor	0.1140	=	$305	(high school)
								$790	
Total Square Foot of Portable Space	28,576	/	Total SQ Ft	750,680				3.81%	
					TOTAL RELOCATABLE COST ELEMENT		=	$30	

APPENDIX C-2 (continued)

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$168.79 X	OSPI Allowance	90 X State Match %	40.00% X	student factor	0.1550	=	$	942
Area Cost Allowance	$168.79 X	OSPI Allowance	117 X State Match %	0.00% X	student factor	0.0730	=	$	-
Area Cost Allowance	$168.79 X	OSPI Allowance	130 X State Match %	X	student factor	0.1140	=	$	-
(Area Cost Allowance is the Boeckh Index)									
				TOTAL STATE MATCH CREDIT			=	$	942

TAX PAYMENT CREDIT

[((1 + interest rate	0.0450)^	10 years to payoff bond)- 1	]/ (interest rate	0.0450 x			
(1 + interest rate	0.0450)^	10 years to payoff bond) x	0.000865649 capital levy rate x				
assessed value	$161,031		TOTAL TAX PAYMENT CREDIT		=	$1,103	

SUMMARY CALCULATIONS

SITE ACQUISITION COST		$539
FACILITY CONSTRUCTION COST	+	$4,242
RELOCATABLE FACILITIES COST(PORTABL	+	$30
(LESS STATE MATCH CREDIT)	-	($942)
(LESS TAX PAYMENT CREDIT)	-	($1,103)
SUBTOTAL		$2,766
Per Title 30.66C	x	($1,383)
50% discount		
IMPACT FEE PER UNIT		**$1,383**

APPENDIX C-3
Monroe School District
Multi Family 1 Bedroom Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	30.0	X	cost per acre	$45,000	/ capacity (# of students)		X	student factor	0.0000	=	$0	(elementary)
Acres needed	0.0	X	cost per acre	$45,000	/ capacity (# of students)		X	student factor	0.0000	=	$0	(middle level)
Acres needed	0.0	X	cost per acre	$45,000	/ capacity (# of students)		X	student factor	0.0000	=	$0	(high school)
						TOTAL SITE ACQUISITION COST				=	$0	

SCHOOL CONSTRUCTION COST

Total construction cost	$14,224,598	/			capacity (# of students)	520	X	student factor	0.0000	=	$0	(elementary)
Total construction cost	$7,713,156	/			capacity (# of students)		X	student factor	0.0000	=	$0	(middle level)
Total construction cost	$0	/			capacity (# of students)	302	X	student factor	0.0000	=	$0	(high school)
											$0	
Total Square Feet of Permanent Space (District)	722,104	/	Total Square Feet of School Facilities	750,680						=	96.19%	
					TOTAL FACILITY CONSTRUCTION COST					=	$0	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	24 facility size	x	student factor	0.0000		=	$0	(elementary)
Portable Cost	$75,000	/	28 facility size	x	student factor	0.0000		=	$0	(middle level)
Portable Cost	$75,000	/	28 facility size	x	student factor	0.0000		=	$0	(high school)
									$0	
Total Square Foot of Portable Space	28,576	/	Total SQ Ft	750,680					3.81%	
					TOTAL RELOCATABLE COST ELEMENT			=	$0	

APPENDIX C-3 (continued)

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$168.79	X	OSPI *Allowance*	90	X *State Match %*	40.00%	X student factor	0.0000	=	$ -
Area Cost Allowance	$168.79	X	OSPI Allowance	117	X State Match %	0.00%	X student factor	0.0000	=	$ -
Area Cost Allowance	$168.79	X	OSPI Allowance	130	X State Match %	40.00%	X student factor	0.0000	=	$ -

(Area Cost Allowance is the Boeckh Index)

TOTAL STATE MATCH CREDIT = $ -

TAX PAYMENT CREDIT

[((1 + interest rate	0.0450	)^	10 years to payoff bond)- 1	]/ {interest rate	0.0450	x	
(1 + interest rate	0.0450	)^	10 years to payoff bond) x	0.000865649	capital levy rate x		
assessed value	$107,818			TOTAL TAX PAYMENT CREDIT		=	$739

SUMMARY CALCULATIONS

SITE ACQUISITION COST			$0
FACILITY CONSTRUCTION COST		+	$0
RELOCATABLE FACILITIES COST(PORTABL		+	$0
(LESS STATE MATCH CREDIT)		-	$0
(LESS TAX PAYMENT CREDIT)		-	($739)
SUBTOTAL			$0
Per Title 30.66C	x	##	$0
IMPACT FEE PER UNIT			**$0**

APPENDIX C-4
Monroe School District
Single Family Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	30.0	X	cost per acre	$58,000	/ capacity (# of students)	500	X	student factor	0.3450	=	$1,201	(elementary)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	150	X	student factor	0.1500	=	$0	(middle level)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	750	X	student factor	0.1780	=	$0	(high school)
						TOTAL SITE ACQUISITION COST				=	$1,201	

SCHOOL CONSTRUCTION COST

Total construction cost	$14,224,598	/			capacity (# of students)	500	X	student factor	0.3450	=	$9,815	(elementary)
Total construction cost		/			capacity (# of students)	750	X	student factor	0.1500	=	$0	(middle level)
Total construction cost	$0	/			capacity (# of students)	750	X	student factor	0.1780	=	$0	(high school)
											$9,815	
Total Square Feet of Permanent Space (District)	722,104	/	Total Square Feet of School Facilities	750,680						=	96.19%	
					TOTAL FACILITY CONSTRUCTION COST					=	$9,441	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	24	facility size	x	student factor	0.3450	=	$1,078	(elementary)
Portable Cost		/	28	facility size	x	student factor	0.1500	=	$0	(middle level)
Portable Cost	$75,000	/	28	facility size	x	student factor	0.1780	=	$477	(high school)
									$1,555	
Total Square Foot of Portable Space	28,576	/	Total SQ Ft	750,680					3.81%	
					TOTAL RELOCATABLE COST ELEMENT			=	$59	

APPENDIX C-4 (continued)

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$168.79	X	OSPI Allowance	90	X State Match %	40.00%	X	student factor	0.3450	= $ 2,096
Area Cost Allowance	$168.79	X	OSPI Allowance	117	X State Match %		X	student factor	0.1500	= $ -
Area Cost Allowance	$168.79	X	OSPI Allowance	130	X State Match %		X	student factor	0.1780	= $ -

(Area Cost Allowance refers to Boeckh Index)

TOTAL STATE MATCH CREDIT = $ 2,096

TAX PAYMENT CREDIT

[((1 + interest rate	0.0450	)^	10 years to payoff bond)- 1	]/ (interest rate	0.0450	x		
(1 + interest rate	0.0450	)^	10 years to payoff bond) x	0.000865649	capital levy rate x			
assessed value	$339,743						=	$2,327

SUMMARY CALCULATIONS

SITE ACQUISITION COST		$1,201
FACILITY CONSTRUCTION COST	+	$9,441
RELOCATABLE FACILITIES COST(PORTABL	+	$59
(LESS STATE MATCH CREDIT)	-	($2,096)
(LESS TAX PAYMENT CREDIT)	-	($2,327)
SUBTOTAL		$6,278
Per Monroe Municipal Code Title 20.07	x	
25%		-1569
IMPACT FEE PER UNIT		**$4,708**

5/20/2008

APPENDIX C-5
Monroe School District
Multi Family 2+ Bedroom Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	30.0	X	cost per acre	$58,000	/ capacity (# of students)	500	X	student factor	0.1550	=	$539	(elementary)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	750	X	student factor	0.0730	=	$0	(middle level)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	1,400	X	student factor	0.1140	=	$0	(high school)
						TOTAL SITE ACQUISITION COST				=	$539	

SCHOOL CONSTRUCTION COST

Total construction cost	$14,224,598	/			capacity (# of students)	500	X	student factor	0.1550	=	$4,410	(elementary)
Total construction cost		/			capacity (# of students)	750	X	student factor	0.0730	=	$0	(middle level)
Total construction cost		/			capacity (# of students)	1,400	X	student factor	0.1140	=	$0	(high school)
											$4,410	
Total Square Feet of Permanent Space (District)	722,104	/	Total Square Feet of School Facilities	750,680						=	96.19%	
					TOTAL FACILITY CONSTRUCTION COST					=	$4,242	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	24 facility size	x	student factor	0.1550	=	$484	(elementary)
Portable Cost		/	28 facility size	x	student factor	0.0730	=	$0	(middle level)
Portable Cost	$75,000	/	28 facility size	x	student factor	0.1140	=	$305	(high school)
								$790	
Total Square Foot of Portable Space	28,576	/	Total SQ Ft	750,680				3.81%	
					TOTAL RELOCATABLE COST ELEMENT		=	$30	

APPENDIX C-5 (continued)

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$168.79	X	OSPI Allowance	90	X State Match %	40.00%	X	student factor	0.1550	= $ 942
Area Cost Allowance	$168.79	X	OSPI Allowance	117	X State Match %		X	student factor	0.0730	= $ -
Area Cost Allowance	$168.79	X	OSPI Allowance	130	X State Match %		X	student factor	0.1140	= $ -

(Area Cost Allowance is the Boeckh Index)

TOTAL STATE MATCH CREDIT = $ 942

TAX PAYMENT CREDIT

[((1 + interest rate	0.0450	)^	10 years to payoff bond)- 1	]/ {interest rate	0.0450	x		
(1 + interest rate	0.0450	)^	10 years to payoff bond) x	0.000865649	capital levy rate x			
assessed value	$161,031			TOTAL TAX PAYMENT CREDIT			=	$1,103

SUMMARY CALCULATIONS

SITE ACQUISITION COST		$539
FACILITY CONSTRUCTION COST	+	$4,242
RELOCATABLE FACILITIES COST(PORTABL	+	$30
(LESS STATE MATCH CREDIT)	-	($942)
(LESS TAX PAYMENT CREDIT)	-	($1,103)
SUBTOTAL		$2,766
Per Monroe Municipal Code Title 20.07	x	($692)
25% discount		
IMPACT FEE PER UNIT		**$2,075**

6/7/2008

APPENDIX C-6
Monroe School District
Multi Family 1 Bedroom Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	30.0	X	cost per acre	$58,000	/ capacity (# of students)	500	X	student factor	0.0000	=	$0	(elementary)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	750	X	student factor	0.0000	=	$0	(middle level)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	1,400	X	student factor	0.0000	=	$0	(high school)
						TOTAL SITE ACQUISITION COST				=	$0	

SCHOOL CONSTRUCTION COST

Total construction cost	$14,224,598	/			capacity (# of students)	500	X	student factor	0.0000	=	$0	(elementary)
Total construction cost	$0	/			capacity (# of students)	750	X	student factor	0.0000	=	$0	(middle level)
Total construction cost		/			capacity (# of students)	1,400	X	student factor	0.0000	=	$0	(high school)
											$0	
Total Square Feet of Permanent Space (District)	722,104	/	Total Square Feet of School Facilities	750,680						=	96.19%	
					TOTAL FACILITY CONSTRUCTION COST					=	$0	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	24 facility size	x	student factor	0.0000	=	$0	(elementary)
Portable Cost	$75,000	/	28 facility size	x	student factor	0.0000	=	$0	(middle level)
Portable Cost	$75,000	/	28 facility size	x	student factor	0.0000	=	$0	(high school)
								$0	
Total Square Foot of Portable Space	28,576	/	Total SQ Ft	750,680				3.81%	
					TOTAL RELOCATABLE COST ELEMENT		=	$0	

APPENDIX C-6 (continued)

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$168.79 X	OSPI Allowance	90 X State Match %	40.00% X	student factor	0.0000	=	$	-
Area Cost Allowance	$168.79 X	OSPI Allowance	117 X State Match %	0.00% X	student factor	0.0000	=	$	-
Area Cost Allowance	$168.79 X	OSPI Allowance	130 X State Match %	40.00% X	student factor	0.0000	=	$	-
(Area Cost Allowance is the Boeckh Index)									
				TOTAL STATE MATCH CREDIT			=	$	-

TAX PAYMENT CREDIT

[((1 + interest rate	0.0450)^	10 years to payoff bond)- 1	]/ (interest rate	0.0450 x			
(1 + interest rate	0.0450)^	10 years to payoff bond) x	0.000865649 capital levy rate x				
assessed value	$107,818		TOTAL TAX PAYMENT CREDIT		=	$739	

SUMMARY CALCULATIONS

SITE ACQUISITION COST		$0
FACILITY CONSTRUCTION COST	+	$0
RELOCATABLE FACILITIES COST(PORTABL	+	$0
(LESS STATE MATCH CREDIT)	-	$0
(LESS TAX PAYMENT CREDIT)	-	($739)
SUBTOTAL		-$739
Per Monroe Municipal Code Title 20.07	x	
25% Discount		
IMPACT FEE PER UNIT		**$0**

4/5/2008

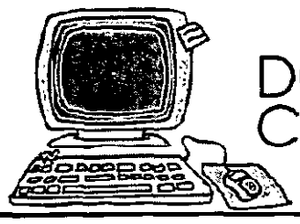
APPENDIX D

MONROE SCHOOL DISTRICT
STUDENT GENERATION RATES

Items found in Appendix D include the following:

D-1 Student Generation Rate Methodology & Calculation

APPENDIX D-1



DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
For the
Monroe School District

4/4/2008

This document describes the methodology used to calculate student generation rates (SGRs) for the Monroe School District, and provides a listing of rates to be used in the districts Capital Facilities Plan. This document and the methodology used are based on the methodology developed by the Everett School District and documented in the District's SGR study dated 7/20/00.

SGRs were calculated for two types of residential construction: Single family detached, multi-family with 2 or more bedrooms, and multi-family with 1 or no bedroom. Condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes are included in the single family classification.

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 2000 to 2006 within the Monroe school district boundaries. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing site address) to generate a match from the student record data.

Using data files from the Monroe student records database, District staff provided student addresses and grade levels of K-12 students attending the District as of March 2008. 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:

APPENDIX D-1

Single Family Rates: The records of 1,611 single family units were compared with 7,273 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	86	0.053
1	95	0.059
2	116	0.072
3	83	0.052
4	93	0.058
5	83	0.052
6	86	0.053
7	70	0.043
8	85	0.053
9	82	0.051
10	63	0.039
11	86	0.053
12	56	0.035
K-5	556	0.345
6-8	241	0.150
9-12	287	0.178
K-12	1084	0.673

Calculated rates for individual grades may not equal overall totals due to rounding.

APPENDIX D-1

Multifamily Rates (2-plus Bedrooms): The records of 220 2-plus bedroom units were compared with 7,273 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	3	0.014
1	8	0.036
2	6	0.027
3	7	0.032
4	6	0.027
5	4	0.018
6	7	0.032
7	4	0.018
8	5	0.023
9	8	0.036
10	3	0.014
11	6	0.027
12	8	0.036
K-5	34	0.155
6-8	16	0.073
9-12	25	0.114
K-12	75	0.341

***Calculated rates for individual grades may not equal overall totals due to rounding.**

Multifamily Rates (1 or no Bedroom): The records of 12 1 or no bedroom units were compared with 7,273 registered students in the District, and no matches were found. Based on no matches the calculated rates for all grades and grade groupings would be 0.

APPENDIX E

MONROE SCHOOL DISTRICT
REVIEW CRITERIA FOR SCHOOL DISTRICT CAPITAL FACILITY PLANS

Items found in Appendix E include the following:

E-1 Review Criteria for Capital Facility Plans

APPENDIX E-1

REVIEW CRITERIA FOR SCHOOL DISTRICT CAPITAL FACILITY PLANS

Required Plan Contents

1. Future Enrollment Forecasts by Grade Span, including:
   - a 6-year forecast (or more) to support the financing program;
     *Six-year forecast: Page 12, Table 2; Appendix A-2 (OSPI)
   - a description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.
   - *Page 9 describes the forecasting method

2. Inventory of Existing Facilities, including:
   - the location and capacity of existing schools;
   - *See Chapter 5, pages 18, 19 & 20
   - a description of educational standards and a clearly defined minimum level of service such as classroom size, school size, use of portables, etc.;
   - *See pages 14 & 15; minimum level of service found on page 16
   - the location and description of all district-owned or leased sites (if any) and properties;
   - *See Chapter 5, pages 17 - 23
   - a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.; and
   - *See pages 20 & 21
   - information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.
     *See page 20

3. Forecast of Future Facility Needs, including:
   - identification of new schools and/or school additions needed to address existing deficiencies and to meet demands of projected growth over the next 6 years; and the number of additional portable classrooms needed.
   - *See page 25 & 26

4. Forecast of Future Site Needs, including:
   - the number, size, and general location of needed new school sites.
   - *See page 28

5. Financing Program (6-year minimum Planning Horizon)
   - estimated cost of specific construction and site acquisition and development projects proposed to address growth-related needs;
   - *See page 31, Table 14
   - projected schedule for completion of these projects; and
   - *See page 31, Table 14
   - proposed sources of funding, including impact fees (if proposed), local bond issues (both approved and proposed), and state matching funds.
   - *See pages 29 & 31

6. Impact Fee Support Data (where applicable), including:

- an explanation of the calculation methodology, including description of key variables and their computation;
- *See Chapter 9, pages 34-36
- definitions and sources of data for all inputs into the fee calculation, indicating that it:

a) is accurate and reliable and that any sample data is statistically valid;
*See page 34; Appendix D for student generation rates
*See also pages 35 & 36; Appendices A & B

b) accurately reflects projected costs in the 6-year financing program; and

- a proposed fee schedule that reflects expected student generation rates from, at minimum, the following residential unit types: single-family, multi-family/studio or 1-bedroom, and multi-family/2-bedroom or more.
- *See page 27, Table 13 for cost projections
- *See page 34 and Appendix D for student generation rates
- *See Appendix C for calculations
- *See Page 37 for fee schedule

Plan Performance Criteria

1. School facility plans must meet the basic requirements set down in RCW 36.70A (the Growth Management Act). Districts proposing to use impact fees as a part of their financing program must also meet the requirements of RCW 82.02.

2. Where proposed, impact fees must utilize a calculation methodology that meets the conditions and tests of RCW 82.02.

3. Enrollment forecasts should utilize established methods and should produce results which are not inconsistent with the OFM population forecasts used in the county comprehensive plan. Each plan should also demonstrate that it is consistent with the 20-year forecast in the land use element of the county's comprehensive plan.

4. The financing plan should separate projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects which address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.

*See page 31, Table 14 for growth and non-growth related projects
*See Appendix C for calculations

5. Plans should use best-available information from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. District-generated data may be used if it is derived through statistically reliable methodologies.

6. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

*In the event impact fees are not available for new developments due to legislative changes, bond issues placed before the electorate would have to be increased. *See pages 30-31

7. Repealed effective January 2, 2000.

Plan Review Procedures

1. District capital facility plan updates should be submitted to the County Planning and Development Services Department for review prior to formal adoption by the school district.

2. Each school district planning to expand its school capacity must submit to the county an updated capital facilities plan at least every 2 years. Proposed increases in impact fees must be submitted as part of an update to the capital facilities plan, and will be considered no more frequently than once a year.

3. Each school district will be responsible for conducting any required SEPA reviews on its capital facilities plan prior to its adoption, in accordance with state statutes and regulations.

4. School district capital facility plans and plan updates must be submitted no later than 60 calendar days prior to their desired effective date. (For example, if a district requires its updated plan to take effect on January 1, 2009 in order to meet the minimum updating requirement of item 2. above, it must formally submit that plan no later than October 30, 2008.)

5. District plans and plan updates must include a resolution or motion from the district school board adopting the plan before it will become effective.

APPENDIX F

MONROE SCHOOL DISTRICT
EDUCATION PROGRAM STANDARDS VERIFICATION

Items found in Appendix F include the following:

F-1 Education Program Standards Verification

APPENDIX F-1

Education Program Standards Verification

School	#Classrooms	Grade Span	#Classrooms Exceeding Class Size Guidelines
Chain Lake Elementary	21	K-5	6
Frank Wagner Campus			
East	15	K-5	6
West	25	K-5	4
Frylands Elementary	22	K-5	8
Maltby Elementary	25	K-5	17
Salem Woods Elementary	23	K-5	11
Hidden River Middle School	20	6-8	5
Monroe Middle School	35	6-8	3
Park Place Middle School	48	6-8	3
Monroe High School	80	9-12	10
Total	314		73

(Note: Information provided by the Monroe School District. Reflects first period classes on October 1, 2007.)

The District meets its minimum educational service standards with 77% of its classes having enrollment at or below its established guidelines. (Refer to Minimum Educational Service Standards, page 16.)

WAC 197-11-970 Determination of non-significance (DNS)

DETERMINATION OF NON-SIGNIFICANCE

Monroe School District No. 103
Capital Facilities Plan

DESCRIPTION OF PROPOSAL: The proposed action is the adoption of the Monroe School District No. 103 Capital Facilities Plan, 2008-2013. This Capital Facilities Plan has been developed in accordance with requirements of the State Growth Management Act and is a non-project proposal. It documents how the Monroe School District utilizes its existing educational facilities given current district enrollment configurations and educational program standards, and uses six-year and 17-year enrollment projections to quantify capital facility needs for years 2008-2013.

PROPONENT: Monroe School District No. 103

LOCATION OF PROPOSAL: Monroe School District No. 103
Snohomish County, Washington

LEAD AGENCY: Monroe School District No. 103

The lead agency for this proposal has determined that it does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This decision was made after review of an environmental checklist and other information on file with the lead agency. This information is available to the public on request.

This DNS is issued under WAC 197-11-340-(2). The lead agency will not act on this proposal for 15 days from the date below. Comments must be submitted to the Responsible Official, Monroe School District, 200 East Fremont, Monroe, Washington 98272 by June 6, 2008.

RESPONSIBLE OFFICIAL: Ralph Yingling **PHONE:** 360 804-2679
POSITION/TITLE: Director Facilities and Operations

ADDRESS: Monroe School District No. 103
200 East Fremont Street
Monroe WA 98272

DATE: May 21, 2008 **SIGNATURE:** Ralph Yingling

PUBLISHED: The Herald May 23, 2008 and May 26, 2008
The Monroe Monitor May 28, 2008

There is no agency appeal.

DETERMINATION OF NONSIGNIFICANCE

DESCRIPTION OF PROPOSAL: This threshold determination analyzes the environmental impacts associated with the following actions, which are so closely related to each other that they are, in effect, a single action.

1. The adoption of the Monroe School District's 2008-2013 Six-Year Capital Facilities Plan.

2. The incorporation of the Monroe School District's 2008-2013 Capital Facilities Plan into the Snohomish County Comprehensive Plan pursuant to the County requirements.

3. The adoption of the Monroe School District's 2008-2013 Capital Facilities Plan for the City of Monroe.

PROPONENT: Monroe School District No. 103

LOCATION OF PROPOSAL: The Monroe School District is located

LEAD AGENCY: Monroe School District No. 103

The lead agency for this proposal has determined that the proposal does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2) c. This determination assumes compliance with State law and Snohomish County ordinances related to general environmental protection. This decision was made after review of a completed environmental checklist and other information on file with the lead agency. This information is available to the public upon request.

This Determination of Non-Significance (DNS) is issued under WAC 197-11-340(2).

MONROE SCHOOL DISTRICT

ENVIRONMENTAL CHECKLIST FORM

Applicant: Monroe School District No. 103
200 East Fremont
Monroe WA 98272

Project: Monroe School District No. 103
Capital Facilities Plan, 2008-2013

MONROE SCHOOL DISTRICT
Environmental Checklist Form

A. **BACKGROUND**

1. **Name of proposed project, if applicable:**

   Adoption of the Capital Facilities Plan, 2008-2013, for the Monroe School District No. 103.

2. **Name of applicant**

   Monroe School District No. 103

3. **Address and phone number of applicant and contact person:**

   Owner:

   Monroe School District No. 103
   200 East Fremont
   Monroe WA 98272
   Phone: 360 804-2679
   Ralph Yingling, Director Facilities & Operations

4. **Date checklist prepared:** April 1,2008

5. **Agency requesting checklist:**

   Monroe School District - Lead agency for SEPA review.

6. **Proposed timing or schedule (including phasing, if applicable):**

   The Capital Facilities Plan, 2008-2013, is prepared in accordance with the State Growth Management Act and is a non-project document. It provides an inventory of district owned facilities, school facilities scheduled for construction within the next six years, current student enrollment, six-year and seventeen-year projected student enrollment, and analyzes the implications of the data on facility needs.

   The district is using phased review. Project-specific environmental review will be undertaken when identified and future individual projects are initiated.

7. **Do you have any plans for future additions, expansion, or further activity related to or connected with this proposal? If yes, explain.**

   The Capital Facilities Plan identifies school construction projects to accommodate un-housed students in the Monroe School District through 2013. The Capital Facilities Plan will be updated at least bi-annually. Changes in actual enrollment and in enrollment projections will be used to recalculate facility needs. As noted above, project-specific environmental review will be undertaken at the time of construction on the identified projects and future projects.

8. **List any environmental information you know about that has been prepared, or will be prepared, directly related to this proposal.**

- Snohomish County Draft General Policy Plan
- Snohomish County Draft General Policy Plan Environmental Impact Statement
- City of Monroe Comprehensive Plan
- City of Monroe Comprehensive Plan Supplemental Environmental Impact Statement

9. **Do you know whether applications are pending for governmental approvals of other proposals directly affecting the property covered by your proposal? If yes, explain.**

   Following adoption of the Capital Facilities Plan, it is anticipated that it will be incorporated into the comprehensive plans for the County of Snohomish and the City of Monroe.

10. **List any government approvals or permits that will be needed for your proposal, if known.**

    None.

11. **Give brief, complete description of your proposal, including the proposed uses and the size of the project and site. There are several questions later in this checklist that ask you to describe certain aspects of your proposal. You do not need to repeat those answers on this page.**

    This is a non-project action proposed by the Monroe School District. The proposal involves the adoption of the Monroe School District's 2008-2013 Capital Facilities Plan. The Capital Facilities Plan has been developed in accordance with requirements of the State Growth Management Act. It documents how the Monroe School District utilizes its existing educational facilities given current district enrollment configurations and educational program standards. In addition, it uses six-year, eight and 17-year enrollment projections to quantify capital facility needs for years 2008-2025. This analysis identifies the need to construct one elementary school and one secondary school.

12. **Location of the proposal. Give sufficient information for a person to understand the precise location of your proposed project, including a street address, if any, and section, township, and range, if known. If a proposal would occur over a range of area, provide the range or boundaries of the site(s). Provide a legal description, site plan, vicinity map, and topographic map, if reasonably available. While you should submit any plans required by the agency, you are not required to duplicate maps or detailed plans submitted with any permit applications related to this checklist.**

The Capital Facilities Plan outlines the capital facility needs within the boundaries of the Monroe School District. The Monroe School District covers an area of approximately 82 square miles and includes the incorporated City of Monroe and some unincorporated areas of Snohomish County. The district is generally bordered by King County on the south, Highway 9 on the west, Sultan School District on the east and Snohomish School District on the north.

The adoption of the plan will not directly result in any individual projects. Both identified and future projects will undergo individual SEPA review at time of construction. Therefore, the questions in Section B are not applicable at this time but will be at the time individual projects are initiated.

TO BE COMPLETED BY APPLICANT

B. **ENVIRONMENTAL ELEMENTS**

1. **EARTH**

A. **General description of the site (underline one): Flat, rolling, hill, steep slopes, mountainous, other.**

N/A

b. **What is the steepest slope on the site (approximate percent slope)?**

N/A

c. **What general types of soils are found on the site (for example, clay, sand, gravel, peat, muck)? If you know the classification of agricultural soils, specify them and note any prime farmland.**

N/A

d. **Are there surface indications or history of unstable soils in the immediate vicinity? If so, describe.**

N/A

e. **Describe the purpose, type, and approximate quantities of any filling or grading proposed. Indicate source of fill.**

N/A

f. **Could erosion occur as a result of clearing, construction or use? If so, generally describe.**

N/A

g. **About what percent of the site will be covered with impervious surfaces after project construction (for example, asphalt or buildings)?**

h. **Proposed measures to reduce or control erosion, or other impacts to the earth, if any:**

N/A

2. **AIR**

a. **What types of emissions to the air would result from the proposal (i.e., dust, automobile, odors, industrial wood smoke) during construction and when the project is completed? If any, generally describe and give approximate quantities if known.**

N/A

b. **Are there any off-site sources of emissions or odor that may affect your proposal? If so, generally describe.**

N/A

c. **Proposed measures to reduce or control emissions or other impacts to air, if any:**

N/A

3. **WATER**

a. **Surface Water**

1) **Is there any surface water body on or in the immediate vicinity of the site (including year-round and seasonal streams, saltwater, lakes, ponds, wetlands)? If yes, describe type and provide names. If appropriate, state what stream or river it flows into.**

N/A

2) **Will the project require any work over, in, or adjacent to (within 200 feet) the described waters? If yes, please describe and attach available plans.**

N/A

3) **Estimate the amount of fill and dredge material that would be placed in or removed from surface water or wetlands and indicate the area of the site that would be affected. Indicate the source of fill material.**

N/A

4) **Will the proposal require surface water withdrawals or diversions? Give general description, purpose, and approximate quantities if known.**

N/A

5) **Does the proposal lie within a 100-year flood plain? If so, note location on the site plan.**

N/A

6) **Does the proposal involve any discharges of waste materials to surface waters? If so, describe the type of waste and anticipated volume of discharge.**

N/A

b. **Ground**

1) **Will ground water be withdrawn, or will water be discharged to ground water? Give general description, purpose, and approximate quantities if known.**

N/A

2) **Describe waste material that will be discharged into the ground from septic tanks or other sources, if any (for example: domestic sewage, industrial, containing the following chemicals...; agricultural; etc.). Describe the general size of the system, the number of such systems, the number of houses to be served (if applicable), or the number of animals or humans the system(s) are expected to serve.**

N/A

c. **Water Runoff (including storm water)**

1) **Describe the source of runoff (including storm water) and method of collection and disposal, if any (include quantities, if known). Where will this water flow? Will this water flow into other waters? If so, describe.**

N/A

2. **Could waste materials enter ground or surface waters? If so, generally describe.**

N/A

d. **Proposed measures to reduce or control surface, ground, and runoff water impacts, if any:**

N/A

4. **PLANTS**

a. **Check or underline types of vegetation found on the site:**

N/A

deciduous tree: alder, maple, aspen, other
evergreen tree: fir, cedar, pine, other
shrubs
grass
pasture
crop or grain
wet soil plants: cattail, buttercup, bulrush, skunk cabbage, other
water plants: water lily, eelgrass, milfoil, other
other types of vegetation

b. **What kind and amount of vegetation will be removed or altered?**

N/A

c. **List threatened or endangered species known to be on or near the site, if any:**

N/A

d. **Proposed landscaping, use of native plants, or other measures to preserve or enhance vegetation on the site, if any:**

N/A

5. ANIMALS

a. **Underline any birds and animals which have been observed on or near the site or are known to be on or near the site:**

N/A

Birds: hawk, heron, eagle, songbirds, other
Mammals: deer, bear, elk, beaver, other
Fish: bass, salmon, trout, herring, shellfish, other

b. **List any threatened or endangered species known to be on or near the site.**

N/A

c. **Is the site part of a migration route? If so, explain.**

N/A

d. **Proposed measures to preserve or enhance wildlife, if any:**

N/A

6. ENERGY AND NATURAL RESOURCES

a. **What kinds of energy (electric, natural gas, oil, wood stove, solar) will be used to meet the completed project's energy needs? Describe whether it will be used for heating, manufacturing, etc.**

N/A

b. **Would your project affect the potential use of solar energy by adjacent properties? If so, generally describe.**

N/A

c. **What kinds of energy conservation features are included in the plans of this proposal? List of other proposed measures to reduce or control energy impacts, if any:**

N/A

7. **ENVIRONMENTAL HEALTH**

a. **Are there any environmental health hazards, including exposure to toxic chemicals, risk of fire and explosion, spill, or hazardous waste that could occur as a result of this proposal? If so, describe.**

N/A

1) **Describe special emergency services that might be required.**

N/A

2) **Proposed measures to reduce or control environmental health hazards, if any:**

N/A

b. **Noise**

1) **What types of noise exist in the area which may affect your project (for example: traffic, equipment, operation, aircraft, other?**

N/A

2) **What types and levels of noise would be created by or associated with the project on a short-term or a long-term basis (for example: traffic, construction, operation, other)? Indicate what hours noise would come from the site.**

N/A

3) **Proposed measures to reduce or control noise impacts, if any:**

N/A

8. **LAND AND SHORELINE USE**

a. **What is the current use of the site and adjacent properties?**

N/A

b. **Has the site been used for agriculture? If so, describe.**

N/A

c. **Describe any structures on the site.**

N/A

d. **Will any structures be demolished? If so, what?**

N/A

e. **What is the current zoning classification of the site?**

N/A

f. **What is the current comprehensive plan designation of the site?**

N/A

g. **If applicable, what is the current shoreline master program designation of the site?**

N/A

h. **Has any part of the site been classified as an "environmentally sensitive" area? If so, specify.**

N/A

i. **Approximately how many people would reside or work in the completed project?**

N/A

j. **Approximately how many people would the completed project displace?**

N/A

k. **Proposed measures to avoid or reduce displacement impacts, if any:**

N/A

l. **Proposed measures to ensure the proposal is compatible with existing and projected land uses and plans, if any:**

N/A

9. **HOUSING**

a. **Approximately how many units would be provided, if any?**

N/A

b. **Approximately how many units, if any, would be eliminated? Indicate whether high, middle, or low-income housing.**

N/A

c. **Proposed measures to reduce or control housing impacts, if any:**

N/A

10. **AESTHETICS**

a. **What is the tallest height of any proposed structure(s), not including antennas; what is the principal exterior building material(s) proposed?**

N/A

b. **What views in the immediate vicinity would be altered or obstructed?**

N/A

c. **Proposed measures to reduce or control aesthetic impacts, if any:**

N/A

11. LIGHT AND GLARE

a. **What type of light or glare will the proposal produce? What time of day would it mainly occur?**

N/A

b. **Could light or glare from the finished project be a safety hazard or interfere with views?**

N/A

c. **What existing off-site sources of light or glare may affect your proposal?**

N/A

d. ***Proposed measures to reduce or control light and glare impacts, if any:***

N/A

12. RECREATION

a. **What designated and informal recreational opportunities are in the immediate vicinity?**

N/A

b. **Would the proposed project displace any existing recreational uses? If so, describe.**

N/A

c. **Proposed measures to reduce or control impacts on recreation, including opportunities to be provided by the project or applicant, if any:**

N/A

13. HISTORIC AND CULTURAL PRESERVATION

a. **Are any places or objects listed on, or proposed for, national, state, or local preservation registers known to be on or next to the site? If so, generally describe.**

N/A

b. **Generally describe any landmarks or evidence of historic, archaeological, scientific, or cultural importance known to be on or next to the site?**

c. **Proposed measures to reduce or control impacts, if any:**

N/A

14. **TRANSPORTATION**

a. **Identify public streets and highways serving the site, and describe proposed access to the existing street system. Show on site plans, if any.**

N/A

b. **Is site currently served by public transit? If not, what is the approximate distance to the nearest transit stop?**

N/A

c. **How many parking spaces would the completed project have? How many would the project eliminate?**

N/A

d. **Will the proposal require any new roads or streets, or improvements to existing roads or streets, not including driveways? If so, generally describe (indicate whether public or private).**

N/A

e. **Will the project use (or occur in the immediate vicinity of) water, rail, or air transportation? If so, generally describe.**

N/A

f. **How many vehicular trips per day would be generated by the completed project? If known, indicate when peak volumes would occur.**

N/A

g. **Proposed measures to reduce or control transportation impacts, if any:**

N/A

15. **PUBLIC SERVICES**

a. **Would the project result in an increased need for public services (for example: fire protection, police protection, health care, schools, other)? If so, generally describe:**

N/A

b. **Proposed measures to reduce or control direct impacts on public services, if any.**

N/A

16. **UTILITIES**

a. **Underline utilities currently available at the site:**

N/A

electricity, natural gas, water, refuse service, telephone, sanitary sewer, septic system, other

b. **Describe the utilities that are proposed for the project, the utility providing the service, and the general construction activities on the site or in the immediate vicinity that might be needed.**

N/A

C. **SIGNATURE**

The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.

Signature: _____

Monroe School District No. 103

Date submitted: April 15, 2008

D. **SUPPLEMENTAL SHEET FOR NON-PROJECT ACTIONS**
(Do not use this sheet for project actions.)

Because these questions are very general, it may be helpful to read them in conjunction with the list of the elements of the environment.

When answering these questions, be aware of the extent the proposal, or the types of activities likely to result from the proposal, would affect the item at a greater intensity or at a faster rate than if the proposal were not implemented. Respond briefly and in general terms.

1. **How would the proposal be likely to increase discharge to water, emissions to air, production, storage, or release of toxic or hazardous substances; or production of noise?**

   The adoption of the Capital Facilities Plan, 2008-2013, will not result in an increase in discharges to water; emissions to air; production, storage, or release of toxic or hazardous substances; or production of noise. The construction of a new school or the alteration of existing school sites proposed in the plan could increase impervious surfaces, resulting in an increase in storm water runoff. Activities and traffic resulting from school construction and school operations could produce air emissions and noise.

   Proposed measures to avoid or reduce such increases are:

   The implementation of storm water runoff controls and the use of site buffering to minimize noise impacts could be utilized as appropriate. Site-specific measures will be proposed at time of construction as project impacts are identified.

2. **How would the proposal be likely to affect plants, animals, fish or marine life?**

   As specific projects identified in the plan are constructed, additional impervious surfaces are likely to result. These are not anticipated to have any significant adverse effect on plants, animals, fish or marine life.

   Proposed measures to project or conserve plants, animals, fish or marine life are:

   Specific measures to protect or conserve plants, animals, fish or marine life will be proposed at the time of construction as specific project impacts are identified.

3. **How would the proposal be likely to deplete energy or natural resources?**

   The construction and operation of specific projects identified in the Capital Facilities Plan will require the use of energy and natural resources.

Proposed measures to protect or conserve energy and natural resources are:

At time of construction, individual buildings will be designed to meet applicable energy standards.

4. **How would the proposal be likely to use or affect environmentally sensitive areas or areas designated (or eligible or under study) for governmental protection; such as parks, wilderness, wild and scenic rivers, threatened or endangered species habitat, historic or cultural sites, wetlands, flood plains or prime farmlands?**

   Some undeveloped sites currently owned by the district contain wetlands that could be impacted by development.

   Proposed measures to protect such resources or to avoid or reduce impacts are:

   As specific projects are undertaken, environmentally sensitive areas will be protected through the SEPA review process. The district will avoid, protect, or attempt to mitigate damage to environmentally sensitive areas.

5. **How would the proposal be likely to affect land and shoreline use, including whether it would allow or encourage land or shoreline uses incompatible with existing plans?**

   Specific projects identified in the Capital Facilities Plan are intended to be compatible with comprehensive plans, current zoning classifications, and land use designations of district-owned properties. Future development of Monroe School District properties is not anticipated to affect shoreline use.

   Proposed measures to avoid or reduce shoreline and land use impacts are:

   It is not anticipated that future development of Monroe School District properties will affect shoreline use.

6. **How would the proposal be likely to increase demands on transportation or public services and utilities?**

   The construction of future school facilities identified in the plan would likely create additional demands on transportation, public services, and utilities.

   Proposed measures to reduce or respond to such demand(s) are:

   Specific measures to address increased demands will be identified as specific projects are proposed for construction.

7. **Identify, if possible, whether the proposal may conflict with local, state, or federal laws or requirements for the protection of the environment.**

Neither the Capital Facilities Plan nor any future construction projects identified in the plan will conflict with local, state, or federal laws or requirements for the protection of the environment.

Prior to initiating any future school construction projects, the district will provide a site/project DNS for the specific construction activity.

DRAFT #2

MUKILTEO SCHOOL DISTRICT NO. 6

CAPITAL FACILITIES PLAN
2008 - 2013

Adopted:
Prepared: June 2008

MUKILTEO SCHOOL DISTRICT NO. 6

CAPITAL FACILITIES PLAN
2008- 2013

BOARD OF DIRECTORS

Kevin Laverty
Jeff Thorp
Judy Schwab
Geoff Short
Anna Rice

SUPERINTENDENT

Marci L. Larsen, Ed.D.

For information regarding the Mukilteo School District Capital Facilities Plan, contact the Office of the Superintendent, Mukilteo School District, 9401 Sharon Drive, Everett, Washington 98204. Telephone: (425) 356-1220.

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I. INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (the "GMA") outlines 13 broad goals including the adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. Public 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 Mukilteo School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide Snohomish County (the "County"), the City of Mukilteo, and the City of Everett with a description of facilities needed to accommodate projected student growth. The CFP includes a detailed schedule and financing program for accommodating projected student enrollment at acceptable service levels over the next six years (2008 - 2013).

The District prepared its original CFP in 1994 based on the criteria set forth in the GMA. When the County adopted its GMA Comprehensive Plan in 1995, it addressed future school capital facilities plans in Appendix F of the General Policy Plan. Appendix F established the criteria for future updates of the District's CFP.

In accordance with the Growth Management Act and the Snohomish County School Impact Fee Ordinance, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle 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 identifies sources of public money for such purposes. The financing plan separates projects and portions of projects that 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 the General Policy Plan:

- Information must be obtained 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 be consistent with Office of Financial Management (OFM) population forecasts. Student generation rates must be independently calculated by each school district.

- The CFP must comply with Chapter 36.70A RCW (the Growth Management Act).
- 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.

When the County adopted its School Impact Fee Ordinance in November 1997, it established the specific criteria for the adoption of a CFP and the assessment of impact fees in the County. Section 3 of the Ordinance defines the requirements for the biennial CFP updates. Table 1 of the Ordinance outlines the formulae for determination of impact fees.

Overview of the Mukilteo School District

Twenty-six square miles in area, the District encompasses the City of Mukilteo, portions of the City of Everett, and portions of unincorporated Snohomish County. The Mukilteo School District is bordered by the Everett School District to the north and the east and the Edmonds School District to the south.

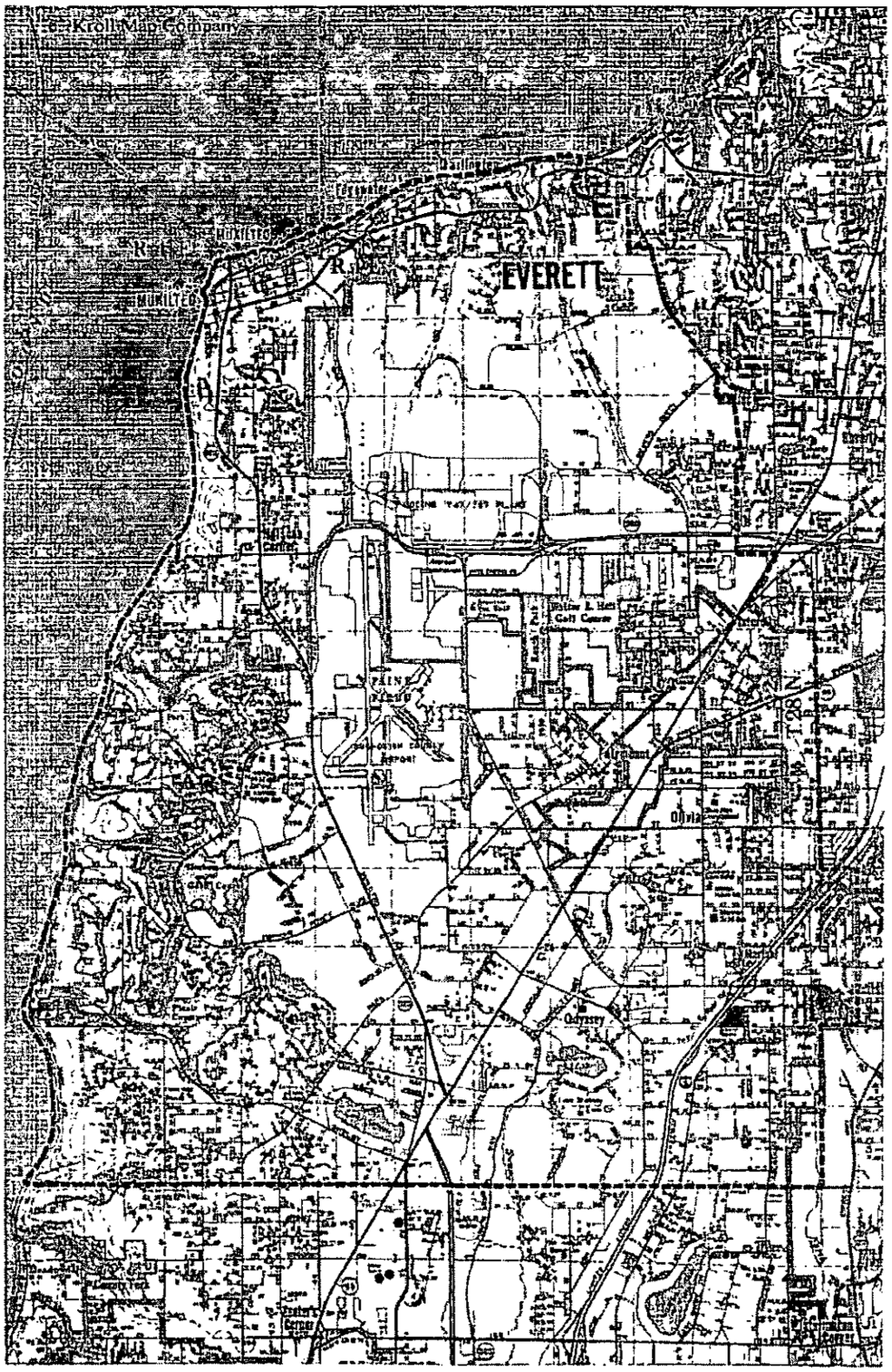
The District serves a student population headcount of 14201 (October 2007) with eleven elementary schools (grades K-5), four middle schools (grades 6-8), two comprehensive high schools (grades 9-12), and one alternative high school (grades 9-12). For the purposes of facility planning, this CFP considers grades K-5 as elementary, grades 6-8 as middle school, and grades 9-12 as high school. For purposes of this CFP, enrollment in the Sno-Isle Skills Center is not included.

The most significant issues facing the District in terms of providing classroom capacity to accommodate existing and projected demands are:

- Facility shortfalls currently exist at all levels. New shortfalls for growth are projected in both the near and long-term at the elementary levels. Middle schools are projected to experience shortfalls by 2010 and high schools show additional deficiencies in 2013.
- Uneven growth rates exist between geographic sectors within the District. Such uneven growth patterns imply that some schools will reach maximum capacity sooner than others and this will increase the difficulty of maintaining stable school boundaries.

These issues are addressed in greater detail in this CFP.

Figure 1 - District Map



II. DISTRICT EDUCATIONAL PROGRAM STANDARDS

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 that 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, bilingual education, preschool and daycare programs, computer labs, and music programs. These programs can have a significant impact on the available student capacity of school facilities.

District-Wide Educational Program Standards

Special programs offered by the District at specific school sites include, but are not limited to:

- Advanced Placement (high school)
- Special Education (resource or specialized)
- Special Education (early childhood education)
- Summer School
- Gifted & Talented Program including Summit (grades 3-8)
- English as a Second Language (ESL)
- Elementary ELL Sheltering classes
- World Languages
- Drug/Alcohol Counseling
- Community Based Transition Program
- ECEAP
- Music Programs
- Computer & Technology Labs
- Library/Media Centers
- Speech Language Pathologists Office/Therapy Room
- Performing Arts
- Health & Fitness
- Science Labs (earth, life, physical)
- OT/PT
- Career Centers (High School)
- Family & Consumer Science Labs (High School)
- Student Stores (High School)
- Learning Assistance Programs
- Mukilteo Behavioral Support Center
- Career and Technical Labs
- All day Kindergarten

District educational program standards may change in the future as a result of various external or internal changes. External changes may include mandates and needs for special programs, or use of technology. Internal changes may include modifications to the program year, class sizes, and grade span configurations. Changes in physical aspects of the school facilities could also affect educational program standards. 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 District educational program standards that directly affect school capacity are outlined below for the elementary, middle and high school grade levels.

Educational Program Planning Standards For Elementary Schools

- Planning class size for Kindergarten is 24 students per classroom. *
- Class size for Kindergarten cannot exceed 29 students.
- Planning class size for grades 1-5 is 24 students per classroom. *
- Class size for grades 1-5 cannot exceed 30 students.
- Special Education for some students is provided in a self-contained classroom.
- Music and physical education instruction will be provided in a separate classroom.
- Schools have a room dedicated as a computer lab.
- All schools have at least two rooms dedicated as Resource and ELL. Title I schools have an additional dedicated room.

Educational Program Standards for Middle and High Schools

- Planning class size for middle school grades is 25 students per teacher. *
- Class size for middle school grades 6-8 cannot exceed 30 students.
- Planning class size for high school grades is 27 students per teacher. *
- Class size for high school grades 9-12 cannot exceed 33 students.
- The ACES program limits capacity to 200 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 85%
- Identified students will also be provided other programs in classrooms designated as computer labs, resource rooms and other program specific classrooms (i.e., music, drama, art, family and consumer science, special education, career and technical education and English language learner).

Minimum Level of Service

Planning class sizes are used to determine school capacities, they are not a measure of the District's minimum level of service. The minimum level of service is defined as the maximum level of enrollment the District can accommodate at any given time. At current program offerings and within existing permanent and portable facilities, the District's minimum level of service is:

Grade Level	Students/Classroom	Minimum Level of Service (Students)
K - 5	30	8154
6-8	33	4500
9-12	33	5208

III. 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 2. A map showing locations of District facilities is provided as Figure 1.

Schools

The District maintains eleven elementary schools, four middle schools, two comprehensive high schools, an alternative high school, and the Sno-Isle Skills Center.[1] Elementary schools accommodate grades K-5, middle schools serve grades 6-8, high schools provide for grades 9-12, and the Sno-Isle Skills Center serves grades 10-12.

School capacity was determined based on the number of classrooms within each building and the space requirements of the District's currently adopted educational program.[2] 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 1, 2 and 3.

The Sno-Isle Skills Center is not considered for the purposes of measuring capacity or projecting enrollment for the purposes of capital facilities planning within the District. Relocatable classrooms (portables), with the exception of ACES Alternative School, are not viewed by the District as a solution for housing students on a permanent basis. Therefore, these facilities were not included in the school capacity calculations provided in Tables 1, 2 and 3.

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 77 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 at the elementary level and are calculated at 85% occupancy at the middle and high schools. Current use of relocatable classrooms throughout the District is summarized in Table 4.

---

[1] The District is the host school district for the Sno-Isle Skills Center that is a vocational skills center that enrolls students from fourteen school districts in Snohomish and Island Counties.

[2] Undersized classrooms and classrooms used for support activities (i.e. music, computer, learning support, physical therapy, etc.) and do not add to capacity. Special Education classrooms are included at 12 for elementary schools and 16 for middle and high schools.

Table 1 - Elementary School Permanent Classroom Inventory

Elementary School	Site Size (Acres)	Building Area (Square Feet)	Classrooms	Permanent Capacity	Year Built or Remodeled
Challenger	10	50,022	27	492	1987
Columbia	9.6	65,318	34	636	1989
Discovery	9.3	42,708	23	456	1988
Endeavour	9.4	55,939	20	408	1994
Fairmount	15	67,293	28	540	1999
Horizon	19	56,262	29	600	1990
Mukilteo	9.8	41,706	20	408	1981
Odyssey	10.9	60,631	28	576	2003
Olivia Park	9.5	49,881	27	552	1992
Picnic Point	10	40,996	20	408	1981
Serene Lake	10	49,230	20	372	1994
TOTAL		**579,986**	**276**	**5448**	

Table 2 - Middle School Permanent Classroom Inventory

Middle School	Site Size (Acres)	Building Area (Square Feet)	Classrooms	Permanent Capacity	Year Built or Remodeled
Explorer	29.5	136,205	50	935	1989
Harbour Pointe	17.8	110,400	46	835	1993
Olympic View	25.2	105,296	40	749	1994
Voyager	16	106,954	45	850	1993
TOTAL		**458,855**	**181**	**3369**	

Table 3 - High School Permanent Classroom Inventory

High School	Site Size (Acres)	Building Area (Square Feet)	Classrooms	Permanent Capacity	Year Built or Remodeled
ACES Alternative*	5.8	27,001	12	200	1997
Kamiak	60.7	256,129	81	1680	2002
Mariner	37.1	276,668	96	1876	2003
TOTAL		**559,798**	**189**	**3756**	

*Includes square footage for 8 relocatable classrooms considered permanent at this site.
Note: Numbers may not total due to rounding.

Table 4 - Relocatable Classroom (Portable) Inventory

School Name	Relocatables	Interim Capacity
Elementary School		
Challenger	7	168
Columbia	0	0
Discovery	8	192
Endeavour	2	48
Fairmount	5	120
Horizon	5	120
Mukilteo	6	120
Odyssey	4	96
Olivia Park	3	72
Picnic Point	4	96
Serene Lake	4	96
Elem. Subtotal	***48***	***1128***
Middle School		
Explorer	0	0
Harbour Pointe	1	21
Olympic View	4	80
Voyager	0	0
MS Subtotal	***5***	***101***
High School		
ACES Alternative	0	0
Kamiak	16	330
Mariner	8	170
HS Subtotal	***24***	***500***
TOTAL	**77**	**1729**

The District's portable classrooms are in good condition and with ongoing maintenance have an indeterminate remaining useful life.

Support Facilities

In addition to schools, the District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 5 and Table 6.

Table 5 - Support Facility Inventory

Facility	Address	Building Area (Square Feet)	Site Size (Acres)
Administration	9401 Sharon Drive, Everett	26,608	9.15
Grounds/Maintenance	525 W. Casino Road, Everett	22,800	4
Service Center	8925 Airport Road, Everett	37,677	10
Lake Stickney	1625 Madison Way, Lynnwood	37,443	9.8

Table 6 - Other Facility Inventory

Facility	Address	Building Area (Square Feet)	Site Size (Acres)
Sno-Isle Skills Center	9001 Airport Road, Everett	72,024	15

Land Inventory

The District owns one undeveloped sites:

- a one-acre site in Mukilteo Heights which is restricted for development by covenants and site size.

The District does not own any sites that are developed for uses other than schools and/or which are leased to other parties.

IV. STUDENT ENROLLMENT PROJECTIONS

Projected Student Enrollment 2008-2013

Enrollment projections are generally most accurate for the initial years of the forecast period. Beyond the 5-6 year range, projected assumptions about economic or demographic trends may prove false, resulting in an enrollment trend that is quite different from the projection. For this reason is important to monitor birth rates, new housing construction, and population growth on an annual basis as part of facilities management. 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 up projects when enrollment growth exceeds projections. For this reason, it is sometimes useful to project slightly more growth than might be expected so as to be better prepared for future events.

The Growth Management Act (GMA) requires that planning for public facilities be consistent with the 20-year population projections developed by the Office of Finance and Management (OFM) for the State of Washington. The District's plan is consistent with the OFM projections in that it anticipates growth, but historically the OFM projections have been considerably higher than actual enrollment results so the District has chosen a more conservative projection for this plan.

The District has contracted with a consultant to develop a methodology for projections. The consultant has an eighteen-year history of working with local school districts in doing projections, including seven years as the demographer for the Seattle Public Schools and eleven years as an independent consultant providing long-range projections for the Highline, Edmonds, Puyallup, Federal Way, Marysville, Seattle, Northshore, Bethel, South Kitsap, Bremerton, and Mukilteo school districts. The methodology employed by the consultant is a variation of the cohort survival method. Cohort survival compares enrollment at a particular grade in a specific year, to the enrollment at the previous grade from the prior year. For example, enrollment at the first grade is compared to the previous year's kindergarten enrollment. The ratio of these two numbers (first grade enrollment divided by kindergarten enrollment) creates a "progression ratio" providing a summary measure of the in-and-out migration that has occurred over the course of a year. This ratio can be calculated for each grade level. Once these ratios have been established over a period of years they can be averaged and/or weighted to predict the enrollment at each grade.

Cohort survival works well for every grade but kindergarten where there is no previous grade to use for comparison. At the kindergarten level enrollment is compared to the birth cohort from five years prior to estimate a birth-to-k ratio. This ratio, averaged over several years, provides a method for predicting what proportion of the birth cohort will enroll at the kindergarten level. The District's percentage of this cohort has varied considerably over the past 7 years from a high of 14.2% to a low of 11.8%. Future forecasts assume that the percent will range from 11% to 12%.

Cohort survival is a purely mathematical method, which assumes that future enrollment patterns will be similar to past enrollment patterns. It makes no assumptions about what is causing enrollment gains or losses and can be easily applied to any enrollment history. For this reason, cohort survival is a useful tool that anyone can use for projecting school enrollments.

Despite these advantages, cohort survival can produce forecast errors because it does not consider possible changes in demographic trends. New housing, in particular, can produce enrollment gains that might not otherwise be predicted from past trends. Or, alternatively, a

district may lose market share to private or other public schools. It is also possible that a slowdown in population growth will dampen enrollment gains. This appears to be what happened in King County in 1999 and 2000 when overall enrollment in the county declined for two straight years.

For the District forecast, the cohort survival method is combined with information about market share gains and losses, and information about population growth due to new housing construction. The market share factor reflects the number of students within the District who are likely to enroll in private schools or other school districts. The projection used in this report assumes a loss factor of one-tenth of a percentage point annually for the period of the forecast. The population/housing growth factor reflects the number of new students that are likely to be generated by housing starts within the District's boundaries. This number represents additional growth above and beyond what is projected by the cohort survival ratios.

Based on this projection methodology headcount enrollment is expected to increase to 14,671 by 2013. FTE enrollment is projected to increase to 14,007. Recognizing the uncertainty of the assumptions regarding growth, a higher growth model was also produced which predicts a headcount enrollment of 15,138 and an FTE enrollment of 14,466 by 2013.

A projection based on OFM population projections for Snohomish County was also produced. The District's October 2007 FTE enrollment (without the Skills Center) is 13,585. This is 2% of the estimated Snohomish County 2007 population of 686,300. Assuming that this percentage remains constant, the District's FTE enrollment would grow to 15,089 FTE by 2013. An additional projection, using Snohomish County provided population data specific to the Mukilteo School District, results in slightly lower projection of 15,064 FTE by October of 2013.

A comparison of the FTE projections derived from the different methodologies is provided in Table 7. The table also includes a projection from OSPI that uses a cohort survival methodology. Since the original OSPI projection includes the Skills Center the original numbers had to be adjusted to make them comparable. In order to create comparable numbers, the OSPI headcount forecast was converted to FTE (based on the assumption that FTE was approximately 95.6% of the headcount). The October 2007 FTE enrollment for the Skills Center was then subtracted from each year of the forecast. (This deduction is based on the assumption that the Skills Center FTE would remain constant). This forecast shows a result that is slightly higher than the District medium range forecast in 2013 and slightly lower than the District high range forecast for that same year.

Due to the uncertainty of the assumptions regarding growth and the length of time it takes to initiate projects to deal with unanticipated growth, this plan uses "Projection #5 – District High" to determine facility needs during the time frame of the plan.

Table 7 – Projected Student Enrollment (2008 – 2013)

	FTE Projections	2007 Actual	2008	2009	2010	2011	2012	2013	Total Change	% Change
1	Based on Total County Pop. (OFM)	13,585	13,847	14,108	14,370	14,610	14,849	15,089	1,504	11.07%
2	Based on District Pop.	13,585	13,831	14,078	14,324	14,571	14,817	15,064	1,479	10.89%
3	Based on OSPI Forecast	13,585	13,646	13,796	13,888	13,991	14,093	14,303	718	5.29%
4	District Medium	13,585	13,555	13,636	13,694	13,765	13,834	14,007	422	3.11%
5	District High	13,585	13,685	13,892	14,062	14,163	14,261	14,466	881	6.48%

1. Assumes enrollment is a constant percent of the county population**
2. Assumes enrollment is a constant percent of the District population**
3. Based on the OSPI facilities forecast
4. Based on projected births, cohort averages, new housing information and the District population
5. Based on projected births, cohort averages new housing information and the District population; This model assumes more growth from new housing.

** Note: The first two models have been used in past years to estimate enrollment, but they do not fit well with historical trends. They are provided here as context for looking at the other forecasts. In general, the percentage of the population that is K-12 tends to change over time (because of the fluctuations in births), so assuming a constant percentage as was required in previous plans tends to produce a projection that is either too high or too low.

Enrollment Projections to 2020 and 2025

Student enrollment projections beyond 6 years are somewhat speculative since economic or demographic trends could change. A long range forecast for the District was produced by the consultant demographer based on general assumptions about continued growth in housing/population and births. The "District Medium" forecast was used in estimating capacity needs because of its consistency with the County estimates based upon population projections. The District's headcount enrollment is projected to be 16,074 by 2020 and 17,187 by 2025. The FTE enrollment is projected to be 15,343 by 2020 and 16,421 by 2025. This FTE enrollment estimate is broken down by level as follows:

Table 8 – Projected FTE Student Enrollment (2020 and 2025)

Level	Projected 2020	Projected 2025
Elementary (K-5)	7,046	7,425
Middle (6-8)	3,732	4,023
High (9-12)	4,565	4,973
Total	15,343	16,421

V. CAPITAL FACILITIES NEEDS

Projected available student capacity was derived by subtracting projected FTE student enrollment from existing school capacity (excluding relocatable classrooms) for each of the six years in the forecast period (2008-2013). Capacity needs are expressed in terms of "unhoused students." The method used to define future capacity needs assumes no new construction. For this reason *planned construction projects are not included at this point.* This factor is added later as indicated in Tables 10 & 11. By the end of the six-year forecast period (2013), additional classroom capacity will be needed as follows:

Table 9 – New Un-housed Students in 2013

Grade Span	Unhoused Students
Elementary (K-5)	601
Middle School (6-8)	172
High School (9-12)	14
Total (K-12)	**787**

Projected future capacity needs are depicted in Table 10. They are derived by applying the projected number of students to the projected capacity. Planned improvements by the District through 2013 are included. 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 4. Information on planned construction projects can be found in Section VI.)

Current enrollment at each grade level is identified in Table 10. The District is currently over capacity at the elementary level by 440 students, there is no deficiency at the middle school level, and has 665 un-housed students at the high school level. Future capacity deficiency calculations are net of these figures to ensure that only un-housed students from growth are considered in determining if the District qualifies for the collection of impact fees.

The District expects that .521students will be generated from each new single family home in the District and that ..276 students will be generated from each new multi-family 2+ unit. These numbers are based upon the District's student generation rates (Table 12).

The Districts enrollment projections, in Table 10, have been applied to the existing capacity and the District will be over capacity at the elementary level by 1041 students, at the middle school level by 172 students and at the high school level by 865 students if no capacity improvements are made by the year 2013.

The District's six-year capital improvement plan to address these deficiencies is found in Table 11.

Table 10 - Projected Student FTE Capacity (2008 - 2013)

ELEMENTARY SURPLUS/DEFICIENCY

	2007*	2008	2009	2010	2011	2012	2013	2025
Existing Capacity	5448	5448	5448	5448	5448	6048	6048	6048
Added Capacity					600			
Total Capacity	5448	5448	5448	5448	6048	6048	6048	6048
Enrollment	5888	6068	6224	6256	6373	6423	6489	7425
Surplus (Deficiency)	-440	-620	-776	-808	-325	-375	-441	-1377
Less 2007 Existing Deficiency	-440**	-440	-440	-440	-440	-440	-440	-440
New Development Deficiency after projects	0	-180	-336	-368	115	65	-1	-937

MIDDLE SCHOOL SURPLUS/DEFICIENCY

	2007*	2008	2009	2010	2011	2012	2013	2025
Existing Capacity	3369	3369	3369	3369	3369	3369	3369	3369
Added Capacity								
Total Capacity	3369	3369	3369	3369	3369	3369	3369	3369
Enrollment	3276	3215	3264	3412	3459	3560	3541	4023
Surplus (Deficiency)	93**	154	105	-43	-90	-191	-172	-654
Less 2007 Existing Deficiency	0	0	0	0	0	0	0	0
New Development Deficiency after projects	0	154	105	-43	-90	-191	-172	-654

HIGH SCHOOL SURPLUS/DEFICIENCY

	2007*	2008	2009	2010	2011	2012	2013	2025
Existing Capacity	3756	3756	3756	3756	3756	3956	3956	3956
Added Capacity					200			
Total Capacity	3756	3756	3756	3756	3956	3956	3956	3956
Enrollment	4421	4402	4405	4394	4331	4277	4435	4973
Surplus (Deficiency)	-665**	-646	-649	-638	-375	-321	-479	-1017
Less 2007 Existing Deficiency	-665	-665	-665	-665	-665	-665	-665	-665
New Development Deficiency after projects	0	19	16	27	290	344	186	-352

*Actual FTE Enrollment for the 07/08 School Year as of October 2007.

** The number of existing un-housed students at the inception of this plan. Existing un-housed students are accommodated in existing portables.

Note: Calculations are based upon Kendrick's "High" FTE enrollment projection.

VI. CAPITAL FACILITIES FINANCING PLAN

Planned Improvements

Funding for the proposed elementary school, the elimination of portables at two elementary schools and the construction of a new alternative high school will require the passage of a bond issue. The new elementary facility will likely be constructed at the site of the current Lake Stickney where ECEAP and the District's Curriculum and Professional Development Department currently reside. The plan also provides for the purchase of additional property for future schools. While the school sites will likely be in the North end of the District, no specific sites have been identified at the writing of this Plan.

In the event that planned construction projects do not fully address space needs for student growth and a reduction in interim student housing, the Board could consider various courses of action, including, but not limited to:

- alternative scheduling options;
- changes in the instructional model;
- grade configuration change;
- purchasing portable classrooms;
- increased class sizes; or
- modified school calendar.

Funding for planned improvements is typically secured from a number of sources including voter approved bonds, state match funds and impact fees. Each of these funding sources is discussed in greater detail below.

Financing for Planned Improvements

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes.

Capital Projects Levy

The District has passed a six-year capital projects levy that runs through 2014. All funds collected to date have been utilized. Capital project levy dollars will be dedicated to additional modernization and major maintenance of buildings and grounds.

State Match Funds

State Match Funds come from the Common School Construction Fund. Bonds are sold on behalf of the fund, and then retired from revenues accruing predominantly from the sale of renewable resources (i.e., timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or OSPI can establish a moratorium on certain projects. School districts may qualify for State match funds for specific capital projects based on a prioritization system. The District is currently eligible for

State Match funds for capital projects at the high school level. State match does not cover all of the costs of construction and each district has a different matching ratio based upon the state's formula.

Land Sales
The District currently has no property for sale.

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. A detailed discussion on impact fees is provided in Section VII.

The Six-Year Financing Plan shown on Table11 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2006-2011. The financing components include a capital projects levy, funds from bonds, impact fees and State Match funds.

The Financing Plan separates projects and portions of projects that add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. Projects and portions of projects that remedy existing deficiencies are also not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity.

Table 11 – Six Year Financing Plan

Improvements Adding Permanent Capacity (Costs in Millions)

Funds will be spent from these sources:

Project	*	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Land Sales	Impact Fees	Future Source
Purchase land for future development	HS	$-	$12.5	$-	$-	$-	$-	$12.5	x	x	x	x	x
Add High School Capacity	HS	$-	$-	$-	$11.0	$-	$-	$11.0	x	x	x	x	x
Add Elementary Capacity	E	$-	$-	$-	$12.3	$-	$-	$12.3	x	x	x	x	x
New Elementary School	E	$-	$-	$-	$28.0	$-	$-	$28.0	x	x	x	x	x
Total		$-	$12.5	$-	$51.3	$-	$-	$63.8					

Note: If planned construction projects do not fully address space needs for increased student populations, the District may elect to purchase relocatable (portable) classrooms to accommodate those students.

Improvements Not Adding Capacity (Costs in Millions)

Funds will be spent from these sources:

Project	*	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Land Sales	Impact Fees	Future Source
Improve learning and support facilities	D	$-	$2.0	$2.0	$2.6	$2.0	$2.9	$11.5	x	x	x		x
Athletic Facility Improvements	D	$-	$7.2	$8.2	$-	$-	$-	$15.4	x	x	x		x
Technology Infrastructure	D	$3.0	$-	$-	$-	$-	$-	$3.0	x	x	x		x
Systems Modernizations	D	$1.0	$3.0	$4.0	$3.0	$1.3	$-	$12.3	x	x	x		x
Renovate Elementary Schools	E	$-	$-	$28.7	$-	$-	$-	$28.7	x	x	x		x
Explorer House I Renovation	D	$4.5	$-	$-	$-	$-	$-	$4.5	x	x	x		x
Total		$8.5	$12.2	$42.9	$5.6	$3.3	$2.9	$75.4					

* E = Elementary
MS = Middle School
HS = High School
D = District Wide Improvement

VII. 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 or for the construction of new capital facilities used to remedy existing deficiencies.

School Impact Fees

The Snohomish County General Policy Plan sets certain conditions for school districts wishing to assess impact fees:

- The District must provide support data including an explanation of the calculation methodology, a description of key variables and their computation, and definitions and sources of data for all inputs into the fee calculation.
- Such 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:
    1) single family;
    2) multi-family/studio or 1-bedroom; and
    3) multi-family/2-bedroom or more.

The Snohomish County impact fee program requires school districts to prepare and adopt Capital Facilities Plans meeting the specifications of the GMA. Impact fees are 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.

Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated utilizing the formula in the Snohomish County Impact Fee Ordinance. 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) that add capacity needed to serve new development. 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.

Site Acquisition Cost Element

1. Site Size - acreage needed to accommodate each planned improvement.
2. Average Land Cost Per Acre - based on estimates of land costs within the District.

3. Facility Design Capacity - number of students each planned improvement is designed to accommodate.
4. Student Factor - 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. 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.

Table 12 - Student Generation Rates[3]

Unit Type	Elementary	Middle School	High School	TOTAL
Single Family	0.258	0.125	0.137	0.521
Multi-Family (1 Bedroom)	0.019	0.003	0.005	0.027
Multi-Family (2+ Bedrooms)	0.148	0.060	0.069	0.276

School Construction Cost Variables

1. Current Facility Square Footage - used in combination with the "Existing Relocatable Square Footage" to apportion the impact fee amounts between permanent and interim capacity figures.
2. Estimated Facility Construction Cost - based on planned costs or on actual costs of recently constructed schools. The facility cost is the total cost for construction projects as defined in Table 11. Facility construction costs also include the off-site development costs. Costs vary with each site and may include such items as sewer line extensions, water lines, off-site road and frontage improvements. Off-site development costs are not covered by State Match Funds. Off-site development costs vary, and can represent 10% or more of the total building construction cost.

Relocatable Facilities Cost Element

Impact fees may be collected to allow acquisition of relocatable classrooms to help relieve capacity deficiencies on an interim basis. The cost allocated to new development must be growth related and must be in proportion to the current permanent versus interim space allocations by the District.

1. Cost Per Unit - the average cost to purchase and install a relocatable classroom.
2. Relocatable Facilities Cost - the total number of needed units multiplied by the cost per unit.

[3] Complete data is contained in Appendix C. Numbers may not total due to rounding.

State Match Credit Variables

1. BOECKH Index (Area Cost Allowance) - currently $168.79 for new construction projects approved in July of 2008.
2. State Match Percentage - percentage of State match funds that the District expects to receive. For new construction and additions, the District is currently eligible to receive a maximum state match of 49.78% of *eligible* costs (as defined by the State).

Tax Credit Variables

A credit is granted to new development to account for future payments that will be paid or are reasonably anticipated to be paid to the District. The credit is calculated using a "present value" formula.

1. Interest Rate (20-Year General Obligation Bond) - interest rate of return on a 20-year General Obligation Bond and is derived from the Bond Buyer index. As of April 3, 2008 the current interest rate is 4.50%.
2. Levy Rate - current bond levy rate is $1.80 per $1,000 in assessed value.
3. Average Assessed Value - based on estimates made by the County's Planning and Development Services Department utilizing information from the Assessor's files. The current average assessed value is $387,438 for single family dwelling units; $156,128 for one-bedroom multi-family dwelling units; and $233,183 for two or more bedroom multi-family dwelling units.

Proposed Mukilteo School District Impact Fee Schedule

Using the variables and formula described, impact fees proposed for the District are summarized in Table 13. See also Appendix D.

Table 13 - School Impact Fees

Housing Type		Impact Fee Per Unit
Single Family	$	4170
Multi-Family (1 Bedroom)	$	0
Multi-Family (2+ Bedroom)	$	2224

APPENDIX A

DEFINITIONS

APPENDIX A

DEFINITIONS

The terms used in this CFP are defined in the Snohomish County School Impact Fee Ordinance or, if not defined therein, as follows:

Board of Directors: Mukilteo School District Board of Directors.

District: Mukilteo School District No. 6.

FTE or Full Time Equivalent: a means of measuring student enrollment based on the number of hours per day in attendance at District schools. A student is considered an FTE if he/she is enrolled for the equivalent of a full schedule each school day. Kindergarten students attend half-day programs and therefore are counted as 0.5 FTE. For purposes of this CFP, all other grades are adjusted to reflect actual FTE.

OFM: Washington State Office of Financial Management.

Teaching Station: a facility space (classroom) specifically dedicated to implementing the District's educational program and capable of accommodating at any one time a full class. Planning class size is 24 students for K-5, 25 students for grades 6-8, and 27 for grades 9-12.

Unhoused Students: new students projected to be housed in facilities other than permanent classrooms.

APPENDIX B

POPULATION AND ENROLLMENT DATA

APPENDIX B

PROJECTED STUDENT ENROLLMENT 2008-2013
(District Estimate)

FTE High Forecast

Projection Converted to FTE

Grade level	Oct-07	Oct-08 (1)	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13
K	519	528	525	540	540	566	566
1	1098	1116	1135	1129	1154	1153	1182
2	1037	1119	1138	1157	1144	1170	1169
3	1159	1062	1145	1165	1178	1164	1190
4	1046	1180	1081	1167	1179	1192	1179
5	1029	1063	1199	1099	1178	1191	1204
6	1078	1051	1087	1225	1114	1195	1208
7	1054	1092	1066	1102	1233	1121	1202
8	1144	1072	1111	1084	1112	1244	1131
9	1147	1177	1104	1144	1108	1136	1271
10	1141	1136	1165	1092	1123	1088	1115
11	1025	1074	1068	1096	1019	1048	1015
12	1108	1016	1068	1063	1081	1006	1034
Total	**13585**	**13685**	**13892**	**14062**	**14163**	**14273**	**14466**
School Type							
K-5(2)	5888	6068	6224	6256	6373	6436	6489
6-8	3276	3215	3264	3412	3459	3560	3541
9-12	4421	4402	4405	4394	4331	4277	4435
Total	13585	13685	13892	14062	14163	14273	14466

Notes:

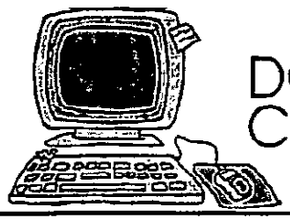
Prepared by Consultant Les Kendrick April 2008

(1) Actual student enrollment as of Oct. 2007

(2) Assumes half day attendance for kindergarten students

APPENDIX C

STUDENT GENERATION FACTOR REVIEW



DOYLE
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ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
for the
Mukilteo School District

4/11/2008

This document describes the methodology used to calculate student generation rates (SGRs) for the Mukilteo School District, and provides results of the calculations.

SGRs were calculated for three types of residential construction: Single family detached, multi-family with 2 or more bedrooms, and multi-family with 0-1 bedrooms. Condominiums, townhouses and duplexes are included in the multi-family classification since they are not considered "detached", and manufactured homes are included in the single family classification.

1. Electronic records were obtained from Snohomish County containing data on all new construction within the Mukilteo School District from January 2000 through December 2006. This data was extracted from the Metroscan database maintained by the County, and provided in Microsoft Excel format. As compiled by Metroscan, this data included the address, building size, assessed value, and year built for new single and multi-family construction. The data was "cleaned up" by eliminating records which did not contain sufficient information to generate a match with the District's student record data (i.e. incomplete addresses).

2. The District downloaded student records data into Microsoft Excel format. This data included the addresses and grade levels of all K-12 students attending the Mukilteo School District as of February 2008. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the Metroscan data.

3. **Single Family Rates:** The data on all new single family detached residential units in Metroscan were compared electronically with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 2,672 single family detached units were compared with data on 14,258 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	121	0.045
1	117	0.044
2	111	0.042
3	120	0.045
4	113	0.042
5	108	0.040
6	113	0.042
7	128	0.048
8	93	0.035
9	93	0.035
10	107	0.040
11	95	0.036
12	72	0.027
K-5	690	0.258
6-8	334	0.125
9-12	367	0.137
K-12	1391	0.521

4. *Large Multi-Family Developments*: Metroscan data does not specifically indicate how many units or bedrooms are contained in large multi-family developments. Phone interviews and site visits were performed to obtain this information from building managers, owners, or residents. Information obtained included the number of 0-1 bedroom units, the number of 2+ bedroom units, and specific addresses of 0-1 bedroom units. In cases where information had been gathered previously for a prior SGR study, prior study information was used.

   Small Multi-Family Developments: This method included all developments in Metroscan containing fourplexes, triplexes, duplexes, townhouses, condominiums and townhouses. Metroscan data contained information on the number of bedrooms for all townhouses and condominiums. Site visits and phone interviews were performed for duplex and larger units in cases where number of bedroom data was missing.

5. **Multi-Family 2+ BR Rates:** The multi-family 2+ BR SGR's were calculated by electronically comparing data on 2+ BR multi-family units with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 2,989 multi-family 2+ BR units were compared with data on 14,258 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	84	0.028
1	86	0.029
2	58	0.019
3	78	0.026
4	64	0.021
5	71	0.024
6	58	0.019
7	57	0.019
8	63	0.021
9	57	0.019
10	56	0.019
11	52	0.017
12	41	0.014
K-5	441	0.148
6-8	178	0.060
9-12	206	0.069
K-12	825	0.276

6. **Multi-Family 0-1 BR Rates:** The multi-family 0-1 BR SGR's were calculated by electronically comparing data on 0-1 BR multi-family units with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 777 multi-family 0-1 BR units were compared with data on 14,258 students registered in the District, and the following matches were found by grade level: K-5 = 15, 6-8 = 2, and 9-12 = 4. This resulted in the following SGR's by grade level*:

	K-5	6-8	9-12	K-12
Multi-Family 0-1 BR	.019	.003	.005	.027

7. **Summary of Student Generation Rates*:**

	K-5	6-8	9-12	K-12
Single Family	.258	.125	.137	.521
Multi-Family 2+ BR	.148	.060	.069	.276
Multi-Family 0-1 BR	.019	.003	.005	.027

***Calculated rates for grade level groups may not equal the sum of individual grade rates due to rounding.**

APPENDIX D

SCHOOL IMPACT FEE CALCULATIONS

MUKILTEO SCHOOL DISTRICT NO.6
J[illegible]DICTION: SNOHOMISH COUNTY, CITY OF MUKILTEO, CITY OF EVERETT
I[illegible]T FEE CALCULATION PREPARED April 2008

School Site Acquisition Cost:
(Acres x Cost per Acre)/Facility Capacity x Student Generation Factor

	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	11.5	$ -	600	0.258	0.019	0.148	$ -	$ -	$ -
Middle	17.5	$ -	750	0.125	0.003	0.06	$ -	$ -	$ -
High	25	$ 500,000	1500	0.137	0.005	0.069	$ 1,142	$ 42	$ 575
						TOTAL	$ 1,142	$ 42	$ 575

School Construction Cost:
(Facility Cost/Facility Capacity) x Student Generation Factor x (Permanent sq feet/Total sq feet)

	% Perm	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	85.0%	$ 40,300,000	936	0.258	0.019	0.148	$ 9,442	$ 695	$ 5,416
Middle	97.0%	$ -	-	0.125	0.003	0.06	$ -	$ -	$ -
High	88.0%	$ 11,000,000	400	0.137	0.005	0.069	$ 3,315	$ 121	$ 1,670
						TOTAL	$ 12,757	$ 816	$ 7,086

Temporary Facility Cost
(Facility Cost/Facility Capacity) x Student Generation Factor x (Temporary sq feet/Total sq feet)

	% Temp	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	15.0%	$ 130,000	24	0.258	0.019	0.148	$ 210	$ 15	$ 120
Middle	3.0%	$ 130,000	21	0.125	0.003	0.06	$ -	$ -	$ -
High	12.0%	$ 130,000	23	0.137	0.005	0.069	$ 93	$ 3	$ 47
						TOTAL	$ 303	$ 19	$ 167

State Matching Credit
Boeckh Index xSPA square footage x District Match % X Student Factor

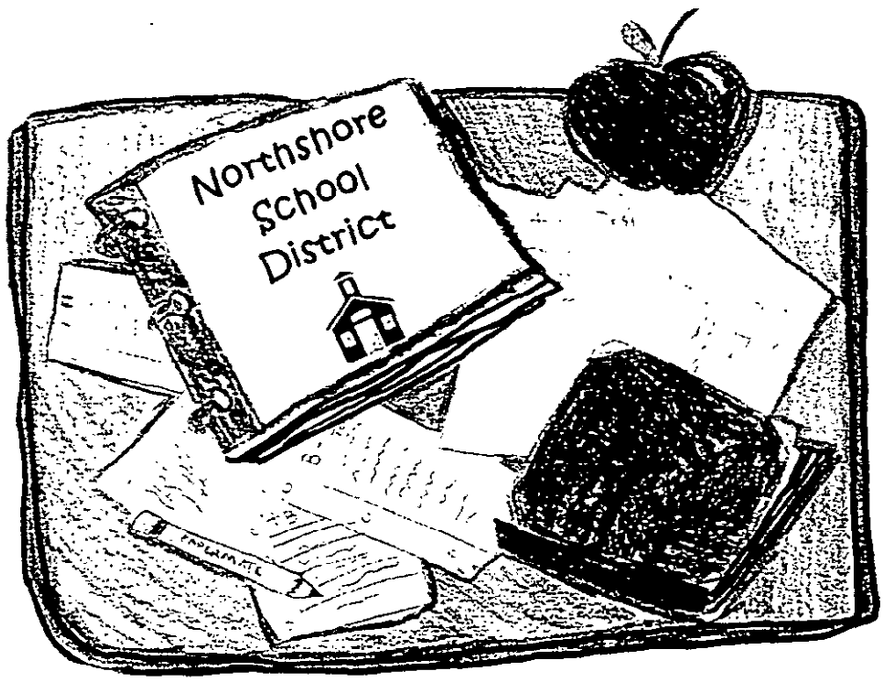
	Boeckh Index	SPI Footage	District Match %	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	$168.79	90	0.00%	0.258	0.019	0.148	$ -	$ -	$ -
Middle	$168.79	117	0.00%	0.125	0.003	0.06	$ -	$ -	$ -
High	$168.79	130	49.78%	0.137	0.005	0.069	$ 1,496	$ 55	$ 754
						TOTAL	$ 1,496	$ 55	$ 754

Tax Payment Credit

	SFR	MFR (1)	MFR (2+)
Average Assessed Value	$387,438	$156,128	$233,183
Capital Bond Interest Rate	4.50%	4.50%	4.50%
Years Amortized	10	10	10
Property Tax Levy Rate - Per	0.00142	0.00142	0.00142
Tax Payment Credit	$4,366	$1,759	$2,627

Fee Summary:	SFR	MFR (1)	MFR (2+)
Site Acquisition Costs	$ 1,142	$ 42	$ 575
Permanent Facility Cost	$ 12,757	$ 816	$ 7,086
Temporary Facility Cost	$ 303	$ 19	$ 167
State Match Credit	$ -1496	$ -55	$ -754
Tax Payment Credit	$ -4366	$ -1759	$ -2627
FEE (AS CALCULATED)	$ 8,339	$ -937	$ 4,448
FEE DISCOUNT 50%	$ 4170	$ -$468	$ 2,224
FINAL FEE	$ 4,170	$ (468)	$ 2,224

2008
CAPITAL FACILITIES PLAN



ADOPTED BY THE
BOARD OF DIRECTORS
June 10, 2008

NORTHSHORE SCHOOL DISTRICT #417
3330 MONTE VILLA PARKWAY
BOTHELL, WASHINGTON 98021-8972
"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

CAPITAL FACILITIES PLAN

NORTHSHORE SCHOOL DISTRICT NO. 417

2008

BOARD OF DIRECTORS

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TABLE OF CONTENTS

SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

Presented herein, in conformance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, and Woodinville, is the Capital Facilities Plan (CFP) of the Northshore School District.

This Capital Facilities Plan is intended to provide the School District, King County, Snohomish County and the cities of Bothell, Kenmore, and Woodinville with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the long term (2008-2025), and a more detailed schedule and financing program for capital improvement over the next six years (2008-2013).

This Capital Facilities Plan is also intended to provide local jurisdictions with information on the School District's ability to accommodate projected population and enrollment demands anticipated through implementation of various comprehensive land use plan alternatives.

The role of impact fees in funding school construction is addressed in Section 9 of this report.

Overview of the Northshore School District

The Northshore School District services five jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, and the City of Woodinville. The physical area and student population are roughly two-thirds in King County and one-third in Snohomish County. The District is 62 square miles and is located at the north end of Lake Washington, extending north into Snohomish County, with a population estimated at 117,819. The District currently serves an enrollment of 18,824[1] with twenty elementary schools, six junior high schools, three high schools, one alternative secondary school, and one early childhood center. The grade configuration is kindergarten through sixth for elementary, seventh through ninth for junior high, and tenth through twelfth for high school. The Urban Growth Boundary Line splits the District, exacerbating challenges in meeting service levels. Generally, schools on the eastern side of the line are seeing declining enrollments while schools on the western side are seeing increasing enrollment. To optimize instructional program flexibility

[1]Full-time equivalents/October 2007 census.

and maximize service levels in the most cost effective way possible, the District maintains approximately fifteen percent of its classroom capacity in relocatables (portables).

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Northshore Enrollment Projections: 2008-2025[2]

Introduction

In general, enrollment growth since 1998 has been slower throughout the Puget Sound. This slow-down in enrollment growth is correlated with a modest decline in births and with a slowdown in overall population growth in the region. Although population growth has been stronger throughout the Puget Sound, K-12 enrollment has either shown little growth or declined in most counties. The District has followed that trend, with enrollment declining by 600 students over the last two years, 436 of those occurring between October 2006 and October 2007. The decline was experienced at each level (elementary, junior high, and high school).

For District projections, regional trends were modified to include population and housing growth, and any market share losses or gains due to private schools specific to the District. In addition, assumptions and corresponding projections were taken down to the feeder pattern level. Growth rates were adjusted based on a data base of new housing and construction information specific to those respective areas. The resulting trends were used to further refine the projection methodology for both headcount and FTE forecasts used in this document.

[2] The District contracts with an independent consultant to produce enrollment projections for the Capital Facilities Plan. The consultant has a long history of working with local school districts in doing projections, including 7 years as the demographer for the Seattle Public Schools and 11 years as an independent consultant providing long-range projections for the Highline, Edmonds, Mukilteo, Puyallup, Federal Way, Marysville, Bethel, South Kitsap, Bremerton, Tacoma, and Seattle school districts. For new housing and construction data the District contracts with a separate firm to collect and update this data on a regular basis

Methodology

Numerous methodologies are available for projecting long-term enrollments. The most common method is known as cohort survival, which tracks groups of students through the system and adjusts the populations to account for the average year-to-year growth. For example, this year's fourth grade is adjusted based on the average enrollment trend of the past in order to estimate next year's fifth grade enrollment. This calculation method considers the past 5 years' trends to determine the average adjustment factor for each grade, or cohort. The method works well for all grades except kindergarten, where there is no previous year grade. At kindergarten two methodologies are generally used. First, one can use a linear extrapolation from the previous 5 years, assuming that there is a trend. Or, alternatively one can compare the kindergarten enrollment to births from 5 years prior to calculate a "birth-to-k" ratio. For example, kindergarten enrollment in 2007 is divided by the total births in King and Snohomish counties in 2002 to produce a birth-to-k ratio. The average ratio for the last 5 years can then be applied to births in subsequent years to estimate kindergarten enrollment.

The cohort survival method is used by OSPI to predict enrollment for all districts in the state. As a general rule they use a 5-year cohort average for grades 1-12 and a linear extrapolation method at kindergarten. This method produces a headcount forecast for every district in the State. In order to make this forecast comparable to District FTE forecasts, the numbers must be converted to FTE counts. In order to do this, the consultant took the original headcount forecast from OSPI and applied a formula which converts headcount to FTE based on the past 3 years of district data. Table 2-1 shows the latest projection for Northshore using this methodology. This forecast predicts a decline in FTE enrollment next year followed by an increase in FTE enrollment between 2009 and 2013.

TABLE 2-1
FTE
Forecast Based on OSPI Methodology

October FTE		Projections					
Grade	07/08*	08/09	09/10	10/11	11/12	12/13	13/14
K	609	637	649	655	662	668	675
1	1,350	1,329	1,392	1,407	1,421	1,435	1,449
2	1,370	1,389	1,371	1,436	1,452	1,466	1,481
3	1,464	1,393	1,415	1,397	1,463	1,479	1,494
4	1,400	1,503	1,431	1,454	1,435	1,503	1,519
5	1,483	1,420	1,524	1,450	1,473	1,454	1,524
6	1,414	1,512	1,451	1,557	1,482	1,506	1,486
7	1,586	1,471	1,570	1,507	1,617	1,539	1,564
8	1,541	1,614	1,496	1,596	1,532	1,644	1,564
9	1,624	1,554	1,631	1,511	1,613	1,549	1,662
10	1,712	1,557	1,619	1,696	1,571	1,677	1,611
11	1,631	1,646	1,653	1,582	1,658	1,535	1,639
12	1,639	1,540	1,587	1,568	1,500	1,572	1,456
Total K-6	**9,091**	**9,182**	**9,232**	**9,356**	**9,387**	**9,511**	**9,627**
Total 7-9	**4,752**	**4,639**	**4,696**	**4,614**	**4,763**	**4,732**	**4,790**
Total 10-12	**4,982**	**4,743**	**4,859**	**4,845**	**4,729**	**4,785**	**4,707**
District Total	**18,824**	**18,564**	**18,787**	**18,816**	**18,879**	**19,028**	**19,124**
		-260	**223**	**29**	**63**	**149**	**96**
		-1.4%	**1.2%**	**0.2%**	**0.3%**	**0.8%**	**0.5%**

*Actual FTE Enrollment

The OSPI method generally works well for districts that have a consistent trend of gradual increases or declines in enrollment. It is less reliable in districts where spikes in demographic trends (especially a marked increase or decrease in new housing) can lead to dramatic swings in enrollment from one year to the next. Combining cohort survival with other information about housing can sometimes provide for a more accurate forecast. In the present case, the OPSI model is starting to pick up on the most recent trends affecting the District over the past 6 years. For this reason it is a reasonably good estimate of future growth.

Table 2-2 shows an alternative to the OSPI forecast that combines cohort survival methodology with information about new housing, the District's predicted share of the King and Snohomish County birth cohort, and any predicted gains or losses in the District's market share. Market share refers to the District's share of the K-12

public school population in the region. For this forecast, the average rollup at existing grades was combined with estimates of growth that might be expected from new housing, and assumptions about market share gains or losses that the District is likely to see at certain grade levels. Estimates of housing growth for this model were obtained from Northshore's housing development database. Table 2-2 shows the forecast based on this methodology. This forecast produces a result that is very similar to the OSPI model. Elementary enrollment is expected to grow from 9,091 FTE in 2007-2008 to 9591 FTE by 2013. Junior high enrollment is projected to decline for a few years before returning to its current enrollment level. At the high school level enrollment is expected to decline over time from its current total of 4,982 to 4,688 by 2013.

TABLE 2-2

FTE

Facilities Forecast -- Medium Range Preferred

October FTE	Projections						
Grade	07/08*	08/09	09/10	10/11	11/12	12/13	13/14
K	609	634	653	654	690	670	681
1	1,350	1,302	1,365	1,395	1,398	1,473	1,431
2	1,370	1,385	1,347	1,412	1,443	1,446	1,524
3	1,464	1,388	1,413	1,374	1,441	1,472	1,475
4	1,400	1,492	1,422	1,448	1,408	1,477	1,509
5	1,483	1,417	1,517	1,446	1,472	1,432	1,501
6	1,414	1,510	1,453	1,556	1,483	1,510	1,469
7	1,586	1,465	1,563	1,505	1,612	1,539	1,567
8	1,541	1,605	1,483	1,583	1,524	1,635	1,562
9	1,624	1,554	1,622	1,499	1,600	1,543	1,656
10	1,712	1,689	1,617	1,688	1,559	1,668	1,609
11	1,631	1,667	1,647	1,577	1,646	1,524	1,630
12	1,639	1,539	1,583	1,564	1,498	1,566	1,450
Total K-6	**9,091**	**9,128**	**9,171**	**9,287**	**9,336**	**9,481**	**9,591**
Total 7-9	**4,752**	**4,624**	**4,668**	**4,587**	**4,735**	**4,717**	**4,784**
Total 10-12	**4,982**	**4,894**	**4,847**	**4,829**	**4,703**	**4,758**	**4,688**
District Total	**18,824**	**18,646**	**18,687**	**18,702**	**18,774**	**18,956**	**19,063**
		-178	**41**	**16**	**72**	**182**	**108**
		-0.9%	**0.2%**	**0.1%**	**0.4%**	**1.0%**	**0.6%**

***Actual FTE Enrollment**

Long Range Projections

The methodology described above was extrapolated to 2020 and 2025 to produce a longer-range forecast. In general, this model assumes that the period between 2014 and 2025 will have a growth pattern similar to what is predicted for 2008 to 2013. Similar to the methodology used above, the average cohort survival rollup-rate for each grade was calculated and applied at each grade level to predict the growth in each subsequent year. Kindergarten was projected using the birth-to-k ratio method described above. Longer-range kindergarten projections were arrived at by applying an assumed birth rate to the population projections produced by OFM for King and Snohomish counties. This provided a projection of the number of births expected in the coming years. The average birth-to-k ratio for the last 5 years was then applied to the projected births to predict kindergarten enrollment. A growth factor was then applied to each of the grade level projections (K-12) to account for population and housing growth. The factor in the model assumed that housing and population growth between 2014 and 2025 would be similar to what is expected between 2008 and 2013.

Using this methodology the District's enrollment shows continued growth from 2014 to 2025. Projected FTE enrollment in 2015 is predicted to be 19,444, projected FTE enrollment for 2020 is projected to be 20,619 and projected FTE enrollment for 2025 is predicted to be 21,732 FTE. Elementary enrollment is expected to grow more dramatically between 2015 and 2020 when the birth cohorts entering school are expected to be larger. In fact, the State of Washington is predicting a marked increase in K-12 enrollment between 2015 and 2025 as the most recent generation of high school students begins having children. The State model assumes a stable fertility rate (number of births per female in her child-bearing years), and a generally positive economic outlook that will continue to bring new residents into the area.

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

TABLE 2-3
Projected FTE Enrollment

Level	2015	2020	2025
Elementary:	9,894	10,470	10,947
Jr. High:	4,737	5,148	5,426
High School:	4,813	5,001	5,359
Total:	19,444 FTE	20,619 FTE	21,732 FTE

SECTION 3 -- DISTRICT STANDARD OF SERVICE

Optimizing student learning is the heart of what the District strives for in establishing its service standard for capacity utilization. Optimizing student learning involves a constant refinement and review of instructional techniques, environment and programs. These elements are combined with demographic projections and cost considerations in determining service levels.

The District provides traditional educational programs and nontraditional programs such as special education, expanded bilingual education, remediation, alcohol and drug education, preschool and daycare programs, home school, computer labs, music programs, movement programs, etc. Programs and the learning environment are constantly reviewed to determine the optimum instructional method and learning environment. Required space for these programs is determined by noise, level of physical activity, teacher to student ratios, privacy and/or the need for physical proximity to other services/facilities. Adequate space must exist for program flexibility, differing learning styles, program experimentation and pre and post school activities. Such site capacities are established based on existing programs, known future programs and capacity to empower local site administration. To monitor this and for use in preliminary capacity planning the District establishes design capacities or the maximum number of students given a simple definition of room capacity at either 50, 27, 24, or 12 FTE, depending on room size to arrive at a total site capacity. This figure is then compared on a regular basis to actual utilization or Scheduled Capacity. Scheduled capacity takes into consideration the specific programs that actually take place in each of the rooms, so for example capacities in rooms utilized for programs such as special education would reflect capacities of the defined service levels (See Table 3-2), 8 versus 24 (for a standard size room or relocatables/portables).

To achieve efficient facility utilization, the District maintains about fifteen percent of its design capacity in relocatables (portables). The use of relocatables is an effective way to meet the need of providing capacity on relatively short notice in order to support the dynamic nature of the process. This provides a cost effective route to encourage innovation and new approaches, particularly for non-core or pilot programs. As programs stand the test of time, they are incorporated into permanent facility requirements with each site modernization. Given the dynamic nature of space needs and the costs involved in removing relocatables, changes in capacity requirements must be seen as long term before capacity is usually reduced.

Special teaching stations and programs offered by the Northshore School District at specific school sites include:

TABLE 3-1

	Elementary:	Secondary:
Computer Labs	X	X
Group Activities Rooms	X	
Elementary Advanced Placement (EAP)	X	
All Day Kindergarten	X	
Parents Active in Cooperative Education (PACE)	X	
Special Education	X	X
Contained Learning Centers (CLC)	X	X
Learning Centers (LC)	X	X
Language Arts Specialist for Enrichment and Remediation (LASER)	X	
Learning Assistance Program (LAP)	X	X
English Language Learners (ELL)	X	X
Dual Language (DL)	X	
Home School	X	X
Alternative Junior and Senior High School		X
Vocational		X
International Baccalaureate		X
School-to-Work		X
Running Start		X

A number of the above programs affect the design capacity of some of the buildings housing these programs. Some students, for example, leave their regular classrooms for a short period of time to receive instruction in these special programs. Providing space to allow site administrators the flexibility to balance these program dynamics is beneficial. Special programs usually require space modifications and sometimes have less density than other more traditional programs which potentially translates into greater space requirements. These requirements are part of the difference that we see between design capacity and scheduled capacity.

Teaching station loading is identified on Table 3-2. Class sizes are averages based on actual utilization as influenced by state funding and instructional program

standards. The District's standard of service is based on state and/or contractual requirements.

TABLE 3-2
STANDARD OF SERVICE - CLASS SIZE (AVERAGE)

Classroom Type	Elementary – Average Students Per Classroom	Junior High – Average Students Per Classroom	High School – Average Students Per Classroom
Kindergarten	23	NA	NA
Regular, Alternative, EAP	24	27	27
Regular (portables)	24	27	27
Special Education (CLC)	12	12	12
Special Education – Severe/Profound	8	8	8
Integrated - Regular & Special Ed(15 regular & 6 special ed students)	21	NA	NA
Special Education	8 (Sorenson & Woodmoor)	8	8
Vocational	NA	NA	27

Because of the need to provide time and space for teacher preparation and conferences, secondary classrooms have not always been utilized 100 percent of the time. It is expected that room utilization will increase due to the addition of more teacher preparation spaces in recent modernizations and the addition of extra periods in several schools. These changing capacity needs as well as shifts in demographic growth patterns are reviewed by District staff and a group of parents, educators, administrators and consultants who comprise the Enrollment Demographic Task Force (EDTF). The EDTF examines enrollment projections, capacity considerations, program choices, etc. and recommend solutions to enrollment issues. These recommendations, as they are approved by the Board and implemented by the District, are incorporated into the Capital Facilities Plan.

The District implemented the recommendation of the EDTF in 2008 to adjust boundaries in the northern, fast-growing urban portion of the District to balance enrollments particularly at the elementary level. The District is currently experiencing a steady decline in enrollment in the eastern, largely rural side, while also addressing significant budget shortfalls. After discussions with the EDTF, the

District submitted a School Closure Analysis to the Board that was considered by the Board and tabled for the current time.

Snohomish County has requested that the District's plan include a measurement of the current levels of service as of February 1, 2008 to compare to the District's minimum levels of service. A possible indicator of that is summarized in Table 3-3 which shows the District's average students per teaching station as a measurement of its minimum levels of service as of October 1, 2007.

TABLE 3-3
Average Students Per Teaching Station

Grade Level	# of Teaching Stations	FTE Capacity	Calculated Standard of Service (1)	FTE Enrollment	Average FTE/Teaching Station (excluding portables)
K – 6	463	9,359	23.0	9,168	22.5
7 – 9	227	5,941	26.2	4,727	20.8
10 – 12	208	5,317	25.6	4,939	23.7
Total		20,617		18,834	

(1) Capacity divided by the # of teaching Stations

SECTION 4 -- CAPITAL FACILITIES INVENTORY

Under the Growth Management Act, public entities are required to inventory existing capital facilities. Capital facilities are defined as any structure, improvement, pieces of equipment or other major asset, including land that has a useful life of at least ten years.[1] The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate current and future demand (student enrollment) at acceptable or established levels of service. This section provides an inventory of capital facilities owned and operated by the Northshore School District including schools, relocatable classrooms (portables), developed school sites, 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 3). A map showing locations of District facilities is provided as Appendix B.

Schools

The Northshore School District currently operates 20 elementary schools (grades K-6), six junior high schools (grades 7-9), and three high schools (grades 10-12). The District also has one alternative junior high school (grades 7-9), one alternative high school (grades 10-12), a Home School program and an early childhood center.

School capacity was determined based on the number of teaching stations within each building and the space requirements of the District's educational program. This capacity calculation is used to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment.

Capacities were determined for each school by classroom usage. For the elementary grade level the classroom uses are divided into regular, grades 1-6; regular kindergarten; alternative, grades 1-6; alternative kindergarten; Contained Learning Centers (special education); and Learning Centers (special education). For secondary, the separate uses are regular, grades 7-9 and 10-12; and special education, grades 7-9 and 10-12. Thus, for example, excess space in a kindergarten classroom, which could in theory be used to house overflow fifth-graders, does not offset a calculated fifth grade deficiency. The school facility inventory is summarized on Tables 4 -1, 4-2 and 4-3.

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[1] Making Your Comprehensive Plan A Reality - A Capital Facilities Plan Preparation Guide, State of Washington Department of Community Development Growth Management Division, June 1993, pg. 86.

TABLE 4-1
ELEMENTARY SCHOOL CAPACITY INVENTORY

Elementary School	Site Size (Acres)	Bldg. Area (Sq Ft)	Total Classrooms Based on Design (See Note 1)	Scheduled Student Capacity (Ex Portables)	Design Student Capacity (Ex Portables)	Schedule Capacity # Students Per Room	Design Capacity # Students Per Room	Year Built	Last Moderniza tion
Arrowhead	10.8	40,949	18	405	429	23	24	1957	1994
Bear Creek	28.6	50,940	19.5	416	467	21	24	1988	
Canyon Creek	13*	50,344	23	475	550	21	24	1977	1999
Cottage Lake	10	54,644	22	398	521	18	24	1958	2005
Crystal Springs	10.8	47,863	19	442	442	23	23	1957	2002
East Ridge	16.4	53,220	21	454	520	22	24	1991	
Fernwood	12.4	49,903	20	445	478	22	24	1988	2002
Frank Love	8.6	53,127	22	450	525	20	24	1990	
Hollywood Hill	13.7	51,215	22	406	526	18	24	1980	2001
Kenmore	18	50,248	20	454	478	23	24	1955	2002
Kokanee	29	59,139	29	486	693	17	24	1994	
Lockwood	10.9	52,993	26	475	622	18	24	1962	2004
Maywood Hills	9.1	56,309	21	478	502	23	24	1961	2002
Moorlands	8.5	56,279	28	547	670	20	24	1963	2002
Shelton View	12.9	49,341	22	378	502	17	23	1969	1999
Sorenson ECC**	2.9	30,420		0				2002	
Sunrise	11	47,481	20	380	479	19	24	1985	
Wellington	15	51,167	24	526	574	22	24	1978	2000
Westhill	14.6	39,553	21	406	502	19	24	1960	1995
Woodin	9.5	48,875	23	447	525	19	23	1970	2003
Woodmoor	17.5	117,176	42	891	1173	21	28	1994	
Total	270.2	1,111,186	462.5	9,359	11,178	20	24		

***Sorenson Early Childhood Center houses the district's Early Childhood Program, including preschool, and Head Start.

Note 1: The number of classrooms at each school includes special teaching stations that typically provide capacity for 12 to 24 students each; please refer to Section 3 for a list of special teaching stations and programs offered by the district. The total number of classrooms and total student capacity may not sum due to rounding.

TABLE 4-2 JUNIOR HIGH SCHOOL CAPACITY INVENTORY

Junior High Schools	Site Size (Acres)	Bldg. Area (Sq Ft)	Total Classrooms Based on Design (See Note 1)	Scheduled Student Capacity (Ex Portables)	Design Student Capacity (Ex Portables)	Schedule Capacity # Students Per Room	Design Capacity # Students Per Room	Year Built	Last Modernization
Canyon Park**	21	105,234	44	1,184	1,244	27	28	1964	2000
Kenmore	14	86,844	30	811	856	27	29	1961	2002
Leota	20	99,085	37	939	1,026	25	28	1972	1998
Northshore	18	117,401	39	993	1,053	25	27	1977	2004
Skyview	27	104,389	41	1,056	1,188	26	29	1992	
Timbercrest	35	99,164	36	958	1,072	27	30	1997	
Total	135	612,117	227	5,941	6,439	26	28		

** Projects are not reflected in this report until they are accepted by the Board. Canyon Park Phase 2 is scheduled to be accepted in late April or early May.

TABLE 4-3
HIGH SCHOOL INVENTORY

High Schools	Site Size (Acres)	Bldg. Area (Sq Ft)	Total Classrooms Based on Design (See Note 1)	Scheduled Student Capacity (Ex Portables)	Design Student Capacity (Ex Portables)	Schedule Capacity # Students Per Room	Design Capacity # Students Per Room	Year Built	Last Modernization
Bothell**	34.5	248,907	57.0	1,517	1,619	27	28	1953	2005
Inglemoor	49.2	188,356	74.0	1,969	2,071	27	28	1964	2000
Woodinville	40.0	171,866	59.0	1,571	1,739	27	29	1983	1994
SAS***	3.8	50,897	18.0	260	260	14	14	1931	1992
Total	127.5	660,026	208.0	5,317	5,689	26	27		

** The Bothell High square footage does not include the Community Performing Arts Center, and is currently undergoing a modernization resulting in the elimination of several classrooms and use of portables in their place during construction which is expected to be completed by September, 2008

*** W.A. Anderson School is the site of the District's Secondary Academy for Success(SAS). Capacity is based on a class size of 15 for high school, and 10 for junior high. Any excess capacity it may have is generally not available for use by other programs, except in emergencies.

RELOCATABLE CLASSROOM FACILITIES (Portables)

The District has 144 relocatable classrooms (portables), of which 93 are used as classrooms housing students. As part of the planning for each applicable modernization, site capacity is evaluated and the role of the relocatables reassessed. The remaining portables are intended to be retained on a long-term basis to provide program flexibility and possible enrollment fluctuations. Within the financial capabilities of the District, the intent is to minimize the size of the second group. At this time it's the District's intention to house about fifteen percent of its enrollment in relocatables. A typical portable classroom provides capacity for 24 students at the elementary level and 27 at the secondary level. Some relocatables are used for special programs and their capacities may be less in accordance with the standard of

service identified in Section 3. Also some relocatables are utilized for daycare, PTA, Conf Rooms/Resource Rooms which are not counted as Scheduled Non Permanent Capacity. Approximately fifteen relocatables are utilized for these purposes. A summary of relocatables is presented in Table 4-4.

TABLE 4-4 RELOCATABLE CLASSROOM FACILITIES

School	Total # of Portable Classrooms	Contributing to Capacity (See Note 1 Below)	Scheduled Non Permanent Student Capacity (See Note 1 Below)	Design Non-Permanent Student Capacity	Portables Utilized in "pull out" programs and not counted in Scheduled Capacity (See Note 1)
ELEMENTARY SCHOOLS					
Arrowhead	6	1	21	144	4
Canyon Creek	8	3	72	192	4
Crystal Springs	8	4	96	192	1
East Ridge	5	4	96	120	1
Fernwood	6	2	48	144	4
Frank Love	5	1	24	120	2
Hollywood Hill	2	1	24	48	0
Kenmore	5	3	71	119	2
Kokanee	6	4	72	144	2
Lockwood	2	0	0	48	1
Maywood Hills	4	1	24	96	3
Moorlands	5	2	24	120	1
Shelton View	3	2	45	72	0
Sunrise	5	2	24	120	2
Wellington	4	3	57	95	1
Westhill	5	2	48	120	2
Woodin	6	5	117	144	0
Subtotal	85	40	863	2038	30
JR. HIGH SCHOOLS					
Canyon Park	4	2	54	108	0
Kenmore	9	8	186	243	0
Leota	1	1	27	27	0
Home School	8	8	216	216	0
Northshore	4	4	63	108	0
Skyview	4	4	108	108	0
Timbercrest	1	1	27	27	0
Subtotal	31	28	681	837	0
SR. HIGH SCHOOLS					
Bothell**	15	12	279	432	3
Inglemoor	6	6	162	162	0
Woodinville	5	5	120	135	0
SAS	2	2	20	20	0
Subtotal	28	25	581	749	3
Total	144	93	2125	3624	33
Capacity reflected by "pull out" usage			576		

Note 1 -Excluded are OPTP/LASER/ESL/LAP/Science Labs/Computer Labs/Music/Admin/ASB. These are reflected under the far right hand column. These figures do not include portables listed by the schools as being used for day care/PTA/ resource/conference rooms/counseling.

** 9 of the portables at Bothell HS are on site for construction that began in 2007

Other Facilities and Land

In addition to schools, the Northshore School District owns and operates facilities which provide operational support functions to the schools. An inventory of those facilities is provided in Table 8 below. The District owns one undeveloped site, Paradise Lake, which is located in the east portion of the District. It was purchased for a future elementary school. In addition to schools, the Northshore School District owns and operates facilities which either provide operational support to the schools or are surplus properties. The new Transportation Site will house the existing transportation operations which need to be relocated to maximize the possible alternatives for the District's downtown properties.

Table 4-5
Inventory of Support Facilities

Facility Name	Building Area (Sq Feet)	Site Size (Acres)
Downtown Properties	80,000	26
Ricketts Building		
W.A. Anderson Building		
Transportation		
Maintenance		
Warehouse		
Pop Keeney Stadium		
Administrative Center	49,373	5
Support Services Building & Warehouse	41,913 44,919	5
Paradise Lake Site		26
Warehouse (leased to tenant)	44,786	2
New Transportation Site		13

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

Projected facility needs are derived from the differences between the school capacities and the FTE student enrollments for each year of the planning period. Projected enrollment increases will require capacity increases at Fernwood Elementary and Canyon Creek Elementary. Continued growth in this area may also require the District to procure land and build a new elementary school sometime over the next five to ten years.

Table 5-1 is a summary by year and by grade level of the projected enrollments, capacities and deficiencies in District facilities. "Capacity in Relocatables" represents the number of relocatables necessary to house students beyond the capacity limitations of permanent facilities. The reader should be aware that the indicated number of relocatables required may vary because of differences in class size and program needs from school to school. Dividing "Capacity in Relocatables" by the applicable standard of service yields the number of relocatables necessary to accommodate enrollment. Consistent with the method of calculating capacities described in Section 4, "Capacity" is necessarily greater than "Enrollment."

Should unexpectedly high growth occur in the next six years, the District would retain relocatables that would otherwise be declared surplus, convert special-use relocatables into additional classrooms, and/or convert some specialized permanent spaces for use as classrooms. The latter action would involve revising the District's Standard of Service and also be reflected in the next updated CFP.

TABLE 5-1
SCHOOL ENROLLMENT/SCHEDULED CAPACITY

	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Elementary							
Enrollment	9,091	9,128	9,171	9,287	9,336	9,481	9,591
Scheduled Capacity in Permanent Facilities	9,359	9,359	9,359	9,434	9,509	9,509	9,509
Scheduled Capacity in New Perm. Facilities			75	75			
Total Scheduled Capacity in Perm. Facilities	9,359	9,359	9,434	9,509	9,509	9,509	9,509
Scheduled Capacity in Relocatables	863	863	863	863	863	863	863
No.of Relocatables Contributing to Scheduled Cap.	40	40	40	40	40	40	40
Total Scheduled Capacity with Relocatables	10,222	10,222	10,297	10,372	10,372	10,372	10,372
Surplus Capacity	1,131	1,094	1,126	1,085	1,036	891	781
Junior High							
Enrollment	4,752	4,624	4,668	4,587	4,735	4,717	4,784
Scheduled Capacity in Permanent Facilities	5,941	5,941	5,941	5,941	5,941	5,941	5,941
Scheduled Capacity in New Perm. Facilities							
Total Scheduled Capacity in Perm. Facilities	5,941	5,941	5,941	5,941	5,941	5,941	5,941
Scheduled Capacity in Relocatables	681	681	681	681	681	681	681
No.of Relocatables Contributing to Scheduled Cap.	28	28	28	28	28	28	28
Total Scheduled Capacity with Relocatables	6,622	6,622	6,622	6,622	6,622	6,622	6,622
Surplus Capacity	1,870	1,998	1,954	2,035	1,887	1,905	1,838
Senior High							
Enrollment	4,982	4,894	4,847	4,829	4,703	4,758	4,688
Scheduled Capacity in Permanent Facilities	5,317	5,317	5,317	5,317	5,317	5,317	5,317
Scheduled Capacity in New Perm. Facilities							
Total Scheduled Capacity in Perm. Facilities	5,317	5,317	5,317	5,317	5,317	5,317	5,317
Scheduled Capacity in Relocatables	581	581	581	581	581	581	581
No.of Relocatables Contributing to Scheduled Cap.	25	25	25	25	25	25	25
Total Scheduled Capacity with Relocatables	5,898	5,898	5,898	5,898	5,898	5,898	5,898
Surplus Capacity	916	1,004	1,051	1,069	1,195	1,140	1,210
Surplus/Deficiency Capacity							
K-12 Enrollment	18,824	18,646	18,686	18,703	18,774	18,956	19,063
Scheduled Capacity in Permanent Facilities	20,617	20,617	20,692	20,767	20,767	20,767	20,767
Scheduled Capacity in Perm. Fac. and Relocatables	22,742	22,742	22,817	22,892	22,892	22,892	22,892
Total Surplus Capacity	3,918	4,096	4,131	4,189	4,118	3,936	3,829

Note: The enrollment and capacity numbers may not sum exactly due to rounding.

Long-term Facility Needs (Year 2025)

On the basis of the long-term projection discussed in Section 2, Northshore School District is expected to have unhoused students at the elementary and high school levels, but have excess capacity at the junior high grade levels, by the year 2025. A long-term projection of unhoused students and facilities needs is shown in Table 5-2 below. Caution should be observed in making use of the information exhibited in the table. Long-term projections are based on many estimates and assumptions, and are accordingly subject to significant change.

TABLE 5-2
Long-term Projection of Enrollment and Facility Needs Year 2025

Grade Level	FTE Enrollment	Capacity
Elementary	10,947	10,372
Jr. High	5,426	6,622
High School	5,359	5,898
Totals	21,732	22,892

SECTION 6 -- GROWTH RELATED PROJECTS

Planned Improvements - Construction to Accommodate New Growth

In Snohomish County, the District is experiencing sharp increases in new housing starts, while other areas of the District are seeing insufficient residential growth to offset graduating classes and other normal elements affecting demographic attrition.

Additional capacity is planned at two elementary schools: Fernwood and Canyon Creek in the Snohomish County portion of the District. These two schools are the most impacted by current and projected growth.

Based on our assumptions explained in Section 2, projected increases over the six years could be as much as 250 students, or an increase of 1% during that period. However, not all schools will see that growth and some areas will either see slower growth or some declines. Long term projections indicate growth with the District possibly experiencing up to 3,000 new students in the next twenty years. We will continue to monitor a multitude of factors that shape our future, e.g. instructional delivery, the economy, changes in planned land use, permit activity, and birth rates in order to help us plan for needed facilities when they are appropriate.

Planned Improvements – To Existing Facilities

The District has several construction projects planned for 2008 through 2013. These projects include modernizing and remodeling existing facilities, renovating play fields and athletic fields, providing and upgrading technology, replacing/ upgrading building systems, and relocating our Transportation Center. See Section 7, and Table 8-1 in Section 8, for a list of projects.

Modernizations/Building Improvement Programs

The modernization at Canyon Park Junior High Phase II was completed in the fall of 2007 and Bothell High School Phase III will be completed in the fall of 2008. By 2010 modernizations of varying scopes will be completed at Woodinville High School (Phase I), and Kenmore Junior High (Phase II). The modernization of Canyon Creek Elementary is expected to begin in 2008. Phase II of the Woodinville High Modernization and Phase III of the Kenmore Junior High Modernization are expected to begin in 2012. Planned modernizations or major building system improvements (BIP) at Sunrise, Lockwood Elementary, Wellington Elementary and Shelton View Elementary (Phase I) are also reflected in the timetable of this CFP.

New Facilities and Additions

Additional classroom capacity and commons will begin in 2008 and 2009 for Fernwood and Canyon Creek elementary schools.

TABLE 6-1 PLANNED CONSTRUCTION PROJECTS – GROWTH RELATED

Project	Estimated Completion Date	Projected Student Capacity Added
Fernwood Elementary	2010	50 – 75 *
Canyon Creek Elementary	2009	50 – 75

* Currently in Master Planning

Six Year Capital Instructional Facilities Construction Schedule

2007/2008 Construction

Bothell High School Phase III Modernization (Continuation)
Woodinville High School Phase I Modernization
Kenmore Junior High Phase II Modernization
Canyon Creek Elementary Modernization
BIP – Building Improvement Projects
Field Improvements
Special Projects
Technology Improvements

2008/2009 Construction

Woodinville High School Phase I Modernization (Continuation)
Kenmore Junior High Phase II Modernization (Continuation)
Canyon Creek Elementary Modernization (Continuation)
BIP – Building Improvement Projects
Field Improvements
Special Projects
Technology Improvements

2009/2010 Construction

Fernwood Elementary Phase I Modernization
Woodinville High School Phase I Modernization (Continuation)
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects

2010/2011 Construction

Field Improvements
Technology Improvements
Special Projects

2011/2012 Construction *

Woodinville High School Phase II Modernization
Kenmore Junior High Phase III Modernization
SAS Relocation
Field Improvements
Technology Improvements
Special Projects

2012/2013 Construction *

Woodinville High School Phase II Modernization (Continuation)
Kenmore Junior High Phase III Modernization (Continuation)
SAS (Continuation)
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects

2013/2014 Construction *

Woodinville High School Phase II Modernization (Continuation)
Lockwood Elementary
Shelton View Elementary
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects

Note: All projects in bold indicate growth-related improvements.
*Projects in 2011/2014 are subject to approval of the Board with the submission of the 2010 bond/levy recommendation

SECTION 8 -- CAPITAL FACILITIES FINANCING PLAN

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

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond issue. Bonds are sold as necessary to generate revenue. They are retired through collection of property taxes. Voters in the Northshore School District passed a capital improvement bond for $123 million in February 2006. Revenues from this bond will be used to implement the Capital Facilities Plan set forth herein.

State Financial Assistance

State financial assistance comes from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from state school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects.

State matching funds can be requested only for school construction projects. Site acquisition and site improvements are not eligible to receive matching funds from the state. Because availability of state matching funds has not kept pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the state may not be received by a school district until two to three years after a matched project has been completed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds.

Impact Fees

Authorization to collect impact fees has been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. Impact fees are generally collected by the permitting agency at the time of final plat approval or when building permits are issued. In the case of the three cities in the District, the Capital Projects Office collects fees prior to recording of plats, or issuance of permits. The District

will not request collection of impact fees in 2008-09. See the discussion regarding the impacts of growth in Section 6. The District may request impact fees in future Plan updates.

Budget and Financing Plan

Table 8-1 is a summary of the budget that supports the Capital Facilities Plan. Each project budget represents the total project costs which include: construction, taxes, planning, architectural and engineering services, permitting, environmental impact mitigation, construction testing and inspection, furnishings and equipment, escalation, and contingencies. Please note that funding has not been secured for projects in the final three years of the plan.

The School District's planning for bond issues is based on Table 8-1. The District expects the proceeds of the bond sales to be supplemented by state financial assistance[3] and impact fees. However, since the timing and amounts of these supplemental sources are largely unpredictable, they cannot be planned for and, thus, have not been included in the District's internal budgeting. Any funds from those external sources, when they become available, would allow the District to sell fewer bonds than were authorized by the voters or would permit the District, subject to community approval and school board authorization, to increase the scope of its program to include needed work that would otherwise be unfunded.

[3]State funding represents a significant challenge to the District. Although the District at times has a real need for additional classroom and support spaces, the criteria and formulas established by the state do not recognize this need, and as noted on page 24, the District has previously constructed growth-related additions without state financial assistance. Even where the District is eligible for State financial assistance, the present inadequate funding mechanism has resulted in significant delays in receiving the funds and a consequent reduction in their value.

TABLE 8-1

2008 CAPITAL FACILITIES PLAN BUDGET

$s in 000s

	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13
MODERNIZATIONS						
Canyon Creek Modernization	100	6,175				
Fernwood Modernization		100	6,175			
Canyon Park Jr. High Modernization	2,000					
Kenmore Jr High Modernization Phase II	100	11,900	2,000			
Bothell High Modernization Ph. III	32,000					
Woodinville High Modernization Phase I		250	17,750			
SAS						8,000 *
Woodinville High Modernization Phase II **					4,000	40,000
Kenmore Jr High Modernization Phase III **				500	35,000	
NEW CONSTRUCTION						
Transportation Center	5,000 *	10,000 *				
Building Improvement Program	1,175	1,234	1,295	1,360	1,428	1,500
Technology	600	630	662	695	729	766
Fields	400	420	441	463	486	511
Code Compliance / Small Works	830	872	915	961	1,009	1,059
Site Purchase	0	0	0	2,500	0	0
Overhead	1,100	1,155	1,213	1,273	1,337	1,404
Bond Expenses	0	0	0	0	0	0
Special Projects	1,000 *	1,050 *	1,103 *	1,158 *	1,216 *	1,276 *
TOTAL:	44,305	33,785	31,553	8,910	45,205	54,515
BOND EXPENDITURES:						
TOTAL BOND EXPDR-07/08	38,305	22,735	30,451	7,752	43,990	50,239

Note Includes classroom addition

* Indicates partial or full funding from a source other than bond proceeds

Assumes 5% annual escalation for purposes of this document

** Estimates, subject to change based on detailed planning

The financing plan, Table 8-2, addresses only the growth-related projects from the Table 8-1 2008 Capital Facilities Plan Budget. We anticipate that continued growth at those two schools will impact core facilities and school capacity.

TABLE 8-2
FINANCING PLAN

	FY 07/08	FY 08/09	FY 09/10	FY 11/12	FY 12/13	Total	Local Funds (1)	State Financial Assistance (2)	Impact Fees/Mit Payments
Canyon Creek Ph 1 Mod		100,000	6,175,000			6,275,000	6,275,000		
Fernwood Ph 1 Mod		100,000	6,175,000			6,275,000	6,275,000		
TOTALS	-	200,000	12,350,000	-	-	12,550,000	12,550,000	-	-

1 From approved or planned bond issues.
2 Disbursement schedule of state funds is unknown.

APPENDIX A

DEFINITIONS

Throughout the Capital Facilities Plan a number of terms are used which are defined as follows:

Boeckh Index. WAC 180-27-060 establishes guidelines for determining the per square foot area cost allowance for new school construction. Washington State uses what is called a "Boeckh Index." The Boeckh Index is the average of a seven-city building cost index for commercial and factory buildings in Washington State, as reported by the E.H. Boeckh Company. The index is adjusted every two months from a base index of $74.87, which was established in 1984.[1]

CFP. Capital Facilities Plan - refers to this document.

DCD. Washington State Department of Community Development

FTE (Full Time Equivalent). This is a means of measuring student enrollment based on the number of hours per day in attendance at District schools. A student is considered an FTE if he/she is enrolled for the equivalent of a full schedule each school day. Kindergarten students, for example, attend half-day programs and therefore are counted as 0.5 FTE.

GFA (per student). Gross floor area per student.

GMA. Washington State Growth Management Act.

Multi-Family Dwelling Unit. A residential dwelling unit contained in a building consisting of two or more attached residential dwelling units.

OFM. Washington State Office of Financial Management.

OSPI. Washington State Office of the Superintendent of Public Instruction.

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[1] Paying For Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January 1992.

SEPA. Washington State Environmental Policy Act.

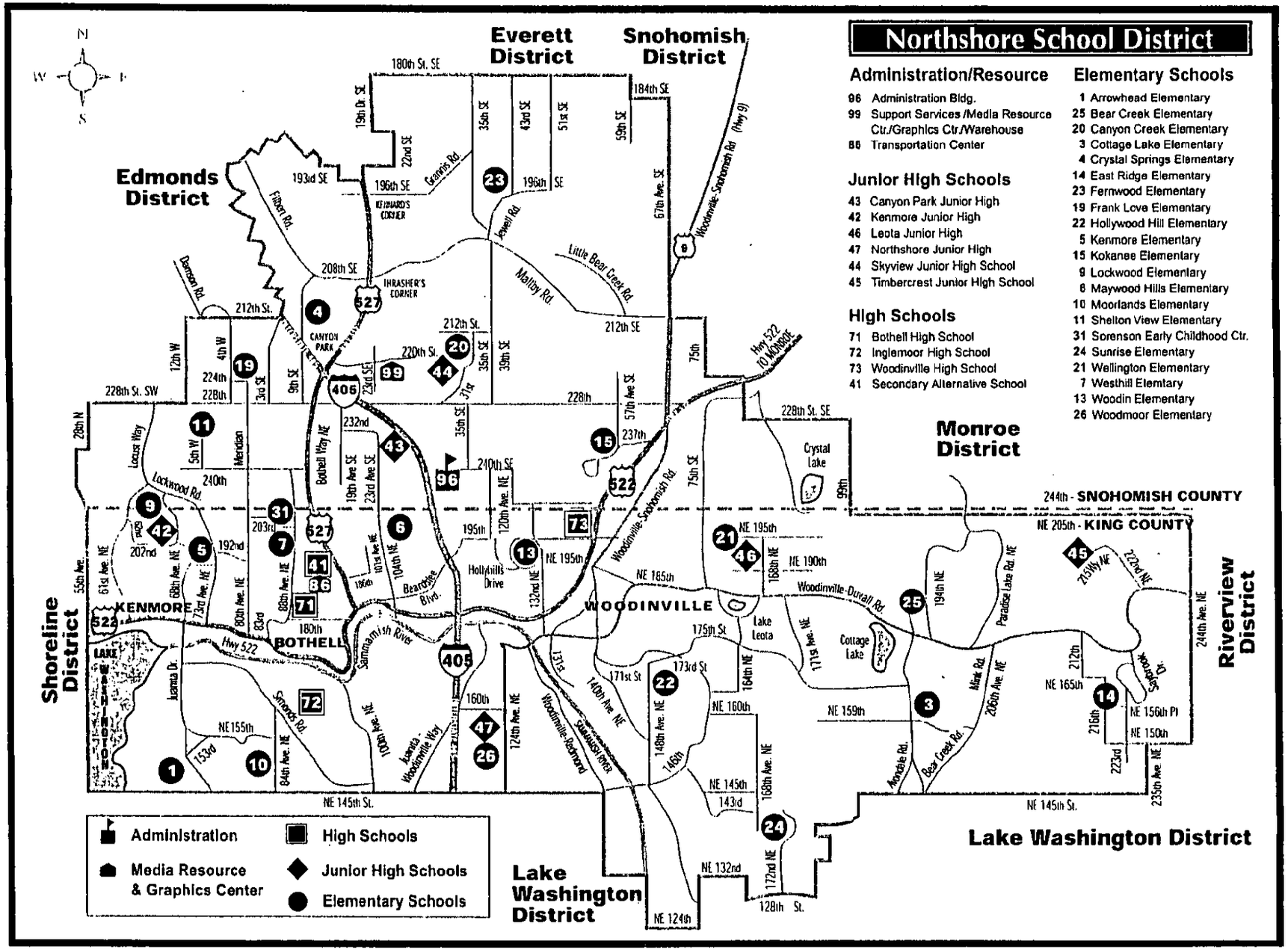
Single-Family Dwelling Unit. A detached residential dwelling unit designed for occupancy by a single family or household, including mobile homes.

Student Factor or Student Generation Rate. The Student Factor is the average number of students by grade span (elementary, junior high, and high school) typically generated by each housing type. Student Factors are calculated based on a survey of all new residential units permitted by jurisdictions within the District during the most recent five-year period.

Teaching Station. A facility space (classroom) specifically dedicated to implementing the District's educational program. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

Unhoused Students. District enrolled students who are housed in portable temporary classroom space, or in permanent classrooms in which the maximum class size is exceeded.

WAC. Washington Administrative Code.


Northshore School District
Administration/Resource
96 Administration Bldg.
99 Support Services /Media Resource Ctr./Graphics Ctr./Warehouse
86 Transportation Center
Junior High Schools
43 Canyon Park Junior High
42 Kenmore Junior High
46 Leota Junior High
47 Northshore Junior High
44 Skyview Junior High School
45 Timbercrest Junior High School
High Schools
71 Bothell High School
72 Inglemoor High School
73 Woodinville High School
41 Secondary Alternative School
Elementary Schools
1 Arrowhead Elementary
25 Bear Creek Elementary
20 Canyon Creek Elementary
3 Cottage Lake Elementary
4 Crystal Springs Elementary
14 East Ridge Elementary
23 Fernwood Elementary
19 Frank Love Elementary
22 Hollywood Hill Elementary
5 Kenmore Elementary
15 Kokanee Elementary
9 Lockwood Elementary
8 Maywood Hills Elementary
10 Moorlands Elementary
11 Shelton View Elementary
31 Sorenson Early Childhood Ctr.
24 Sunrise Elementary
21 Wellington Elementary
7 Westhill Elemtary
13 Woodin Elementary
26 Woodmoor Elementary
Everett District
Snohomish District
Edmonds District
Monroe District
Shoreline District
Riverview District
Lake Washington District
Lake Washington District
244th - SNOHOMISH COUNTY
NE 205th - KING COUNTY
KENMORE
BOTHELL
WOODINVILLE
Lake Leota
Cottage Lake
Crystal Lake
Administration
Media Resource & Graphics Center
High Schools
Junior High Schools
Elementary Schools

APPENDIX C

SUMMARY OF CHANGES IN THIS YEAR'S CAPITAL FACILITIES PLAN

This year's Capital Facilities Plan is an updated document, based on the 2006 Capital Facilities Plan. The significant changes reflected in the 2008 Plan are identified below. Please note that the tables have been renumbered.

Section 2 - Student Enrollment Trends and Projections:

Enrollment projections were updated to reflect recent enrollment trends for the years 2008 through 2013 and new long range projections for the year 2025.

Section 3 – District Standard of Service:

Table 3-3 was added to summarize the District's measurement of meeting its minimum levels of service.

Section 4 - Capital Facilities Inventory:

Tables 4-1, 4-2, 4-3 and 4-4 were revised to reflect reallocation of classroom utilization, movement of relocatable classrooms and design/schedule capacity. Building square footages were updated to reflect recent remodels and additions.

Section 5 - Projected Facility Needs:

Table 5-1 was changed to reflect new enrollment forecasts noted in Section 2, schedule/design capacity, pullout utilization and changes to capacity noted in Sections 4 & 6.

Table 5-2 was updated to the year 2025.

Section 6 - Growth Related Projects:

There will be growth-related expansions to Canyon Creek and Fernwood elementary schools as part of their respective modernizations.

Tables 5-1, 5-2, 6-1 and 8-2 have been revised to reflect these growth related projects.

Section 7 - Capital Facilities Plan:

This section was updated to reflect changes in scheduled modernizations and non-growth related projects.

Section 8 – Finance Plan

The finance plan has been updated.

Section 9 – Impact Fees

The student generation rates were updated.

Snohomish School District
1601 Avenue D
Snohomish, Washington 92890
(360) 563-7330

CAPITAL FACILITIES PLAN

2008 – 2013

DRAFT – 6/16/2008

Adopted
_____, 2008

Snohomish School District

CAPITAL FACILITIES PLAN

For Inclusion in the
Snohomish County Comprehensive Plan

For information on the Snohomish School District Facilities Plan,
contact the Business Office at (360) 563-7240.

TABLE OF CONTENTS

SECTION 1: INTRODUCTION

Purpose of the Capital Facilities Plan

The purpose of this report is to update the Capital Facilities Plan (CFP) for the Snohomish School District pursuant to the Washington State Growth Management Act (GMA). The GMA includes schools in the category of public facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

This CFP is intended to provide the Snohomish School District (District), Snohomish County and other jurisdictions a description of the facilities needed to accommodate projected student enrollment at acceptable levels of service, including a detailed schedule and financing program for capital improvements, over the six year period of 2008-2013.

The CFP for the District was first prepared in 1994 in accordance with the specifications set down by the GMA. When Snohomish County adopted its GMA Comprehensive Plan in 1995, it addressed future school capital plans in Appendix F of the General Policy Plan. This part of the plan established the criteria for all future updates of the District CFP that are to occur every two years. This CFP updates the 2006 GMA-based CFP that was adopted by the District and the County in 2006

In accordance with GMA mandates, and Snohomish County Ordinance Nos. 97-095 and 99-107, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle, and high school).
- 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 supporting data substantiating said fees.

In developing this CFP, the District followed the following guidelines set forth in the Snohomish County 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 the GMA. 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.
- The methodology used to calculate impact fees also complies with the criteria and the formulas established by the County.

Overview of the Snohomish School District

The Snohomish School District serves a population of about 9,123[1] students in kindergarten through grade 12[2]. The City of Snohomish has a population of approximately 8,800 people while the County encompasses a larger population of 686,300 people. The District is located 35 miles north of Seattle in the heart of the Puget Sound region of Washington.

The District has preschool and ECEAP programs, ten elementary schools (grades K-6), two middle schools (grades 7 and 8), one freshman campus (grade 9-scheduled to close fall 2008), one high school (grades 10-12), with a second high school, Glacier Peak, scheduled to open fall 2008, one alternative high school (grades 9-12) (AIM), and a Parent Partnership Program (PPP) (grades K-12), currently housed in leased space.

In addition, the existing secondary school, Snohomish High School, is being partially modernized in 2008. This project was funded by the construction bond approved by the District's voters in May 2004. The District's voters approved an additional construction bond in May 2008 to fund the renovation of Snohomish High School, the renovation/expansion of Valley View Middle School, the expansion of Centennial Middle School, the replacement/expansion of Machias and Riverview elementary schools, construction of a new aquatics center, and technology improvements.

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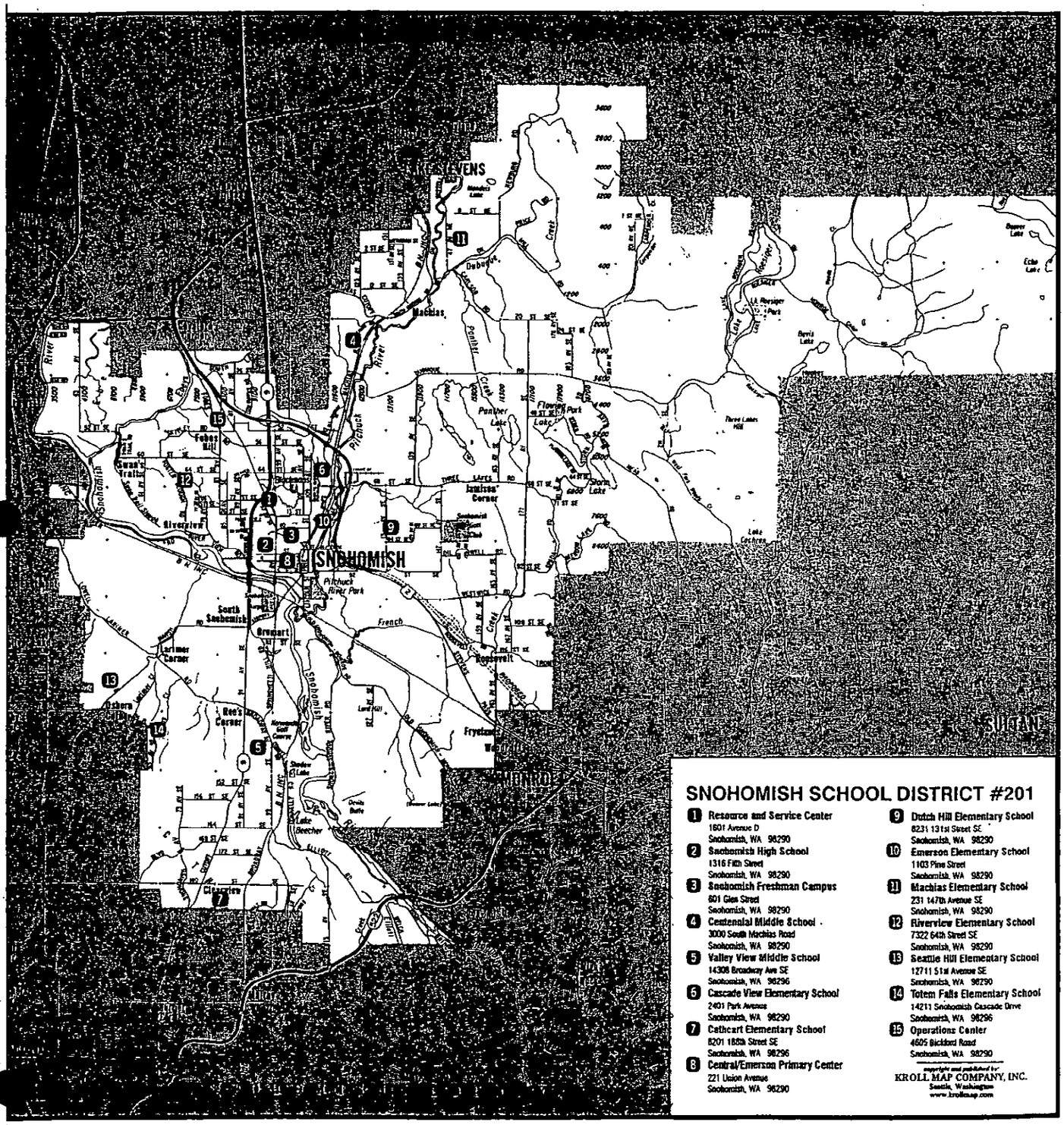
[1] October 1, 2007 FTE.

[2] Unless otherwise noted, all enrollment and student capacity data in this CFP is expressed in terms of FTE (full time equivalent).

FIGURE 1
MAP OF DISTRICT AND FACILITIES



SECTION 2: DISTRICT STANDARDS

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 facility 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 classroom facilities (portables). The facility standards that also typically drive facility space needs include educational program offerings, classroom utilization and scheduling requirements.

Facility Standards

Creating a quality educational environment is the first priority of the Snohomish School District. It is the District's standard at this time that all students will be housed in permanent facilities and that classes will be run in one shift on a traditional school year schedule. Because of fluctuations in student population as a result of growth from new development and changing age demographics in different parts of the District, portables (temporary housing) are used ON A TEMPORARY BASIS in some locations. Portables will not be added if the quality of education at the facility is deemed by the District to be compromised by either total school size, impact upon core facilities such as restrooms, library space, playground space, hallways, etc. In addition, some facilities may not accommodate portables because of limitations on septic capacity. When it is not possible to increase population at a particular site, even with portables, the District will have the option of redistricting school boundaries if space is available at other facilities. The District may also request that development be deferred until planned facilities can be completed to meet the needs of the incoming population; however, the District has no control over the ultimate land use decisions made by the permitting jurisdictions.

The use of temporary housing (portables) is considered strictly temporary and this CFP outlines the future permanent facility needs of the District. Where adequate funding for new construction is not available from State match and impact fees, local bonds will be secured to construct the new facilities.

Facility Standards for Elementary Schools:

- The facility standard for grades K-3 is 22 students per classroom and 23 students per classroom for grade 4. For grades 5-6, the facility standard is 25 students per classroom.

- Optimum design capacity for new elementary schools is 600 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Facility Standards for Secondary Schools:

- The facility standard for grades 7-8 is 28 students per classroom (except PE and Music).
- The facility standard for grades 9-12 is 30 students per classroom (except PE and Music).
- Optimum design capacity for new middle schools is 900 students. However, actual capacity of individual schools may vary depending on the educational programs offered.
- Optimum design capacity for high schools is 1,500 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Educational Program Standards

In addition to factors that affect the amount of space required, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by non-traditional, or special programs, such as:

- Secondary Academy
- Special education pre-school
- Special education – inclusion, resource, moderate and profound
- Highly Capable
- Bilingual education
- Preschool and early childhood programs
- Technology education
- Title I / LAP
- Drug and alcohol education
- Vocational and career education
- Music
- Daycare – before and after school
- Primary Intervention Program
- Physical education
- Outdoor education
- Multi-age classrooms
- Secondary Academies
- Parent Partnership Program
- Alternative Education (AIM High, Re Entry Program; PASS Program)
- USDA Food Service Program
- Extra Curricular, co-curricular and athletic programs

These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

Variations in student capacity between schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space that can reduce the permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classroom for a short period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate most of these programs. However, older schools often require space modifications to accommodate special programs and, in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

District educational program standards will undoubtedly 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 Capital Facilities Plan.

The District educational program standards that directly affect school capacity are outlined below for the elementary, middle and high school grade levels.

Educational Program Standards for Elementary Schools

- Educational programs will be provided in a single shift each day. The facility will be available after normal hours for extended learning opportunities (remedial education) for selected students.
- Educational programs will be provided on the traditional school year schedule.
- Special education for students may be provided in a self-contained classroom.
- All students may be provided music instruction in a separate classroom.
- All students may be provided physical education instruction outside their regular classroom and outside of the cafeteria space.
- All students may be provided technology instruction outside of their regular classroom.
- Specialized work spaces for testing, specialists (i.e. OTPT/SLP's/psychologists), remedial programs, small group tutoring, and ESL programs.

Educational Program Standards for Middle and High Schools

- Educational programs will be provided in a single shift each day. The facility will be available after normal hours for extra-curricular activities and for extended learning opportunities (remedial education) for selected students.
- Educational programs will be provided on a traditional school year schedule.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity should be adjusted to reflect the use of one period per day for teacher planning.
- Special education for students will be provided in a self-contained classroom.
- Specialized work spaces for testing, specialists (i.e. OTPT/SLP's/psychologists), remedial programs, small group tutoring, and ESL programs.
- Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows:

  Vocational Classrooms (i.e. business, auto shop, home-family life)
  Program Specific Classrooms (i.e. music, drama, art, physical education, technology)
  High School Academies
  Alternative High School Programming

Minimum Educational Service Standards

The District will evaluate student housing levels based on the District as a whole system and not on a school by school or site by site basis. This may result in portable classrooms being used as interim housing, attendance boundary changes or other program changes to balance student housing across the system as a whole, while meeting the District's paramount duties under the State Constitution. A boundary change or a significant programmatic change would be made by the District's Board of Directors following appropriate public review and comment.

The District's intent is to adhere to the target facility service standards noted above without making significant changes in program delivery. At a minimum, average class size in the majority of grade K-8 classrooms will not exceed 35 students and average class size in the majority of 9-12 classrooms will not exceed 40 students. For purposes of this determination, the term "classroom" does not include special education classrooms or special program classrooms (i.e. computer labs, art rooms, chorus and band rooms, spaces used for physical education, and other special program areas). Furthermore, the term "classroom" does not apply to special programs or activities that may occur in a regular classroom or to classes held in assembly halls, gyms, cafeterias, or other common areas.

The minimum educational service standards are not District's desired or accepted operating standard.

SECTION 3: CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities necessary 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, 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 2. A map showing locations of District facilities is provided as Figure 1.

Schools

The District currently has ten (10) elementary schools (grades K-6), two (2) middle schools (grades 7-8), a freshman campus (grade 9), and one high school (grades 10-12). The district is opening a second high school and closing the freshman campus in fall 2008.

School capacity is based on the number of teaching stations within each building and the space requirements of the District's adopted educational program. The school capacity inventory is summarized in Tables 1, 2, and 3.

Table 1
Elementary School Capacity Inventory

Elementary School	Site Size (acres)	Bldg Area (Sq. Ft.)	Teaching Stations (1)	Permanent Capacity (2)	Capacity with Portables	Year Built or Last Remodel	Potential for Expansion of Perm. Facility (3)
Cascade View	10.5	44,132	17	391	519	1990	yes
Cathcart	13.0	39,478	20	460	586	1994	yes
Central Primary	6.4	46,127	18	374	440	1994	yes
Dutch Hill	15.0	40,860	19	437	582	1985	yes
Emerson	7.9	42,595	20	460	528	1989	yes
Little Cedars	11.4	69,178	27	621	725	2007	yes
Machias	10.0	44,173	19	437	566	1992	yes
Riverview	10.0	42,046	21	483	495	1992	no
Seattle Hill	11.6	40,860	19	437	760	1982	yes
Totem Falls	10.0	44,433	22	506	707	1991	yes
Total		**453,882**		**4,606**	**5,908**		

(1) The number of teaching stations includes stations used for teacher planning periods. Therefore, the permanent capacity figure is adjusted to reflect that a teaching station may only be used for regular student instruction for a portion of the total school day.
(2) Permanent Student Capacity figure is exclusive of Portables and is based on target class sizes.
(3) Potential for expansion is based on the size of existing site and assumes that the District could obtain land use approvals/permits for such expansion. The analysis does not take into consideration the possibility of acquiring adjacent property.

Table 2
Middle School Capacity Inventory

Middle School	Site Size (acres)	Bldg Area (Sq. Ft.)	Teaching Stations(1)	Permanent Capacity (2)	Capacity with Portables	Year Built or Last Remodel	Potential for Expansion of Perm. Facility (3)
Centennial	21.0	83,278	24	559	734	1992	yes
Valley View	35.0	76,732	25	582	782	1980	yes
Total		**160,010**		**1,141**	**1,516**		

(1) The number of teaching stations includes stations used for teacher planning periods. Therefore, the permanent capacity figure is adjusted to reflect that each teaching station is only used for regular student instruction approximately 80% of the total school day.
(2) Permanent Student Capacity figure is exclusive of Portables.
(3) Potential for expansion is based on the size of existing site and assumes that the District could obtain land use approvals/permits for such expansion. The analysis does not take into consideration the possibility of acquiring adjacent property.

Table 3
High School Capacity Inventory

High School (1)	Site Size (acres)	Bldg Area (Sq. Ft.)	Teaching Stations (2)	Permanent Capacity (3)	Capacity with Portables	Year Built or Last Remodel	Potential for Expansion of Perm. Facility (4)
Snohomish H.S.	30.0	253,335	73	1,818	2,068	1999	no
Glacier Peak H.S.	51.0	244,968	65	1,500	1,500	2008	yes
AIM Alternative	7.0	—(5)					
Total		**498,303**		**3,965**	**4,265**		

(1) The District's Freshman campus will be closed in 2008 and used as a "transition" space during the District's phase II construction (proposed 2008 Bond). Future use will be determined at a later date.
(2) The number of teaching stations includes stations used for teacher planning periods. Therefore, the permanent capacity figure is adjusted to reflect that each teaching station is only used for regular student instruction approximately 80% of the total school day.
(3) Permanent Student Capacity figure is exclusive of Portables.
(4) Potential for expansion is based on the size of existing site and assumes that the District could obtain land use approvals/permits for such expansion. The analysis does not take into consideration the possibility of acquiring adjacent property.
(5) Note that the AIM Alternative School is subject to future configuration. The school currently serves two programs and houses approximately 67 students. Future updates to this Plan will include the details related to the final configuration.

Portables

Portables are used as interim classroom space to house students until permanent classroom facilities can be provided and to prevent overbuilding. Portables are not a solution for housing students on a permanent basis. The District currently uses 75 portables at various sites throughout the District. The number of portables and their capacities are summarized in Table 4. The capacity is based on the assumption that portables will be used for special programs in the same proportion as classrooms in permanent buildings.

Table 4

Portables					
School Name	**Portables**	**Capacity**	**School Name**	**Portables**	**Capacity**
ELEMENTARY:			**MIDDLE:**		
Cascade View	5	118	Centennial	7	175
Cathcart	5	115	Valley View	8	200
Central Primary	2	44	**Total**	**15**	**375**
Dutch Hill	6	144			
Emerson	2	48			
Machias	5	118	**HIGH SCHOOL**		
Riverview	0	0	Snohomish High	10	250
Seattle Hill	13	312	**Total**	**10**	**250**
Totem Falls	8	188			
Little Cedars	2	50			
Total	**48**	**1.137**	**GRAND TOTAL**	**73**	**1,762**

Support Facilities

In addition to schools, the District owns and operates facilities which provide operational support functions to the schools. An inventory of these facilities is provided in Table 5.

Table 5
Support Facilities

Facility Name	Building Area (Sq. Ft.)	Site Size (Acres)
Operations Center	15,073	5.16
Resource and Service Center	22,696	6.02
District Warehouse	3,936	0
Hal Moe Pool	17,926	1.2

Land

The District currently owns two undeveloped sites. The District owns 17 acres in the Three Lakes area that could potentially be used as an elementary school site in the future (assuming that land use approvals/permits could be obtained); however that property does have some notable wetland concerns that are likely to limit potential use. The District also owns an additional 20 acres behind Valley View Middle School. The 20 acre site has topography concerns and accessibility issues that could limit the District's ability to use the property as an additional school site.

Leased Facilities

The Parent Partnership Program is currently housed in leased space located at 1601 Avenue D in Snohomish. The Parent Partnership program will move to the vacated Freshman Campus in 2008.

SECTION 4: STUDENT ENROLLMENT

Historical Trends

Student enrollment in the District remained relatively constant between 1973 and 1983 and increased steadily between 1984 and 1997. The growth in student enrollment leveled out in 1998 and dipped a little in 1999. Student enrollment in the years 2002 through 2007 reflects a continuation in growth with the exception of a slight dip in 2007. The District anticipates, based upon projections from OFM and OSPI population projections, that future enrollments will continue a pattern of steady growth.

The October 1, 2007 FTE enrollment was 9,123. Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projection. Monitoring birth rates in Snohomish County and population growth for the area are essential yearly activities in the ongoing management of the capital facilities plan. 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 projection.

Six Year Enrollment 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 historic enrollment trends 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 2020. *See Appendix A.* The average growth factor applied for the six year period of this Plan is 0.74% 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, knowledge of active known and proposed future housing developments, and an assessment of the recent amendments to the Snohomish County Comprehensive Plan, which expanded the existing urban growth boundaries.

Using the modified cohort survival projections, a total enrollment of 9,557 (FTE) is expected in 2013. In other words, the District expects the enrollment of 434 additional students between 2007 and 2013. *See* Table 6.

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. Between 1990 and 2007, the District's enrollment constituted approximately 18.13% of the District's total population.[1] Assuming that, between 2008 and 2013, the District's enrollment will continue to constitute 18.13% of the District's

[1] The District's "student to population ratio" was 18.4% (8,259 students of a total population of 44,862) in 2000. The student to population ratio slightly declined in 2007 to 17.6%.

population, using OFM/County data, the District projects a total enrollment of 10,495 students in 2013. *See* Table 6.

Table 6
Comparison of Student Enrollment FTE Projections
2007-2013

Projection	October 2007*	2008	2009	2010	2011	2012	2013	Projected Change 2007-2013	Percent Change 2007-2013
County/OFM**	9,123	9,356	9,589	9,822	10,055	10,288	10,397	1,274	13.46%
District	9,123	9,205	9,241	9,283	9,357	9,444	9,557	434	4.76%
County Population Projection							57,347		
Student to Population Ratio	17.6%								

*Actual Oct 2007 FTE
**Based on 2025 GMA Population Forecasts by School District, as adopted by the Snohomish County Council on December 20, 2006.

The District uses the modified cohort survival projections for purposes of predicting enrollment during the six years of this Plan. As noted above, the growth factor used in the modified cohort survival projections reflects an analysis of historic average housing development and enrollment in the District within the last six years and knowledge of active known and proposed future housing developments. The District believes this projection to be an accurate measure of future growth given that it is based upon actual circumstances within the District. The District will monitor actual enrollment over the next two years and, if necessary, make appropriate adjustments in the next Plan update.

2025 Enrollment Projections

Student enrollment projections beyond the 2013 school year are highly speculative. Using OFM/County data as a base, the District projects a 2025 student population of 12,482. This assumes that the District's enrollment will continue to constitute 18.13% of the District's total population through 2025.

The total enrollment estimate was broken down by grade span to evaluate long-term needs for capital facilities. Again, these estimates are highly speculative and are used only for general planning purposes.

Table 7
Projected Student Enrollment
2025

Grade Span	FTE Enrollment – October 2007	Projected Enrollment 2025**
Elementary (K-6)	4,561	6,242
Middle School (7-8)	1,520	2,082
High School (9-12)	3,039	4,158
TOTAL (K-12)	**9,123**	**12,482**

Note: Snohomish County Planning and Development Service provided the underlying data for the 2025 projections.

**The 2025 enrollment projections assume that the percentage of students per grade level will remain consistent between 2008 and 2025.

SECTION 5: CAPITAL FACILITIES NEEDS

Facility Needs (2008-2013)

Schools

The projected available student capacity was determined by subtracting projected FTE student enrollment from permanent school capacity (i.e. excluding portables) for each of the six years in the forecast period (2008-2013).

Capacity needs are expressed in terms of "unhoused students."

The method used to define future capacity needs assumes no new construction. For this reason, planned construction projects are not included at this point. This factor is added later (see Table 11).

Projected future capacity needs are depicted on Table 9-A and are derived by applying the District's modified cohort projected enrollment to the capacity existing in 2007. This table shows actual space needs and the portion of those needs that are "growth related" for the years 2008-2013.

Table 9-A
Additional Capacity Needs
2008-2013

Grade Span	2007*	2008	2009	2010	2011	2012	2013	Pct. Growth Related
Elementary (K-6)								
Total	578**	621	632	638	626	642	692	
Growth Related	--	43	54	60	48	64	114	19.7%
Middle School (7-8)								
Total	379**	367	425	470	514	539	489	
Growth Related	--	--	46	91	135	160	110	29.0%
High School								
Total	903**	955	922	912	955	1,002	1,113	
Growth Related	--	52	19	9	52	99	210	23.3%

* Actual 2007 FTE Enrollment
**Represents deficiencies existing as of the date of this Plan.

The capacity improvements that are required to meet the District's growth-related and non-growth related capacity needs are identified in Table 10 below.

By the end of the six-year forecast period (2013-2014), additional permanent classroom capacity will be needed as follows:

Table 9-B
Estimated Unhoused Students (2013-2014)*

Grade Span	Unhoused Students (Growth Related)	Unhoused Students (Non-Growth Related)
Elementary (K-6)	114	457
Middle School (7-8)	110	379
High School (10-12)	210	1,221
TOTAL UNHOUSED (K-12)	434	2,057

*Reflects needs assuming no construction projects

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 in Table 9-B.

Planned and Funded Improvements

To accommodate growth, the District has constructed a new elementary school that opened in the fall of 2007 and is in the process of constructing a second high school, Glacier Peak, scheduled to open in the fall of 2008. The District's voters approved a bond in May 2004 for these projects. The District's voters recently (May 2008) approved additional construction bonds to enlarge and modernize Valley View Middle School and enlarge Centennial Middle School to address the unhoused student population at the middle school level (grades 7 and 8). The 2008 Bond will also provide for finishing the renovation of Snohomish High School, replacing and expanding Machias and Riverview elementary schools, and building a new aquatics center. The District also has purchased an existing building and renovated one-half of it, known as the "Parkway Building" to house its AIM Alternative High School and Transition programs which are currently in leased space within the District. The Parent Partnership Program continues to be in leased space but will move to the vacated Freshman Campus in the fall of 2008 when the new high school opens. Finally, the District plans to seek voter approval for the construction of Elementary # 11

The following is a brief outline of those projects needed to accommodate unhoused students in the District through the 2013-2014 school year. Modernizations and/or replacement projects are not included. Project financing information, including bond financing, is included in Section 6.

Elementary Schools

The District is recently opened Little Cedars Elementary School # 10. The practical capacity of the new elementary school is 700, with 28 teaching stations. The elementary was completed and put into use for the 2007-08 school year. The total cost of the new elementary school was approximately $25.0 million excluding the land purchase. Subject to bond approval, the District plans to construct Elementary School # 11 within the six years of this plan.

In addition, the District requested as a component of its 2008 bond proposal to replace two elementary schools, Machias and Riverview. These two schools have a current capacity of 448 and 495 respectively. Current project budgets anticipate constructing schools with a minimum capacity of 600 each. The district will also continue to utilize portables as temporary housing of students until permanent facilities are constructed.

Middle Schools

Both middle schools are over-crowded at present. The District's voters passed a bond measure in May 2008 to modernize and enlarge Valley View Middle School to house 950 students and to enlarge Centennial Middle School to house 900 students. The Snohomish Freshman Campus is planned to be used as a transition facility to house elementary and middle school students from Machias, Riverview, and Valley View while the phase 2 (2008 Bond) work is completed.

High Schools

The District is currently in the construction phase for the new high school. The capacity of the new high school is 1,500 students. The cost of the new high school is estimated at $88.6 million. The District plans to open the new high school in fall of 2008.

In addition, the District is currently remodeling the existing high school campus. The cost of the modernization is estimated at $110 million, with a portion of the costs incurred prior to 2008 (thus, those costs are not shown in Table 10). The construction will be accomplished in three stages completing in 2008, 2009 and 2011.

Interim Classroom Facilities (Portables)

The District will purchase portables as needed (See Table 10). However, it remains a District goal to house all students in permanent facilities.

SECTION 6: CAPITAL FACILITIES FINANCING

Funding of school facilities is typically secured from a number of sources including voter-approved bonds, State matching funds and development impact fees. Each of these funding sources is discussed in greater detail below.

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes. Snohomish School District voters rejected a bond proposal in 2001 for $14.5 million to finance the acquisition or sites, planning for a new elementary school, planning for a new high school, the acquisition of modular classrooms, and the purchase and installation of technology equipment and systems.

Voters in May of 1998 approved a $3.9 million bond issue to construct 11 classrooms at Snohomish High School and to finance mechanical and technology improvements throughout the District. On March 14, 2000, Snohomish School District voters approved a $6.12 million dollar bond issue to finance certain capital improvements to the District's educational facilities. A Study and Survey has been completed and will assist in identifying future facility needs and improvements.

In March of 2003, the school board appointed a 35-member Citizens' Facilities Advisory Committee to complete an in-depth study of our school facilities. This committee found that Snohomish schools are overcrowded and reported that half of our school buildings are at or near the end of their useful life. The committee then created a long-range plan for school construction, modernization and renovation to address those issues.

The District's voters approved a $141,570,000 bond issue on May 18, 2004, which would fund a new high school, modernization of the existing Snohomish High School, a new elementary school, acquisition of two new school sites, and various health, safety, energy and infrastructure improvements throughout the District. This work is approximately 90% complete.

The District's voters approved an additional construction bond in May 2008 to fund the renovation of Snohomish High School, the renovation/expansion of Valley View Middle School, the expansion of Centennial Middle School, the replacement/expansion of Machias and Riverview elementary schools, construction of a new aquatics center, and technology improvements.

State Match Funds

State Match funds come from the Common School Construction Fund (the "Fund"). Bonds are sold on behalf of the Fund, and then retired from revenues accruing predominantly from the sale of timber from common school lands. If these sources are insufficient, the Legislature can appropriate funds or the State Board of Education can change the standards. School districts may qualify for State Match funds for specific capital projects based on a prioritization system.

The District is eligible for State Match funds for new schools at the 55.76% match level. The District expects to receive some State matching funds for the construction of the new elementary school and the new high school project.

Impact Fees

Development 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 additional discussion in Section 7).

Six Year Financing Plan

The Six-Year Financing Plan shown in Table 10 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2008-2013. The financing components include two bond issue (one approved, one to be proposed), impact fees, and State Match funds. Projects and portions of projects which remedy existing deficiencies are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity or which remedy existing deficiencies.

The District's six year finance plan is outlined in Table 10 below. To the extent possible, the District has divided the costs between capacity-adding projects and non-capacity projects. Note that some projects are both capacity-adding projects and non-capacity projects. In these cases, the capacity related costs are isolated and identified in the portion of Table 10 titled "Improvements Adding Student Capacity),, with the remaining project costs included in the portion of Table 10 titled "Improvements NOT Adding Student Capacity." The "Factors for Estimated Impact Fee Calculations" are consistent with Table 10 and show what capacity-adding projects are included in the impact fee formula.

Table 10
Capital Facilities Plan
2008 - 2013

	Estimated Project Cost by Year - $ in millions										
	2008	2009	2010	2011	2012	2013	Total Cost	Secured Bond/Levy	Secured Other	Unsecured Future	Projected State Match
Improvements Adding Student Capacity (in thousands)											
Elementary Schools											
New Portable Classrooms		$ 153	$ 156	$ 159		$ 166	$ 634	$ -	$ -	$ 634	$ -
Machias Expansion	$ 434	$ 2,010	$ 3,741				$ 6,184	$ 6,184	$ -	$ -	$ -
Riverview Expansion		$ 783	$ 1,752	$ 7,756			$ 10,292	$ 10,292	$ -	$ -	$ -
New Elementary # 11					$ 6,685	$ 43,394	$ 50,079	$ -	$ -	$ 50,079	$ -
Middle Schools											
Valley View Expansion	$ 2,080	$ 10,109	$ 22,039	$ -	$ -	$ -	$ 34,228	$ 34,228	$ -	$ -	$ -
Freshman Campus Modernization & Addition	$ -	$ -	$ -	$ -	$ 6,367	$ 105,749	$ 112,116	$ -	$ -	$ 112,116	$ -
Centennial Expansion	$ 234	$ 7,495	$ 12,074	$ -	$ -	$ -	$ 19,803	$ 19,803	$ -	$ -	$ -
High Schools											
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Glacier Peak High School (remaining costs	$ 29,070	$ -	$ -	$ -	$ -	$ -	$ 29,070	$ 29,070	$ -	$ -	$ -
TOTALS	$ 31,818	$ 20,551	$ 39,762	$ 7,916	$ 13,052	$ 149,308	$ 282,406	$ 99,577	$ -	$ 162,829	$ -

	Estimated Project Cost by Year - $ in millions										
	2008	2009	2010	2011	2012	2013	Total Cost	Secured Bond/Levy	Secured Other	Unsecured Future	Projected State Match
Improvements NOT Adding Student Capacity (in thousands)											
Elementary Schools											
Machias Replacement/(N/L)	$ 2,117	$ 9,815	$ 18,263				$ 30,194	$ -	$ -	$ 30,194	$ -
Riverview Replacement (N/L)		$ 2,350	$ 5,257	$ 23,269			$ 30,877	$ -	$ -	$ 30,877	$ -
Middle Schools											
Valley View Modernization	$3,120	$16,165	$33,057				$51,343	$51,343			
Centennial Modernization	$41	$1,323	$2,131				$3,495	$3,495			
High Schools											
Snohomish High School Renovation1	$ 33,451	$ 25,600	$ 25,650	$ -	$ -	$ -	$ 84,701	$ 75,791	$ -	$ -	$ 9,000
Other											
New Community Aquatic Facility	$ 580	$ 1,660	$ 12,060	$ 5,687	$ -	$ -	$ 19,987	$ -	$ -	$ 19,987	$ -
District-wide Capital Improvements	$ 1,505	$ 1,905	$ -	$ -	$ -	$ -	$ 3,410	$ -	$ -	$ 3,410	$ -
Technology to Improve Student Learning	$ 1,725	$ 2,865	$ -	$ -	$ -	$ -	$ 4,590	$ -	$ -	$ 4,590	$ -
TOTALS	$ 42,539	$ 60,683	$ 96,418	$ 28,956	$ -	$ -	$ 228,597	$ 130,629	$ -	$ 89,058	$ 9,000

Table 11
Projected Student Capacity
2008-2013
(After Programmed Improvements)

Elementary School Surplus/Deficiency

	2008	2009	2010	2011	2012	2013
Existing Capacity[1]	4,606*	4,606	4,606	4,606	4,886	4,886
Added Capacity				280**		
Enrollment[2]	4,606	4,617	4,623	4,611	4,627	4,677
Surplus (Deficiency)	---	(11)	(17)	275	259	209

*Includes Little Cedars Elementary, which will open in the fall of 2008 with a program capacity of 621.
**Includes capacity additions at Machias and Riverview Elementary Schools.

Middle School Surplus/Deficiency

	2008	2009	2010	2011	2012	2013
Existing Capacity	1,141	1,141	1,141	1,141	1,850	1,850
Added Capacity				709*		
Enrollment	1,508	1,566	1,611	1,655	1,680	1,630
Surplus (Deficiency)	(367)	(425)	(470)	195	170	220

*Capacity additions at Valley View and Centennial Middle Schools.

High School Surplus/Deficiency

	2008	2009	2010	2011	2012	2013
Existing Capacity	1,818	3000	3,000	3,000	3,000	3,000
Added Capacity	1,500					
Diminished Capacity	(318)[3]					
Enrollment	3,091	3,058	3,048	3,091	3,138	3,249
Surplus (Deficiency)	(91)	(58)	(48)	(91)	(138)	(249)

[1] Does not include temporary (portable) capacity
[2] See Appendix A for complete breakdown of enrollment projections
[3] Modernization of Snohomish High School will result in a loss of 318 seats.

SECTION 7
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 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, a description of key variables and their computation, and definitions and sources of data for all inputs into the fee calculation.
- Such 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 1-bedroom; and multi-family/2-bedroom or more.

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.

Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated utilizing the formula in the Snohomish County Impact Fee Ordinance. 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 that add interim capacity needed to serve new development. 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 costs of projects that do not add capacity are not included in the impact fee calculations. Furthermore, because the impact fee formula calculates a "cost per dwelling unit", an identical fee is generated regardless of whether the total new capacity project costs are used in the

calculation or whether the District only uses the percentage of the total new capacity project costs allocated to the Districts growth-related needs, as demonstrated in Table 9-A. For purposes of this Plan, the District has chosen to use the full project costs in the fee formula. However, the growth related factors are shown on page 24 ("Factors for Estimated Impact Fee Calculations"). Furthermore, impact fees will not be used to address existing deficiencies. See Table 10 for a complete identification of funding sources.

FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family

Elementary	.398
Middle	.091
Senior	.145
Total	**.634**

Student Generation Factors – Multi Family (1 Bdrm)

Elementary	.000
Middle	.000
Senior	.000
Total	**.000**

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.060
Middle	.024
Senior	.063
Total	**.147**

Projected Student Capacity per Facility

Elementary (Machias & Riverview exp.)	280
Middle (Valley View & Centennial exp.)	709

Net Site Acreage per Facility

New Facility Construction Cost/Average

Elementary – Machias Expansion	$6,184,000
Middle – Centennial (expansion)	$19,803,300
Middle – Valley View (expansion)	$34,228,000

Permanent Facility Square Footage

Elementary		453,882
Middle		160,010
Senior		498,303
Total	**91.80%**	**1,112,195**

Temporary Facility Square Footage

Elementary		19,440
Middle		9,180
Senior		12,270
Total	**8.20%**	**40,890**

Total Facility Square Footage

Elementary		473,332
Middle		169,190
Senior		510,573
Total	**100.00%**	**1,153,095**

Average Site Cost/Acre

Elementary	$250,000

Temporary Facility Capacity/Cost

Elementary	48 capacity - $150,000
Middle	60 capacity - $150,000

State March Credit

Current State Match Percentage	55.76%

Boeckh Index Factor

Current Boeckh Index	168.79

District Average Assessed Value

Single Family Residence	$362,776

District Average Assessed Value

Multi Family (1 Bedroom)	$107,818

District Average Assessed Value

Multi Family (2+ Bedroom)	$161,031

SPI Square Footage per Student

Elementary	90
Middle	117
Senior	130

District Debt Service Tax Rate (2008)

Current/$1,000	$2.31

General Obligation Bond Interest Rate (2008)

Current Bond Buyer Index	4.50%

Developer Provided Sites/Facilities

Value	0
Dwelling Units	0

Note: The Growth Related Factors identified above are based on Table 9-A.

The total costs of the school construction projects and the total capacities are shown in the fee calculations. However, new development will only be charged for the system improvements needed to serve new growth.

Proposed Snohomish School District Impact Fee Schedule

Using the variables and formula described above, impact fees proposed for the District are summarized in Table 12. See also Appendix C.

Table 12
School Impact Fees
2006

Housing Type	Impact Fee Per Dwelling Unit
Single Family	$4,672
Multi-Family (1 Bedroom)	$0
Multi-Family (2+ Bedroom)	$37

APPENDIX A

POPULATION AND ENROLLMENT DATA

Prepared:
22-Feb-08

SNOHOMISH SCHOOL DISTRICT
ENROLLMENT PROJECTION
INDIVIDUAL GRADE LEVEL
2008 TO 2010

October Head Count Enrollment - Excludes Running Start

	2000	2001	2002	2003	2004	2005	2006	2007	COHORT FACTOR	GROWTH FACTORS Year	Rate	2008	2009	2010
K	544	613	647	601	609	635	606	605				626	602	624
1	624	596	647	686	633	689	678	641	106.0%			650	673	647
2	662	638	613	651	701	674	717	695	101.9%	Elementary		662	672	695
3	674	699	653	616	669	740	694	725	101.3%	2008-2011	101.40%	714	680	690
4	680	691	716	680	655	703	739	721	102.5%	2012-2019	101.75%	754	742	707
5	724	703	692	732	719	703	716	745	102.3%			748	782	769
6	709	725	723	705	728	761	728	734	101.3%			768	768	803
Subtl	4,617	4,665	4,691	4,671	4,714	4,905	4,878	4,866		Secondary		4,919	4,918	4,935
										2008-2009	101.40%			
7	678	713	713	737	760	777	781	732	101.7%	2010-2019	102.00%	757	789	797
8	681	702	717	729	759	780	807	788	101.2%			751	777	816
Subtl	1,359	1,415	1,430	1,466	1,519	1,557	1,588	1,520				1,508	1,566	1,611
9	747	710	722	773	765	791	782	807	101.1%			808	770	801
10	739	798	706	709	759	758	774	811	96.7%			791	792	760
11	644	581	735	671	686	728	744	761	95.6%			786	757	772
12	538	579	566	674	649	635	681	660	91.5%			708	729	716
Subtl	2,668	2,668	2,719	2,827	2,859	2,912	2,981	3,039				3,091	3,068	3,048
Totals	8,644	8,748	8,840	8,964	9,092	9,374	9,447	9,425				9,518	9,542	9,595
Change	80	104	92	124	128	282	73	-22				71	24	53
% Change	0.93%	1.20%	1.05%	1.40%	1.43%	3.10%	0.78%	-0.23%				0.75%	0.26%	0.55%

Prepared:
22-Feb-08

SNOHOMISH SCHOOL DISTRICT
ENROLLMENT PROJECTION
INDIVIDUAL GRADE LEVEL
2011 TO 2019
October 1 Head Count Enrollment - Excludes Running Start

	2011	2012	2013	2014	2015	2016	2017	2018	2019
K	633	625	631	632	639	642	644	648	651
1	671	683	675	681	682	689	693	695	699
2	668	695	708	699	705	707	714	718	720
3	714	689	717	730	720	727	728	736	740
4	717	744	718	748	761	751	758	760	768
5	733	746	775	748	778	792	782	789	791
6	791	756	769	799	771	802	817	808	813
Subtl	4,927	4,939	4,992	5,035	5,057	5,111	5,136	5,151	5,182
7	833	820	784	798	828	799	832	847	836
8	822	860	846	809	824	855	825	859	874
Subtl	1,655	1,680	1,630	1,607	1,652	1,654	1,657	1,706	1,710
9	840	848	886	873	834	849	881	851	885
10	790	829	836	874	861	823	838	869	839
11	741	770	808	816	853	839	802	817	848
12	721	691	719	754	761	796	783	749	762
Subtl	3,091	3,138	3,249	3,316	3,308	3,307	3,305	3,286	3,335
Totals	9,673	9,756	9,872	9,959	10,017	10,072	10,098	10,143	10,226
Change	78	83	116	87	58	55	26	45	84
% Change	0.82%	0.87%	1.18%	0.88%	0.58%	0.55%	0.26%	0.44%	0.83%

Table A-3
AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN
(Modified Cohort Enrollment Projections)

Enrollment by Grade Span**	2007*	2008	2009	2010	2011	2012	2013
Elementary (K-6)	4,564	4,606	4,617	4,623	4,611	4,627	4,677
Middle School (7-8)	1,520	1,508	1,566	1,611	1,655	1,680	1,630
High School (9-12)	3,039	3,091	3,058	3,048	3,091	3,138	3,249
TOTAL	**9,123**	**9,205**	**9,241**	**9,282**	**9,357**	**9,445**	**9,556**

Percentage by Grade Span	2005	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Elementary (K-6)	50%	50%	50%	50%	49%	49%	49%
Middle School (78)	17%	16%	17%	17%	18%	18%	17%
High School (9-12)	33%	34%	33%	33%	33%	33%	34%
TOTAL**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100.%**

*Actual October 2007 FTE Student Population
**FTE Student Population

AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN
(COUNTY/OFM Enrollment Projections)

Enrollment by Grade Span	2007*	2008	2009	2010	2011	2012	2013
Elementary (K-6)	4,564	4,678	4,795	4,916	4,927	5,041	5,156
Middle School (7-8)	1,520	1,497	1,630	1,671	1,810	1,852	1,789
High School (9-12)	3,039	3,181	3,164	3,245	3,318	3,395	3,578
TOTAL**	**9,123**	**9,356**	**9,589**	**9,832**	**10,055**	**10,288**	**10,523**

*Actual October 2007 FTE Student Enrollment.
** Totals may vary due to rounding.

APPENDIX B

STUDENT GENERATION FACTOR REVIEW

DOYLE CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study For the Snohomish School District 4/22/2008

This document describes the methodology used to calculate student generation rates (SGRs) for the Snohomish School District, and provides a listing of rates to be used in the districts Capital Facilities Plan. This document and the methodology used are based on the methodology developed by the Everett School District and documented in that District's SGR study dated 7/20/00.

SGRs were calculated for two types of residential construction: Single family detached, and multi-family with 2 or more bedrooms. No 0-1 bedroom units were found to be constructed within Lakewood District boundaries for the time period studied, so no 0-1 bedroom rates are available. Condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes are included in the single family classification.

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 2000 to 2006 within the Marysville school district boundaries. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing site address) to generate a match from the student record data.

Using data files from the Snohomish student records database, District staff provided student addresses and grade levels of K-12 students attending the District as of April 2008. 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 3,086 single family detached units were compared with 9,151 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	168	0.054
1	190	0.062
2	194	0.063
3	184	0.060
4	180	0.058
5	163	0.053
6	149	0.048
7	146	0.047
8	135	0.044
9	164	0.053
10	105	0.034
11	101	0.033
12	76	0.025
K-6	1,228	0.398
7-8	281	0.091
9-12	446	0.145
K-12	1,955	0.634

***Calculated rates for individual grades may not equal overall totals due to rounding.**

Multifamily Rates (2-plus Bedrooms): The records of 408 2-plus bedroom units were compared with 11,669 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	1	0.004
1	3	0.012
2	1	0.004
3	2	0.008
4	5	0.020
5	3	0.012
6	0	0.000
7	4	0.016
8	2	0.008
9	4	0.016
10	3	0.012
11	5	0.020
12	4	0.016
K-6	15	0.060
7-8	6	0.024
9-12	16	0.063
K-12	37	0.147

***Calculated rates for individual grades may not equal overall totals due to rounding.**

Multifamily Rates (1 or no Bedrooms): The records of 26 1 or no bedroom units were compared with 9,151 registered students in the District, and no matches were found. Based on no matches the calculated rates for all grades and grade groupings would be 0.

APPENDIX C

SCHOOL IMPACT FEE CALCULATIONS

SCHOOL IMPACT FEE CALCULATIONS									
DISTRICT	Snohomish School District								
YEAR	2008								
School Site Acquisition Cost:									
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor									
				Student	Student	Student			
	Facility	Cost/	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	15.00	$ -	675	0.398	0.000	0.060	$0	$0	$0
Middle			709	0.091	0.000	0.024	$0	$0	$0
High	0.00	$0	1,500	0.145	0.000	0.063	$0	$0	$0
							$0	$0	$0
School Construction Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)									
				Student	Student	Student			
	%Perm/	Facility	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	91.80%	$ 6,184,000	163	0.398	0.000	0.060	$13,861	$0	$2,090
Middle	91.80%	$ 54,031,300	709	0.091	0.000	0.024	$6,366	$0	$1,679
High	91.80%	$ -	1,500	0.145	0.000	0.063	$0	$0	$0
						TOTAL	$20,228	$0	$3,769
Temporary Facility Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)									
				Student	Student	Student	Cost/	Cost/	Cost/
	%Temp/	Facility	Facility	Factor	Factor	Factor	SFR	MFR (1)	MFR (2+)
	Total Sq.Ft.	Cost	Size	SFR	MFR (1)	MFR (2+)			
Elementary	8.20%	$ 150,000.00	48	0.398	0.000	0.060	$102	$0	$15
Middle	8.20%	$ 150,000.00	60	0.091	0.000	0.024	$19	$0	$5
High	8.20%		30	0.126	0.000	0.063	$0	$0	$0
					TOTAL		$121	$0	$20
State Matching Credit:									
Boeckh Index X SPI Square Footage X District Match % X Student Factor									
				Student	Student	Student			
	Boeckh	SPI	District	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Index	Footage	Match %	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	$ 168.79	90	55.76%	0.398	0.000	0.060	$3,371	$0	$508
Middle	$ 168.79	117	55.76%	0.091	0.000	0.024	$1,002	$0	$264
Sr. High	$ 168.79	0	55.76%	0.145	0.000	0.063	$0	$0	$0
					TOTAL		$4,373	$0	$773
Tax Payment Credit:							SFR	MFR (1)	MFR (2+)
Average Assessed Value							$362,776	$107,818	$161,031
Capital Bond Interest Rate							4.50%	4.50%	4.50%
Net Present Value of Average Dwelling							$2,870,544	$853,133	$1,274,193
Years Amortized							10	10	10
Property Tax Levy Rate							$2.31	$2.31	$2.31
	Present Value of Revenue Stream						$6,631	$1,971	$2,943
	Fee Summary:			Single	Multi-	Multi-			
				Family	Family (1)	Family (2+)			
	Site Acquisition Costs			$0	$0	$0			
	Permanent Facility Cost			$20,228	$0	$3,769			
	Temporary Facility Cost			$121	$0	$20			
	State Match Credit			($4,373)	$0	($773)			
	Tax Payment Credit			($6,631)	($1,971)	($2,943)			
	FEE (AS CALCULATED)			$9,344	($1,971)	$73			
	FEE (AS DISCOUNTED)			$4,672	$0	$37			

Snohomish School District Comments & Reponses:

1) The text should explain why the district chose to use it's own student enrollment projection. What is the student to population ratio trend?

RESPONSE: See new text in Section 4.

2) Page 13 - The 2025 "Projected Enrollment" total (Table 7) is identical to the 2013 (County/OFM) projection on Table 6.

RESPONSE: Corrected.

3) Page 14 – There is a small discrepancy in the high school growth related capacity needs (211-page 14/Table 9-A vs. 210-page15/Table 9-B)

RESPONSE: Corrected.

4) Page 15 - Are the dates on Table 9-B correct (2011-2012)...should they be 2012-2014?

RESPONSE: 2013-14. Corrected.

5) Construction cost figures on the School Impact Calculations do not clearly correspond to figures on pages 23, 19 or 16. The construction costs should be clearly explained in the text.

RESPONSE: Table 10 has been corrected and now clearly identifies project costs. Text has been added to the end of Section 6 to further guide the reader.

6) Is the Riverview Elementary School project considered a replacement project?

RESPONSE: Riverview is both a replacement and expansion project. See page 16 and Table 10.

STANWOOD-CAMANO SCHOOL DISTRICT NO. 401

CAPITAL FACILITIES PLAN

(2008-2013)

Prepared for:

Snohomish County
Planning Department

City of Stanwood

And
Island County
Planning Department

June 2008

CAPITAL FACILITIES PLAN
STANWOOD-CAMANO SCHOOL DISTRICT NO. 401

BOARD OF DIRECTORS

Ken Christoferson
Julie Dean
Darlene Hartley
Roger Myers
Patrick Patterson

SUPERINTENDENT

Dr. Jean Shumate

For information on the Stanwood-Camano School District Capital Facilities Plan contact the Stanwood-Camano School District, 26920 Pioneer Highway, Stanwood, WA 98292; Phone: (360) 629-1200.

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SECTION 1: INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington Growth Management Act (GMA) outlines thirteen broad goals including adequate provision of necessary public facilities and services. Schools are among those necessary facilities and services. The public school districts serving Snohomish County residents have developed capital facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

This Capital Facilities Plan (CFP) is intended to provide the Stanwood-Camano School District (District), Snohomish and Island Counties and other jurisdictions a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next twelve years, with more detailed schedule and financing program for capital improvements over the next six years (2008-2013).

The CFP for the District was first prepared in 1994 in accordance with the specifications established by GMA. When Snohomish County adopted its GMA Comprehensive Plan in 1995, it addressed future school capital facilities plans in Appendix F of the General Policy Plan. This part of the plan establishes the criteria for all future updates of the District CFP, which is to occur every two years. This CFP updates the GMA-based Capital Facilities Plan last adopted by the District in 2004.

In accordance with GMA mandates, and Snohomish County code Chapter 30.66C, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle and high).
- An inventory of existing capital facilities owned by the District, showing the locations and student capacities of the facilities.
- A forecast of the future needs for capital facilities and school sites; distinguishing between existing and projected deficiencies.
- The proposed capacities of expanded or new capital facilities.
- A 6-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 that add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects that address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.
- A calculation of impact fees to be assessed and support data substantiating said fees. The original calculation method as presented in Snohomish County Ordinance 97-095 was amended in December 1999 by Ordinance 99-071. These amendments eliminated a capitation on fees – formerly $2,000 for single-family dwellings and $1,500 for apartments – while retaining a 50% discount.

In developing this CFP, the guidelines of Appendix F of the General Policy Plan were used as follows:

- Information was obtained 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 is to be consistent with the State Office of Financial Management (OFM) population forecasts and those of Snohomish County.
- Chapter 30.66C RCW requires that student generation rates be independently calculated by each school district. Rates were updated for this CFP.
- The CFP complies with Chapter 36.70A RCW (the Growth Management Act) and, where impact fees are to be assessed, Chapter 82.02 RCW.
- The calculation methodology for impact fees meets the conditions and test of 82.02 RCW. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

Pursuant to the GPP, Snohomish County adopts the CFPs of individual school districts as part of its CFP and uses them as a basis for imposing impact fees pursuant to Chapter 30.66 RCW. The County's adoption of this CFP constitutes approval of the basic methodology used herein.

Unless otherwise noted, all enrollment and student capacity data in this CFP is expressed in terms of FTE (Full Time Equivalent)[1].

Overview of the Stanwood-Camano School District

The Stanwood-Camano School District is located in the northwest corner of Snohomish County and contains the City of Stanwood and portions of unincorporated Snohomish and Island Counties (Camano Island). Camano Island students from Island County comprise approximately 45% of the District's enrollment. The District is bordered to the east by Arlington and Lakewood School District and the Marysville School District to the south, and Skagit County to the north.

The District currently serves a student population of 5,309 students (October 1, 2007 headcount). This is a decrease of 2.46% from the October 2005 enrollment. The District maintains five elementary schools, two middle schools, one high school, one alternative high school and a parent-partner program for students in grades K-11. Elementary schools provide educational programs for students in kindergarten through grade five. Middle schools serve grades six through eight and the high school serves grades nine through twelve.

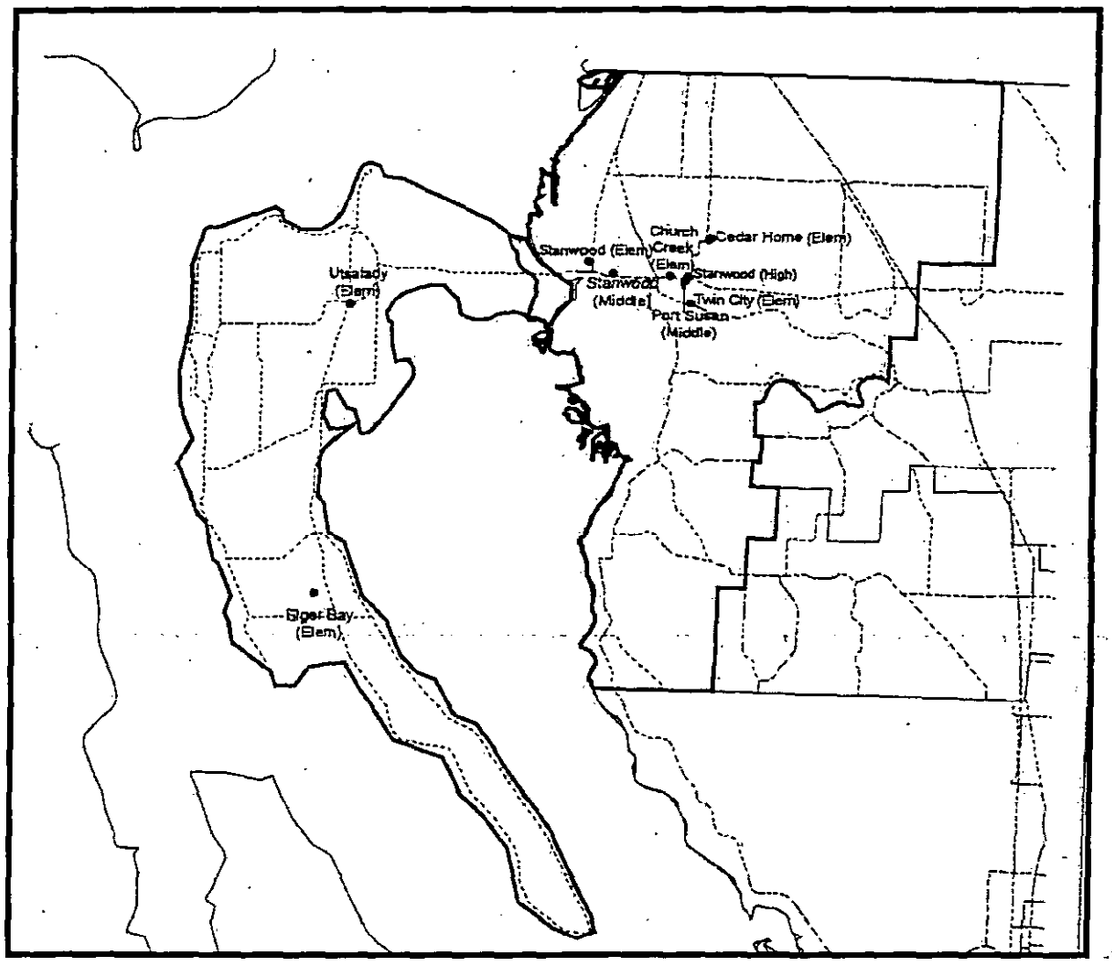
There is an optional program at the kindergarten level that allows parents of the children to pay a fee for their child to remain at the school for the entire day. This program does not affect the impact fees in any way because the parents absorb the associated costs.

[1] Full Time Equivalents (FTE) includes half the students attending Kindergarten and all students attending grades 1 – 12.

Significant Issues Related to the Facility Planning in the Stanwood-Camano School District

The most significant issue facing the Stanwood-Camano School District (in terms of providing classroom capacity to accommodate existing and projected demands) is the difficulty of revising school attendance areas to accommodate enrollment growth in some areas and enrollment decline in other areas.

Figure 1 – Stanwood-Camano School District Existing Facilities



SECTION 2: DEFINITIONS

Note: Definitions of terms proceeded by an asterisk (*) are provided in Chapter 30.9 SCC. They are included here, in some cases with further clarification, to aid in the understanding of this CFP. Any such clarifications provided herein in no way affect the legal definitions and meanings assigned to them in Chapter 30.9 SCC.

*Appendix F means Appendix F of the Snohomish County Growth Management Act (GMA) Comprehensive Plan, also referred to as the General Policy Plan (GPP).

*Area Cost Allowance (Boeckh Index) means the current OSPI construction allowance for construction costs for each school type.

*Average Assessed Value means the average assessed value by dwelling unit type of all residential units constructed within the District.

*Boeckh Index means the number generated by the E.H. Boeckh Company and used by OSPI as a guideline for determining the area cost allowance for new school construction.

*Capital Facilities means school facilities identified in the District's capital facilities plan and are "system improvements" as defined by the GMA as opposed to localized "project improvements".

*Capital Facilities Plan (CFP) means the District's facilities plan adopted by its school board consisting of those elements required by Chapter 30.66C and meeting the requirements of the GMA and Appendix F of the General Policy Plan. The definition refers to this document.

*City means City of Stanwood.

*Council means the Snohomish County Council and/or the Island County Council.

*County means Snohomish County and/or Island County.

*Developer means the proponent of a development activity, such as any person or entity who owns or holds purchase options or other development control over property for which development activity is proposed.

*Development means all subdivisions, short subdivisions, conditional use or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar uses) and other applications requiring land use permits or approval by Snohomish County.

*Development Activity means any residential construction or expansion of a building, structure or use of land or any other change of building, structure or land that creates additional demand and need for school facilities, but excluding building permits for attached or detached accessory apartments, and remodeling or renovation permits which do not result in additional dwelling units. Also excluded from this definition is "Housing for Older Persons" as defined by 46 U.S.C.

§ 3607, when guaranteed by a restrictive covenant, and new single-family detached units constructed on legal lots created prior to May 1, 1991.

*Development Approval means any written authorization from the County, which authorizes the commencement of a development activity.

*Director means the Director of either the Island or Snohomish County Department of Planning and Development Services (PDS), or the respective Director's designee.

District means Stanwood-Camano School District No. 401 whose geographic boundaries are located largely within Snohomish County.

*District Property Tax Levy Rate means the District's current capital property tax rate per thousand dollars of assessed value.

*Dwelling Unit Type means (1) single-family residences, (2) multi-family one-bedroom apartment or condominium units and (3) multi-family multiple-bedroom apartment or condominium units.

*Encumbered means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

*Estimated Facility Construction Cost means the planned costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs. If the District does not have this cost information available, construction costs of school facilities of the same or similar grade span within another District are acceptable.

FTE (Full Time Equivalent) is a means of measuring student enrollment based on the number of hours per day in attendance at the District's schools. Kindergarten students attend half-day programs and therefore are counted as 0.5 FTE. For purposes of this Capital Facilities Plan, all other students are counted as full FTE. (This is in line with OSPI's Capital Facilities Section, FTE measurements and projections.)

GFA (per student) means the Gross Floor Area per student.

*Grade Span means a category into which the District groups its grades of students (e.g., elementary, middle or junior high, and high school).

*Growth Management Act (GMA) means the Growth Management Act, Chapter 17, Laws of the State of Washington of 1990, 1st Ex. Session, as now in existence or as hereafter amended.

*Interest Rate means the current interest rate as stated in the Bond Buyer Twenty-Bond General Obligation Bond Index.

*Land Cost Per Acre means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs

in other districts, or the average assessed value per acre of properties comparable to school sites located within the District.

*Multi-Family Dwelling Unit means any residential dwelling unit that is not a single-family unit as defined by ordinance 30.66C.[2]

*OFM means Washington State Office of Financial Management.

*OSPI means Washington State Office of the Superintendent of Public Instruction.

*Permanent Facilities means school facilities of the District with a fixed foundation.

*R.C.W. means the Revised Code of Washington (a state law).

*Relocatable Facilities (also referred to as Portables) means factory-built structures, transportable in one or more sections, that are designed to be used as an education spaces and are needed to prevent the overbuilding of school facilities, to meet the needs of service areas within the District, or to cover the gap between the time that families move into new residential developments and the date that construction is completed on permanent school facilities.

*Relocatable Facilities Cost means the total cost, based on actual costs incurred by the District, for purchasing and installing portable classrooms.

*Relocatable Facilities Student Capacity means the rated capacity for a typical portable classroom used for a specified grade span.

*School Impact Fee means a payment of money imposed upon development as a condition of development approval to pay for school facilities needed to serve the new growth and development. The school impact fee does not include a reasonable permit fee, an application fee, the administrative fee for collecting and handling impact fees, or the cost of reviewing independent fee calculations.

SEPA means the State Environmental Policy Act.

*Single-Family Dwelling Unit means any detached residential dwelling unit designed for occupancy by a single-family or household.

*Standard of Service means the standard adopted by the District which identifies the program year, the class size by grade span and taking into account the requirements of students with special needs, the number of classrooms, the types of facilities the District believes will best serve its student population and other factors as identified in the District's capital facilities plan. The District's standard of service shall not be adjusted for any portion of the classrooms housed in relocatable facilities that are used as transitional facilities or from any specialized facilities housed in relocatable facilities.

[2] For purposes of calculating Student Generation Rates, assisted living or senior citizen housing is not included in this definition.

*State Match Percentage means the proportion of funds that are provided to the District for specific capital projects from the State's Common School Construction Fund. These funds are disbursed based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the maximum percentage of the total project eligible to be paid by the State.

*Student Factor [Student Generation Rate (SGR)] means the number of students of each grade span (elementary, middle/junior high, high school) that the District determines are typically generated by different dwelling unit types within the District. Each District will use a survey or statistically valid methodology to derive the specific student generation rate, provided that the survey or methodology is approved by the Snohomish County Council as part of the adopted capital facilities plan for each District and accepted by the Island County Council as it pertains to Camano Island.

*Subdivision means all small and large lot subdivisions as defined in Title 19 of the Snohomish County Code, and all short subdivisions as defined in Title 20, which are within the definition of "development" above.

*Teaching Station means a facility space (classroom) specifically dedicated to implementing the District's educational program and capable of accommodating at any one time, at least a full class of up to 31 students. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

*Un-housed Students means District enrolled students who are housed in portable or temporary classroom space, or in permanent classrooms in which the maximum class size is exceeded.

*WAC means the Washington Administrative Code.

SECTION 3: DISTRICT EDUCATIONAL PROGRAM STANDARDS

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 that 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 classroom facilities (portables).

In addition to factors that affect the amount of space required, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by nontraditional, or special programs such as special education, expanded bilingual education, remediation, migrant education, alcohol and drug education, AIDS education, preschool and daycare programs, computer labs, music programs, etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities. State and/or federal mandates to lower class size in grades K-4 can also create a need for additional classrooms.

Special programs offered by the Stanwood-Camano School District at specific school sites include handicapped preschool. Variations in student capacity between schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space, which can reduce the permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classroom for a short period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate most of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

Examples of special programs offered by the Stanwood-Camano School District at specific school sites include:

- Special education pre-school
- Special education – resource, moderate and profound
- ESL
- Chapter I/LAP
- Drug and Alcohol education
- Vocational and career education
- Technology Education
- Music
- Primary Intervention Program
- Gifted Program
- Alternative Education Program
- On-line Learning Program

District educational program requirements will undoubtedly 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 Capital Facilities Plan.

The District's educational program requirements, which directly affect school capacity, are outlined below for the elementary, middle and high school grade levels.

Educational Program Standards for Elementary Grades

- Class size for grades K-4 should not exceed 24 students.
- Class size for grade 5 should not exceed 27 students.
- Special Education for students may be provided in a self-contained classroom.
- All students will be provided music instruction in a separate classroom.
- Students may have a scheduled time in a computer lab.
- Optimum design capacity for new elementary schools is 500 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Educational Program Standards for Middle and High Schools

- Class size for grades 6-8 should not exceed 28 students.
- Class size for grades 9-12 should not exceed 31 students.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity should be adjusted using a utilization factor of 86% to reflect the use of one-period per day for teacher planning.
- Special Education for students will be provided in main streamed settings as well as self-contained classrooms.
- Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows:
  - Resource Rooms (i.e. computer labs, study rooms).
  - Special Education Classrooms.
- Program Specific Classrooms (i.e. music, drama, art, home economics, physical education).
- Optimum design capacity for new middle schools is 675 students. However, actual capacity of individual schools may vary depending on the educational programs offered.
- Optimum design capacity for new high schools is 1200 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Minimum Educational Service Standards

The Stanwood-Camano School District will evaluate student-housing levels based on the District as a whole system and not on a school-by-school or site-by-site basis. This may result in portable classrooms being used as interim housing, attendance boundary changes or other program changes to balance student housing across the system as a whole.

The Stanwood-Camano School District has set minimum educational service standards based on several criteria. Exceeding these minimum standards will trigger significant changes in program delivery. If there are 25 or more students in a majority of K-5 classrooms, 29 or more students in a majority of 6-8 classrooms, or 32 or more students in a majority of 9-12 classrooms, the minimum standards have not been met.

Although they may meet the number criteria above, double shifting with reduced hours of "Year Round Education" programs adopted for housing reasons would also not meet the minimums.

It should be noted that the minimum educational standard is just that, a minimum, and not the desired or accepted operating standard.

SECTION 4: CAPITAL FACILITIES INVENTORY

Capital Facilities

Under GMA, public entities are required to inventory capital facilities used to serve the existing populations. Capital facilities are defined as any structure, improvement, piece of equipment, or other major asset, including land that has a useful life of at least ten years. 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 or established levels of service. This section provides an inventory of capital facilities owned and operated by the Stanwood-Camano School District including schools, portables, developed school sites, 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 3). A map showing locations of District school facilities is provided as Figure 1.

Table 1 – School Capacity Inventory

School Name	Site Size (acres)	Bldg. Area (Sq. Ft.)	Teaching Stations	Perm. Student Capacity	Capacity with Portables*	Year Built or Last Remodel	Potential for Expansion of Perm. Facility
Elementary Schools							
Cedarhome Elementary School	18.70	47,250	24	500	600	1997	No
Elger Bay Elementary School	20.00	48,826	24	500	575	2000	No
Stanwood Elementary School	11.19	52,071	27	614	714	1996	No
Twin City Elementary School	11.60	42,522	21	425	475	1990	No
Utsalady Elementary School	18.30	49,984	24	500	600	2000	No
Total	79.79	240,653	120	2,539	2,964		
Middle School							
Port Susan Middle	28.00	77,855	31	600	768	1997	Yes
Stanwood Middle	16.40	94,437	35	725	809	1993	No
Total	44.40	172,292	66	1,325	1,577		
High School							
Stanwood High - Church Creek Campus	12.06	52216	27	593	593	2001	No
Stanwood High	51.0	142,673	53	1,200	1,634	1995	Yes
Total	63.1	194,889	80	1,793	2,165		

Source: Stanwood Camano School District Study & Survey - 1994 (Updated 2001)

* Note: Student Capacity figure is exclusive of Portables located at Lincoln High Alternative High School.

Schools

Stanwood-Camano School District's five elementary schools include grades K-5, two middle schools grades 6-8, one high school serving grades 9-12, one alternative middle school, one alternative high school and a school catering to students who are home schooled.

OSPI calculates school capacity by dividing gross square footage of a building by a standard square footage per student[3]. This method is used by the State as a simple and uniform approach for determining school capacity for purposes of allocating available State Match Funds to school districts for school construction. However, this method is not considered an accurate reflection of the capacity required to accommodate the adopted educational program of each individual district.

For this CFP, capacity is based on the number of teaching stations within each building and space requirements of the educational program. The school capacity inventory is summarized in Table 1.

Relocatable Classroom Facilities (Portables)

Portables are used as interim classroom space to house students until permanent classroom facilities can be provided and to prevent overbuilding. Portables are not a solution for housing students on a permanent basis. The Stanwood-Camano School District currently uses 42 portables at various schools. Each portable houses one classroom to accommodate 25 students at K-5, 28 students at 6-8 and 31 students at grades 9-12. The number of portables and their capacities are summarized in Table 2.

A potential future problem with portables is the fact that many of the portables are no longer portable. That is, the age and condition of some of the portables is such that they can no longer be moved to another site to relieve over-crowding. They simply would not be able to survive another move. Portables that can be moved may be moved from time to time to meet instructional needs and to house students, as necessary.

Table 2 – Portables

School Name	Portables	Capacity
ELEMENTARY		
Cedarhome	4	100
Elger Bay	3	75
Stanwood	4	100
Twin City	2	50
Utsalady	4	100
Total	17	425
MIDDLE		
Port Susan Middle	6	168
Stanwood Middle	3	84
Total	9	252
HIGH		
Stanwood High - Church Creek Campus		
Stanwood High	14	434
Total	14	434
Saratoga Parent-Partnership School	2	50
District Total	**42**	**1,161**

[3] 90 square feet per kindergarten through sixth grade student, 117 square feet per grade seven and grade eight students, 130 square feet per grade nine through grade twelve student, and 140 square feet per disabled student.

Support Facilities

In addition to schools, the Stanwood-Camano School District owns and operates facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 3.

Table 3 – Support Facilities

Facility Name	Site Acres	Building Area (sq.ft.)
Administration	0.50	17,000
Maintenance	1.50	6,800
Transportation	10.00	13,000

Land Inventory

The Stanwood-Camano School District has sufficient land for its proposed construction program.

The District has 15 acres at Warm Beach that is planned for an elementary school.

The District sold, in June 2007, 36.74 acres on Camano Island. The property had been donated to the District by the Parent Teacher Association during the 1950's. The property was not suitable for a school site. It had a 60 foot rise from west to east and no public right-of-way to the east side (high side). At the direction of the School Board, the proceeds from the sale must be used to purchase a middle school site on Camano Island. The District is actively seeking a suitable site.

SECTION 5: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historical Trends and Projections

Student enrollment in the Stanwood-Camano School District grew steadily from the early 1970's through 2002. The student enrollment of 5,309 (headcount) in October 2007 represents a decline of 4.1 percent over 2002 and a 2.5% decline from the October 2005 student headcount of 5,443.

Table 4 – Comparison of FTE Enrollment Projections
Stanwood-Camano School District 2007-2013

Projection	2007*	2008	2009	2010	2011	2012	2013	Actual Change 07- 13	Percent Change 07 - 13
OSPI	5,149	5,066	4,964	4,899	4,869	4,833	4,857	-292	-5.67%
Ratio Method	5,149	4,766	4,859	4,953	5,046	5,140	5,234	85	1.65%

Source: Stanwood-Camano School District, OSPI

* Actual FTE student enrollment (October 1, 2007).

Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projections. Monitoring birth rates in Snohomish and Island Counties and population growth for the respective areas are essential yearly activities in the ongoing management of the capital facilities plan. 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.

Table 5 – Projected FTE Enrollment by Grade Span Stanwood-Camano School District 2007-2013

Grade Span	2007*	2008	2009	2010	2011	2012	2013
Elementary	2,040	2,022	2,025	1,997	2,011	1,996	2,012
Middle School	1,218	1,190	1,211	1,233	1,207	1,226	1,183
High School	1,891	1,854	1,728	1,669	1,651	1,611	1,662
Total	5,149	5,066	4,964	4,899	4,869	4,833	4,857

Source: OSPI data: Report dates 1/18/08, *Actual FTE Student Enrollment (October 1, 2007)

Two enrollment forecasts were conducted for the Stanwood-Camano School District: The first is an estimate by the Office of the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment using a modified cohort survival method. This method estimates how many

students in one year will attend the next grade in the following year. The methodology is explained in Appendix D.

The second method is an estimate based upon Snohomish and Island County population estimates as provided by the State Office of Financial Management (OFM). These projections were developed to comply with the Growth Management Act and each Snohomish and Island County rules requiring that capital facility plans be consistent with the respective County's comprehensive plan which utilizes OFM population ranges". Section 11 of ESHB 2929 (The Growth Management Act) requires that planning for public facilities be based on the 20-year population projections developed by the OFM. OFM population based enrollment projections have been estimated using the revised Draft Population Forecast by School District prepared by the Snohomish County Department of Planning and Development Services, and OFM population forecasts for Snohomish and Island Counties. The State of Washington has interpreted this to mean the OFM population forecasts are minimums, which must be accommodated.

The ratio method traces the ratio of student enrollment to total population and assumes what this ratio will be in future years. On average, for the period 2000-2007, 17.57% of the population in the Stanwood-Camano School District was students.

Combining the OSPI enrollment projections with the OFM population forecasts, the average student to population ratio through 2013 is 14.64%. The District finds that this is a reasonable assumption and therefore assumes that the OSPI and OFM ratio methods are comparable methods of projecting enrollment. See *Appendix C – Enrollment Data, Table C-3* for historical trends in enrollment/population ratios.

OSPI estimates that enrollment will total 4,857 student FTEs in 2013. This is a 5.67% decrease over 2007. The Ratio Method estimates that enrollment will total 5,234 student FTEs in 2013, which is a 1.65% increase over 2007.

The OSPI enrollment forecast has been used to determine facility needs inasmuch as it is the most conservative of the two and most closely relates to the District's internal projections used primarily for budgeting purposes.

2025 Enrollment Projections

Although student enrollment projections beyond 2013 are highly speculative, they are useful for developing long-range comprehensive facilities plans. These long-range enrollment projections may also be used in determining future site acquisition needs.

OSPI does not project student enrollments beyond 2013; therefore, the OFM ratio method was used. The Ratio Method student enrollment projections for the year 2014 are based on the Snohomish and Island County population distribution, by school district, of the OFM 2013/2025 population projections. The OFM countywide forecast goes through a periodic allocation and reconciliation process conducted by each Snohomish and Island County. The OFM-based projections indicate a 2025 student population of 6,356 FTEs. This would equate to a student-to-population ratio of 14.64% through the year 2025. This is a 23.44% increase over existing 2007 enrollment levels. See *Appendix C – Enrollment Data Table C-3* for calculations.

The total 2025 enrollment projection was broken down by grade span to evaluate long-term site acquisition needs for elementary, middle and high school facilities. Enrollment by grade span was determined based on recent and projected enrollment trends at the elementary, middle and high school levels.

Projected enrollment by grade span for the year 2025 is provided in Table 6. Again, these estimates are highly speculative and are used only for general planning purposes.

Table 6 – Projected 2025 Enrollment (Ratio Method - OFM)

Grade Span	Projected FTE Student Enrollment 2025
Elementary (K-5)	2,518
Middle School (6-8)	1,504
High School (9-12)	2,334
District Total (K-12)	***6,356***

Analysis of future facility and capacity needs is provided in Section 6 of this Capital Facilities Plan.

SECTION 6: CAPITAL FACILITIES PLAN

Facility Needs (2007 – 2013)

Existing Deficiencies

Current enrollment at each grade level is identified in Appendix C-2. The District is currently under capacity at the elementary level by 517 students, over capacity at the middle school level by 63 students and over capacity at the high school level by 61 students.

The District expects that .594 student will be generated from each new single family home in the District, excluding Camano Island, and .344 on Camano Island; that .276 student will be generated from each new two-plus bedroom multi-family unit, excluding Camano Island, with none being generated on Camano Island; and .288 student will be generated from each new two bedroom multi-family unit, excluding Camano Island, and none will be generated on Camano Island. These numbers are based upon the District's student generation rates.

The District's enrollment projections, in Table 5, have been applied to the existing capacity and the District will be under capacity at the elementary level by 527 students, over capacity at the middle school level by 56 students and under capacity at the high school level by 131 students if no capacity improvements are made by the year 2013

The District's six-year capital improvement plan, Table 8, includes the capacity projects to address existing and future needs.

Projected available student capacity was derived by subtracting projected FTE student enrollment from existing permanent school capacity, (excluding portables) for each of the six years in the forecast period (2008-2013).

Capacity needs are expressed in terms of "un-housed students". Un-housed students are defined as students expected to be housed in portable classrooms, or classrooms where class size exceeds State standards or contractually negotiated agreements within the local school district.

The method used to define future capacity needs assumes no new construction. For this reason planned construction projects are not included at this point. This factor is added later (see Table 8).

Projected future capacity needs are depicted on Table 7. This number was derived by applying the projected number of students to building capacity existing in 2007. The table shows actual space needs and the portion of those needs that are "growth related". RCW 82.02 and SCC 30.66C mandate that new developments cannot be assessed impact fees to correct existing deficiencies. The year 2007 is set as the base year for calculating growth related deficiencies. No permanent student housing has been constructed since 2001 to accommodate un-housed students.

Table 7 - *Projected Additional Capacity Needs 2007-2013 & 2025*

Grade Span	2007	2008	2009	2010	2011	2012	2013	2025	08-13 Pct. Growth Related
Elementary (K-5)	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	
	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**	
Growth Related									0.0%
Middle School (6-8)									
	91	63	84	106	80	99	56	377	
Growth Related		0	0	15	0	8	0	180	0.0%
High School (9-12)									
	98	61	0	0	0	0	0	541	
Growth Related								541	0.0%

Additional permanent student capacity will be needed at the Middle School level through 2013 using the OSPI projections (Table 7). Using the OFM student to population ratio, additional permanent capacity will be needed at both the middle and high school levels by 2025. The District's internal enrollment projections more closely mirror OSPI forecasts.

Based on the very conservative OSPI enrollment projection, the middle school level will have un-housed students through 2013; using the less conservative ratio approach, there will be 918 un-housed secondary students by 2025. This is a reduction in classroom deficiencies from the 2006 Capital Facilities Plan because of lower projected enrollment forecasts by each OSPI and the District. (It should be noted that new housing developments are being constructed in the District at this time.)

Planned Improvements (2008 – 2013)

The following is a brief outline of those projects scheduled for completion to accommodate student housing in the Stanwood-Camano School District through 2013.

Elementary Schools: District facilities will accommodate elementary school enrollment needs through 2013.

Middle Schools: A May 2006 bond issue included an addition to Port Susan Middle School to accommodate increased enrollment. The middle school level continues to have unhoused students and based on the most conservative enrollment projection will continue to have unhoused students through 2013. There is no plan at this time to put the bond issue back on the ballot. It may be necessary to purchase additional portables to provide interim student housing until permanent facilities can be constructed. (Based on the ratio method, there will be 111 unhoused students at this level by 2013 and 377 by 2025 if no permanent additions are constructed.)

High Schools: There are currently unhoused students at the high school level. Using OSPI's conservative projections, there will be no unhoused high school students by 2013. Using the OFM population based projection, there will be 129 unhoused students at 2013 and 541 in 2025

if no permanent space is added for student housing. (Expansion of the high school was included in 2 May 2006 bond issue that failed. At this time the District hasn't made plans to put the bond issue back on the ballot.)

Support Facilities: The District moved its administration to a newly renovated building in April 2006. A new Transportation Center was earlier constructed and has been occupied since June 2003.

Interim Classroom Facilities (Portables): The District will purchase portables, as needed, to handle upswings in student enrollment. However, it remains a District goal to house all students in permanent facilities.

CAPITAL FACILITIES FINANCING PLAN

Funding of school facilities is typically secured from a number of sources including voter-approved bonds, State matching funds and development impact fees. Each of these funding sources is discussed in greater detail below.

General Obligation Bonds: Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes.

The Stanwood-Camano School District voters approved a $22 million bond levy in 1995 for construction of the new middle school. Voters approved a $25 million bond proposal in September 1998 for construction of two elementary schools, for capacity improvements to the high school and for conversion of Church Creek Elementary to a freshman campus. The growth related projects were completed.

State Match Funds: State Match Funds come from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominately 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 matching funds for a specific capital project. To qualify, a project must first meet the State established criteria of need. This is determined by a formula that specifies the amount of square footage the State will help finance to house the enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State for eligible projects. The State contribution for eligible projects can range from less than half to more than 70% of the project's cost.[4]

State Match Funds can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive matching funds from the State. Because

[4] Paying for Growth's Impacts – A Guide to Impact Fees, State of Washington Department of Community Development Growth Management Division, January 1992, Pg. 30.

availability of State Match Funds has not been able to keep pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the State may not be received by a school district until after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

Six Year Finance Plan

The Six-Year Financing Plan shown on Table 8 demonstrates how the Stanwood-Camano School District intends to fund new construction and improvements to school facilities for the years 2008 through 2013. The financing components include funding from capital project bonds, secured funding from other sources (proceeds from property sales, development impact fees collected under GMA and State Match Funds) and unsecured future funding. (In the event legislative changes resulted in no development impact fees, capital project bonds would have to be increased to offset this student growth related loss of revenue.)

The District placed on the May 2006 ballot a two-proposition bond issue and a technology levy. The bond issue, which failed, included: 1) Major renovation and expansion of Stanwood High School (14 additional classrooms), the addition of a wing to Port Susan Middle School (7 additional classrooms and core space), updated HVAC and safety improvements to Stanwood Middle, Stanwood Elementary and Twin City Elementary; and 2) Stanwood High School stadium replacement/modernization. Table 8 reflects the potential completion of these additions by 2013. This is all dependent upon successful passage of a bond issue. (The District is currently forming a volunteer committee to review facility needs and begin the planning for a possible bond issue to be run in 2010 to enable completion of the listed projects.)

The financing plan separates projects and portions of projects that add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and impact fee calculation formula also differentiate between projects or portions of projects that address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.

Impact Fee Calculation

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 on the date of Plan adoption. Fees may only be assessed in relation to the new capacity needs created by new development.

Impact Fees in Snohomish County

The State Environmental Policy Act (SEPA) and the Growth Management Act (GMA) authorizes jurisdictions to condition development approval upon mitigation for impacts directly related to a proposed development. Title 26.6 SCC, the County's school impact mitigation regulation, first became effective on May 1, 1991 and authorized collection of standardized impact mitigation payments from new residential developments in unincorporated Snohomish

County. Under "old" Title 30.66C, school districts could use mitigation payments for improvements to district-wide student housing and transportation.

In November 1997, Snohomish County substantially modified Title 26C to provide an impact fee program meeting new requirements of GMA and changes to Chapter 82.02 RCW, the State law authorizing impact fees. "New" Title 26C requires school districts to prepare and adopt capital facilities plans meeting the specifications of the GMA. Impact fees calculated in accordance with the formula in new Title would become effective following County Council adoption of the District's Plan. Generally, impact fee ordinances adopted by cities in Snohomish County that require compliance with the County's criteria and which adopt the County-approved CFP by reference, will comply with GMA. Local governments, of course, have the ability to adopt their own approach to school impact fee assessment and/or mitigation, provided the approach meets the requirements of SEPA, GMA and Chapter 82.02 RCW.

During 1999 further amendments were made to the County's impact fee ordinance based on recommendations of a citizens' committee and the Planning Commission. Under these amendments a prior "cap" on fees was removed, although a 50% discount on calculated fees was retained.

In 2003, Snohomish County re-structured its development codes under a single "Unified Development Code" which placed the school impact fee program under Title 30.66C SCC. School districts may use impact fees for improvements to District wide student housing. Impact fees identified in the Capital Facilities Plan approved by the School Board and Snohomish County under Title 30.66C for the Stanwood-Camano School District are summarized in Table 12.

Impact fees for the Camano Island portion of the Stanwood-Camano School District are summarized in Table 13.

Methodology and Variables Used to Calculate School Impact Fees

The 2008 impact fees for the Stanwood-Camano School District are summarized on Tables 12 and 13 at the end of this section. These fees were calculated according to a formula outlined on Table 1 of Snohomish County Ordinance 97-095 adapted from RCW 82.02. The fees represent the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools, and purchase or install temporary facilities (portables). The costs or projects that *do not* add capacity or which address existing deficiencies[5] have been eliminated from the variables used in the cost calculations.

As required under GMA and RCW 82.02, credits have been applied in the formula to account for State Match and projected future property taxes to be paid by the owner of a dwelling unit. Credits are also provided in the form of fee discounts adopted as part of Ordinance 97-095.

[5] An "existing deficiency" is based on "un-housed" students as of October 2005.

Calculation Criteria

1. Site Acquisition Cost Element

Site Size: The site size given the optimum acreage for each school type based on studies of existing school sites OSPI standards. Generally, districts will require 11-15 acres for an elementary school; 25-30 acres for a middle school or junior high school; and 40 acres or more for a high school. Actual school sites may vary in size depending on the size of parcels available for sale and other site development constraints, such as wetlands. It also varies based on the need for athletic fields adjacent to the school along with other specific planning factors. See Table 12.

The Stanwood-Camano School District is currently looking for 20 to 30 acres suitable for a middle school.

Table 8 – Capital Facilities Plan 2008 - 2013

	Estimated Project Cost by Year - in $millions						Total	Bond/	State
	2008	2009	2010	2011	2012	2013	Cost	Local	Match
Improvements Adding Student Capacity							(All Amounts in $ millions)		
Elementary									
Middle									
Port Susan Middle School Addition/core space						$8.69	$8.69	8.69	
Senior High									
High School renovation & expansion						$104	$104.00	96.00	8.00
Improvements Not Adding Student Capacity							Cost	Bond	Match
Elementary									
Stanwood						.82	.82	.82	
Twin City						1.88	1.88	1.88	
Middle School									
Stanwood						3.37	3.37	3.37	
High School									
Stadium						8.80	8.80	8.80	
District-wide Improvements									
Technology						*5.00*	*5.00*	*5.00*	
Totals							Total	Bond	Match
Elementary School						2.70	2.70	2.70	
Middle School						12.06	12.06	12.06	
Senior High						112.80	112.80	104.80	8.00
District Wide						5.00	5.00	5.00	
Annual Total						132.56	*132.56*	*124.56*	8.00
Cumulative Total						132.56	132.56	124.56	8.00

Table 9 – Projected Capacity Surplus (Deficit) After Programmed Improvements

	Elementary	Middle	Senior High
2008			
Existing Capacity	2,539	1,325	1,793
Programmed Improvement Capacity	0	0	0
Capacity After Improvement	2,539	1,325	1,793
Projected Enrollment	2,022	1,190	1,854
Surplus (Deficit) After Improvement*	517	(63)	(61)
2009			
Existing Capacity	2,539	1,325	1,793
Programmed Improvement Capacity	0	0	0
Capacity After Improvement	2,539	1,325	1,793
Projected Enrollment	2,025	1,211	1,728
Surplus (Deficit) After Improvement*	514	(84)	65
2010			
Existing Capacity	2,539	1,325	1,793
Programmed Improvement Capacity	0	0	0
Capacity After Improvement	2,539	1,325	1,793
Projected Enrollment	1,997	1,233	1,669
Surplus (Deficit) After Improvement*	542	(106)	124
2011			
Existing Capacity	2,539	1,325	1,793
Programmed Improvement Capacity	0	0	0
Capacity After Improvement	2,539	1,325	1,793
Projected Enrollment	2,011	1,207	1,651
Surplus (Deficit) After Improvement*	528	(80)	142
2012			
Existing Capacity	2,539	1,325	1,793
Programmed Improvement Capacity	0	0	0
Capacity After Improvement	2,539	1,325	1,793
Projected Enrollment	1,996	1,226	1,611
Surplus (Deficit) After Improvement*	543	(99)	182
2013			
Existing Capacity	2,539	1,325	1,793
Programmed Improvement Capacity	0	0	0
Capacity After Improvement	2,539	1,325	1,793
Projected Enrollment	2,012	1,183	1,662
Surplus (Deficit) After Improvement*	527	(56)	131

Student Factor: The student factor (or student generation rate) is the average number of students generated by each housing type – in this case: single-family detached dwellings and multiple-family dwellings. Multiple-family dwellings, which may be rental or owner-occupied units within structures containing two or more dwelling units, were broken out into one-bedroom and two-plus bedroom units.

Pursuant to a requirement of Snohomish County Ordinance 97-095, each school district was required to conduct student generation studies within their jurisdictions. This was done to "localize" generation rates for purposes of calculating impact fees. A description of this methodology is contained in Appendix D.

The student generation rates for the Stanwood-Camano School District are shown on Table 10.

Table 10 – Student Generation Rates (Excluding Camano Island)

	Elementary	Middle	High	Total
Single Family	0.272	0.139	0.183	.594
Multiple Family, 1 Bdrm	0.000	0.000	0.000	.000
Multiple Family, 2+ Bdrm	0.120	0.068	0.089	.276

Table 11 – Student Generation Rates (Camano Island Only)

	Elementary	Middle	High	Total
Single Family	0.147	0.075	0.100	.322
Multiple Family, 1 Bdrm	0.000	0.000	0.000	.000
Multiple Family, 2+ Bdrm	1.000	1.000	1.000	3.00

2. School Construction Cost Variables

Additional Building Capacity: Building capacities reflect the District's optimum number of students each school type is designated to accommodate. These figures are based on actual design studies of optimum floor area for new school facilities. The Stanwood-Camano School District designs new elementary schools to accommodate 500 students, new middle schools 675 students and new high schools 1,200 students. The Stanwood High School expansion project would have brought the facility's capacity to 1,800 students.

Estimated Facility Construction Cost: The estimated facility construction cost is based on architect projections received in 2005. Facility construction costs also include the off-site development costs. Costs vary with each site and may include such items as sewer line extensions, water lines, off-site road and frontage improvements. Off-site development costs are not covered by State Match Funds. Off-site development costs vary, and can represent 10% or more of the total building construction cost.

3. Relocatable Facilities Cost Element

Impact fees may be collected to allow acquisition of portables to help relieve capacity deficiencies on a temporary basis. The cost allocated to new development must be growth related and must be in proportion to the current permanent versus temporary space allocations by the district.

Existing Units: This is the total number of existing portables in use by the district as reported on Table 2.

New Facilities Required Through 2013: This is the estimated number of portables to be acquired.

Cost Per Unit: This is the average cost to purchase and set up a portable. It includes site preparation, but does not include furnishing of the unit.

Relocatable Facilities Cost: This is simply the total number of needed units multiplied by the cost per unit. The number is then adjusted to the "growth-related" factor.

For districts, such as Stanwood, that do not credit any portable capacity to the permanent capacity total (see Table 1), this number is not directly applicable to the fee calculation and is for information only. The impact fee allows a general fee calculation for portables, however the amount is adjusted to the proportion of total square footage in portables to the total square footage of permanent and portable space in the district.

Where districts do allow a certain amount of portable space to be credited to permanent capacity, that amount would be adjusted by the "growth-related" factor, because it is considered to be permanent space.

4. Fee Credit Variables

BOECKH Index: This number is generated by the E.H. Boeckh Company and is used by OSPI as a guideline for determining the area cost allowance for new school construction. The index is an average of a seven-city building cost index for commercial and factory buildings in Washington State, and is adjusted every two months for inflation. The current BOECKH Index is $168.79 (July 2008).

State Match Percentage: The State match percentage is the proportion of funds that are provided to the school districts, for specific capital projects, from the State's Common School Construction Fund. These funds are disbursed based on a formula which calculates the District's assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percentage of the total project to be paid by the State. It should be noted that while the stated OSPI match is 42.16%, the effective state match is less than 20.00%.

Recent Project History – State Match

	Total Cost	State Match	State %
Utsalady Elementary	$10,115,722	$2,871,434	28.4%
Elger Bay Elementary	$10,072,621	$ 931,016	9.2%
Stanwood HS Addition	$ 6,083,041	$1,391,423	22.9%
Totals	**$26,271,384**	**$5,193,873**	**19.8%**

5. Tax Credit Variables

Under Ordinance 97-095, a credit is granted to new development to account for taxes that will be paid to the school district over the next ten years. The credit is calculated using a "present value" formula.

Interest Rate (20-year GO Bond): This is the interest rate of return on a 20-year General Obligation Bond and is derived from the bond buyer index. The current assumed interest rate is 4.60% for Snohomish County School Districts.

Levy Rate: The capital construction levy rate is determined by dividing the District's average capital property tax rate by one thousand. The current levy rate for the Stanwood-Camano School District is 0.97641069 per $1,000 assessed valuation.

Average Assessed Value: This figure is based on the District's average assessed value for each type of dwelling unit (single-family and multiple-family). The averaged assessed values are based on estimates made by the County's Planning and Development Services Department utilizing information from the Assessor's files. The current average assessed value is $298,248 for single-family detached residential dwellings, $107,818 for one-bedroom multi-family units, and $161,031 for two or more bedroom multi-family units (Snohomish County).

The current average assessed value is $387,793 for single-family detached residential dwellings on Camano Island, per the Island County Assessor's Office.

Time Remaining on Bonds: This is the average amount of time remaining on Capital Projects/General Obligation Bonds issued by the school districts within Snohomish County. The Snohomish County average time remaining on school district bonds is 10 years.

6. Adjustments

Growth Related Capacity Percentage: This is explained in preceding sections.

Discount: In accordance with Snohomish County Ordinance 97-095, all fees calculated using the above factors are to be reduced by 50%. In addition, the District may apply its own discount to maintain the fee at no higher than the 1998 levels.

Proposed Stanwood-Camano School District Impact Fee Schedule

Impact fees proposed for the Stanwood-Camano School District are summarized in Tables 12 and 13(refer to Appendix A for worksheets). As noted, no impact fee will be assessed.

Without the Snohomish County Discount and the elective District Discount, the fee amounts for the Snohomish County section of the District would have been as follows:

Single Family Detached	**$0**
One Bedroom Apartment	**$0**
Two + Bedroom Apartment	**$0**
Duplex/Townhouse Unit	**$0**

Table 12 – Calculated Impact Fees
Stanwood-Camano School District (County (50%), District Elective)

Housing Type	Impact Fee Per Unit
Single Family Detached	$0
One Bedroom Apartment	$0
Two + Bedroom Apartment	$0
Duplex/Townhouse Unit	$0

Without a fifty percent discount (required in Snohomish County) and an elective District discount, the fee amounts for the Island County section of the District would have been as follows:

Table 13(a) – Calculated Impact Fees
Stanwood-Camano School District

Housing Type	Impact Fee Per Unit
Single Family Detached	$0
One Bedroom Apartment	$0
Two + Bedroom Apartment	$0
Duplex/Townhouse Unit	$0

Table 13(b) – Calculated Impact Fees
Stanwood-Camano School District (No Local Discount)

Housing Type	Impact Fee Per Unit
Single Family Detached	$0
One Bedroom Apartment	$0
Two + Bedroom Apartment	$0
Duplex/Townhouse Unit	$0

Appendix A
Impact Fee Calculation

IMPACT FEE WORKSHEET
STANWOOD-CAMANO SCHOOL DISTRICT
SINGLE-FAMILY
RESIDENTIAL

SITE ACQUISITION COST

acres needed	0.00	x	Growth related	$60,000	/	capacity (# students)	0	x	student factor	0.272	=	$0 (elementary)
acres needed	0.00	x	cost per	$60,000	/	capacity (# students)	0	x	student factor	0.139	=	$0 (middle school)
acres needed	0.00	x	Acre	$60,000	/	capacity (# students)	0	x	student factor	0.183	=	$0 (high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/	capacity (# students)	0	x	student factor	0.272	=	$0 (elementary)
total const. Cost	$0	/	capacity (# students)	0	x	student factor	0.139	=	$0 (middle school)
total const. Cost	$11,250,000	/	capacity (# students)	600	x	student factor	0.183	=	$3431 (high school)
						Subtotal			$0

Total Square Feet of Permanent Space (District)	607,834	/ Total Square Feet of School Facilities (000)	644,447	=	94.32%

TOTAL FACILITY CONSTRUCTION COST = $3,236

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$0	/	25	facility size x student factor	0.272			=	$0 (elementary)
Portable Cost	$75,000	/	27	facility size x student factor	0.139			=	$386 (middle school)
Portable Cost	$0	/	30	facility size x student factor	0.183			=	$0 (high school)
							Subtotal		$386

Total Square Feet of Portable Space (District)	36,643	/ Total Square Feet of School Facilities (000)	644,447	=	5.69%

TOTAL RELOCATABLE COST ELEMENT = $22

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$168.79	x OSPI Allowance	90	x	State Match %	20%	x	student factor	0.272	=	$0	(elementary)
BOECKH Index	$168.79	x OSPI Allowance	117	x	State Match %	20%	x	student factor	0.139	=	$0	(middle school)
BOECKH Index	$168.79	x OSPI Allowance	130	x	State Match %	20%	x	student factor	0.183	=	$803	(high school)

TOTAL STATE MATCH CREDIT = $803

TAX PAYMENT CREDIT

[((1+ interest rate 4.50%)^ 10 years to pay off bond) - 1] / [interest rate 4.50% x

(1 + interest rate 4.50%)^ 10 years to pay off bond] x .000976411 capital levy rate x

assessed value $298,248 = $2,304 (tax payment c

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$3,236
RELOCATABLE FACILITIES COST (PORTABLES)	$22
(LESS STATE MATCH CREDIT)	($803)
(LESS TAX PAYMENT CREDIT)	($2,304)
(LESS COUNTY DISCOUNT)	($75)
(LESS DISTRICT DISCOUNT)	($38)

FINAL IMPACT FEE PER UNIT **$0**

IMPACT FEE WORKSHEET
STANWOOD-CAMANO SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

SITE ACQUISITION COST

acres needed	0.00	x	Growth related	$60,000	/	capacity (# students)	0	x	student factor	0.000	=	$0	(elementary)
acres needed	0.00	x	cost per	$60,000	/	capacity (# students)	0	x	student factor	0.000	=	$0	(middle school)
acres needed	0.00	x	acre	$60,000	/	capacity (# students)	0	x	student factor	0.000	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/	capacity (# students)	0	x	student factor	0.000	=	$0	(elementary)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.000	=	$0	(middle school)
total const. cost	$11,250,000	/	capacity (# students)	300	x	student factor	0.000	=	$0	(high school)
							Subtotal		$0	

Total Square Feet of Permanent Space (District)	607,834	/ Total Square Feet of School Facilities	644,447	=	94.31%

TOTAL FACILITY CONSTRUCTION COST = $0

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	25	facility size x student factor	0.000	=	$0	(elementary)
Portable Cost	$75,000	/	30	facility size x student factor	0.000	=	$0	(middle school)
Portable Cost	$75,000	/	31	facility size x student factor	0.000	=	$0	(high school)
					Subtotal		$0	

Total Square Feet of Portable Space (District)	36,613	/ Total Square Feet of School Facilities	644,447	=	5.69%

TOTAL RELOCATABLE COST ELEMENT = $0

CREDIT AGAINST COST CALCULATION – MANDATORY

STATE MATCH CREDIT

BOECKH Index	$168.79	x OSPI Allowance	90	x	State Match %	0%	x	student factor	0.000	=	$0	(elementary)
BOECKH Index	$168.79	x OSPI Allowance	117	x	State Match %	0%	x	student factor	0.000	=	$0	(middle school)
BOECKH Index	$168.79	x OSPI Allowance	130	x	State Match %	0%	x	student factor	0.000	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $0

TAX PAYMENT CREDIT

[((1+ interest rate 4.50%)^ 10 years to pay off bond) - 1] / [interest rate 4.60% x

(1 + interest rate 4.50%)^ 10 years to pay off bond] x .000976411 levy rate x

assessed value $107,818 = $870 (tax payment c

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$0
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	($0)
(LESS TAX PAYMENT CREDIT)	($870)
(LESS COUNTY DISCOUNT)	($0)
(LESS DISTRICT DISCOUNT)	$0

FINAL IMPACT FEE PER UNIT **$0**

IMPACT FEE WORKSHEET
STANWOOD-CAMANO SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 2 BDRM OR MORE

SITE ACQUISITION COST

acres needed	0.00	x	Growth related	$60,000	/	capacity (# students)	0	x	student factor	0.120	=	$0	(elementary)
acres needed	0.00	x	cost per	$60,000	/	capacity (# students)	0	x	student factor	0.068	=	$0	(middle school)
acres needed	0.00	x	acre	$60,000	/	capacity (# students)	0	x	student factor	0.089	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/		capacity (# students)	0	x	student factor	0.120	=	$0	(elementary)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.068	=	$0	(middle school)
total const. cost	$11,250,000	/		capacity (# students)	600	x	student factor	0.089	=	$1,669	(high school)
								Subtotal		$1,669	

Total Square Feet of Permanent Space (District)	607,834	/ Total Square Feet of School Facilities	644,447	=	94.32%

TOTAL FACILITY CONSTRUCTION COST = $1,574

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$0	/	25	facility size x student factor	0.120	=	$0	(elementary)
Portable Cost	$0	/	28	facility size x student factor	0.068	=	$189	(middle school)
Portable Cost	$0	/	31	facility size x student factor	0.089	=	$0	(high school)
					Subtotal		$189	

Total Square Feet of Portable Space (District)	36,643	/ Total Square Feet of School Facilities	644,447	=	5.69%

TOTAL RELOCATABLE FACILITY COST = $11

CREDIT AGAINST COST CALCULATION – MANDATORY

STATE MATCH CREDIT

BOECKH Index	$168.79	x OSPI Allowance	90	x	State Match %	0%	x	student factor	0.120	=	$0	(elementary)
BOECKH Index	$168.79	x OSPI Allowance	117	x	State Match %	0%	x	student factor	0.068	=	$0	(middle school
BOECKH Index	$168.79	x OSPI Allowance	130	x	State Match %	0%	x	student factor	0.089	=	$391	(high school)
TOTAL STATE MATCH CREDIT										=	$391	

TAX PAYMENT CREDIT

[((1+ interest rate 4.50%)^ 10 years to pay off bond) - 1] / [interest rate 4.50% x

(1 + interest rate 4.50%)^ 10 years to pay off bond] x .000976411 levy rate x

assessed value $161,031 = $1244 (tax payment c

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$1,574
RELOCATABLE FACILITIES COST (PORTABLES)	$11
(LESS STATE MATCH CREDIT)	($391)
(LESS TAX PAYMENT CREDIT)	($1,244)
(LESS COUNTY DISCOUNT)	($25)
(LESS DISTRICT DISCOUNT)	($13)
FINAL IMPACT FEE PER UNIT	**$0**

IMPACT FEE WORKSHEET
STANWOOD-CAMANO SCHOOL DISTRICT
SINGLE-FAMILY
RESIDENTIAL (Camano Island only)

SITE ACQUISITION COST

acres needed	0.00	x	Growth related	$60,000	/	capacity (# students)	0	x	student factor	0.147	=	$0	(elementary)
acres needed	0.00	x	cost per	$60,000	/	capacity (# students)	0	x	student factor	0.075	=	$0	(middle school)
acres needed	0.00	x	Acre	$60,000	/	capacity (# students)	181	x	student factor	0.100	=	$0	(high school)
TOTAL SITE ACQUISITION COST											=	$0		

SCHOOL CONSTRUCTION COST

total const. cost	$0	/			capacity (# students)	0	x	student factor	0.147	=	$0	(elementary)
total const. Cost	$0	/			capacity (# students)	0	x	student factor	0.075	=	$0	(middle school)
total const. Cost	$11,250,000	/			capacity (# students)	600	x	student factor	0.100	=	$1,875	(high school)
								Subtotal			$1,875	

Total Square Feet of Permanent Space (District)	607,834	/ Total Square Feet of School Facilities (000)	644,447	=	94.31%
TOTAL FACILITY CONSTRUCTION COST				=	$1,768

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$0	/	25	facility size x student factor	0.177	=	$0	(elementary)
Portable Cost	$0	/	28	facility size x student factor	0.086	=	$208	(middle school)
Portable Cost	$0	/	31	facility size x student factor	0.087	=	$0	(high school)
						Subtotal	$208	

Total Square Feet of Portable Space (District)	36,643	/ Total Square Feet of School Facilities (000)	644,447	=	5.69%
TOTAL RELOCATABLE COST ELEMENT				=	$12

CREDIT AGAINST COST CALCULATION – MANDATORY

STATE MATCH CREDIT

BOECKH Index	$168.79	x OSPI Allowance	90	x	State Match %	0%	x	student factor	0.147	=	$0	(elementary)
BOECKH Index	$168.79	x OSPI Allowance	117	x	State Match %	0%	x	student factor	0.075	=	$0	(middle school
BOECKH Index	$168.79	x OSPI Allowance	130	x	State Match %	20%	x	student factor	0.100	=	$439	(high school)
TOTAL STATE MATCH CREDIT										=	$439	

TAX PAYMENT CREDIT

[((1+ interest rate 4.50%)^ 10 years to pay off bond) - 1] / [interest rate 4.50% x

(1 + interest rate 4.50%)^ 10 years to pay off bond] x .000976411 capital levy rate x

assessed value $387793 = $2,996 (tax payment c

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$1,768
RELOCATABLE FACILITIES COST (PORTABLES)	$10
(LESS STATE MATCH CREDIT)	($439)
(LESS TAX PAYMENT CREDIT)	(2,996)
(LESS 50% DISCOUNT)	($827
(LESS DISTRICT DISCOUNT)	($414)

FINAL IMPACT FEE PER UNIT $0

IMPACT FEE WORKSHEET
STANWOOD-CAMANO SCHOOL DISTRICT
MULTIPLE FAMILY RESIDENTIAL -- 1
BDRM OR LESS-Camano Island Only

SITE ACQUISITION COST

acres needed	0.00	x	Growth related	$60,000	/	capacity (# students)	0	x	student factor	0.000	=	$0 (elementary)
acres needed	0.00	x	cost per	$60,000	/	capacity (# students)	0	x	student factor	0.000	=	$0 (middle school)
acres needed	0.00	x	acre	$60,000	/	capacity (# students)	0	x	student factor	0.000	=	$0 (high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/				capacity (# students)	0	x	student factor	0.000	=	$0 (elementary)
total const. cost	$0	/				capacity (# students)	0	x	student factor	0.000	=	$0 (middle school)
total const. cost	$11,250,000	/				capacity (# students)	0	x	student factor	0.000	=	$0 (high school)
										Subtotal		$0

Total Square Feet of Permanent Space (District)	607,834	/ Total Square Feet of School Facilities	644,447	=	94.31 %

TOTAL FACILITY CONSTRUCTION COST = $0

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	25	facility size x student factor	0.000			=	$0	(elementary)
Portable Cost	$75,000	/	30	facility size x student factor	0.000			=	$0	(middle school)
Portable Cost	$75,000	/	31	facility size x student factor	0.000			=	$0	(high school)
						Subtotal			$0	

Total Square Feet of Portable Space (District)	36,613	/ Total Square Feet of School Facilities	644,447	=	5.69%

TOTAL RELOCATABLE COST ELEMENT = $0

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$168.79	x OSPI Allowance	90	x	State Match %	0%	x	student factor	0.0	=	$0	(elementary)
BOECKH Index	$168.79	x OSPI Allowance	117	x	State Match %	0%	x	student factor	0.0	=	$0	(middle school
BOECKH Index	$168.79	x OSPI Allowance	130	x	State Match %	0%	x	student factor	0.0	=	$0	(high school)
TOTAL STATE MATCH CREDIT										=	$0	

TAX PAYMENT CREDIT

[((1+ interest rate 4.50%)^ 10 years to pay off bond) - 1] / [interest rate 4.50% x

(1 + interest rate 4.50%)^ 10 years to pay off bond] x .000976411 levy rate x

assessed value $77,591 = $870 (tax payment

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$0
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	($0)
(LESS TAX PAYMENT CREDIT)	(870)
(LESS COUNTY DISCOUNT)	$0
(LESS DISTRICT DISCOUNT)	$0

FINAL IMPACT FEE PER UNIT $0

IMPACT FEE WORKSHEET
STANWOOD-CAMANO SCHOOL DISTRICT
MULTIPLE FAMILY RESIDENTIAL -- 2 BDRM OR MORE – Camano Island Only

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SITE ACQUISITION COST

acres needed	0.00	x	Growth related	$60,000	/	capacity (# students)	0	x	student factor	1.000	=	$0	(elementary)
acres needed	0.00	x	cost per	$60,000	/	capacity (# students)	0	x	student factor	1.000	=	$0	(middle school)
acres needed	0.00	x	acre	$60,000	/	capacity (# students)	0	x	student factor	1.000	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/		capacity (# students)	0	x	student factor	1.000	=	$0	(elementary)
total const. cost	$0	/		capacity (# students)	0	x	student factor	1.000	=	$0	(middle school)
total const. cost	$11,250,000	/		capacity (# students)	600	x	student factor	1.000	=	$0	(high school)
								Subtotal		$0	

Total Square Feet of Permanent Space (District)	607,834	/ Total Square Feet of School Facilities	644,447	=	94.32%

TOTAL FACILITY CONSTRUCTION COST = $0

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$0	/	25	facility size x student factor	1.000	=	$0	(elementary)
Portable Cost	$75,000	/	28	facility size x student factor	1.000	=	$0	(middle school)
Portable Cost	$0	/	31	facility size x student factor	1.000	=	$0	(high school)
					Subtotal			

Total Square Feet of Portable Space (District)	36,613	/ Total Square Feet of School Facilities	644,447	=	5.68%

TOTAL RELOCATABLE FACILITY COST = $0

CREDIT AGAINST COST CALCULATION – MANDATORY

STATE MATCH CREDIT

BOECKH Index	$168.79	x OSPI Allowance	90	x	State Match %	0%	x	student factor	1.000	=	$0	(elementary)
BOECKH Index	$168.79	x OSPI Allowance	117	x	State Match %	0%	x	student factor	1.000	=	$0	(middle school
BOECKH Index	$168.79	x OSPI Allowance	130	x	State Match %	0%	x	student factor	1.000	=	$0	(high school)
TOTAL STATE MATCH CREDIT										=	$0	

TAX PAYMENT CREDIT

[((1+ interest rate 4.50%)^ 10 years to pay off bond) - 1] / [interest rate 4.50% x

(1 + interest rate 4.50%)^ 10 years to pay off bond] x .000976411 levy rate x

assessed value $114,024 = $1,279 (tax payment c

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$0
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	($0)
(LESS TAX PAYMENT CREDIT)	($877)
(LESS COUNTY DISCOUNT)	($0)
(LESS DISTRICT DISCOUNT)	($0)
FINAL IMPACT FEE PER UNIT	**$0**

OSPI PROJECTION OF ENROLLMENT DATA

Cohort-Survival or Grade-Succession Technique

Development of a long-range school-building program requires a careful forecast of school enrollment indicating the projected number of children who will attend school each year.

The following procedures are suggested for determining enrollment projections:

1. Enter in the lower left corner of the rectangle for each year the number of pupils actually enrolled in each grade on October 1, as reported on the October Report of School District Enrollment, Form M-70, column A. (For years prior to October 1, 1965, enter pupils actually enrolled as reported in the county superintendent's annual report, Form A-1.)
2. In order to arrive at enrollment projections for kindergarten and/or grade one pupils, determine the percent that the number of such pupils each year was of the number shown for the immediately preceding year. Compute an average of the percentages, enter it in the column headed "Ave. % of Survival", and apply such average percentage in projecting kindergarten and/or grade one enrollment for the next six years.
3. For grade two and above determine the percent of survival of the enrollment in each grade for each year to the enrollment. In the next lower grade during the preceding year and place this percentage in the upper right corner of the rectangle. (For example, if there were 75 pupils in actual enrollment in grade one on October 1, 1963, and 80 pupils were in actual enrollment in grade two on October 1, 1964, the percent of survival would be 80/75, or 106.7%. If the actual enrollment on October 1, 1965 in grade three had further increased to 100 pupils, the percent of survival to grade three would be 100/80, or 125%.)

   Compute an average of survival percentages for each year for each grade and enter it in the column, "Ave. % of Survival".

   In order to determine six-year enrollment projections for grade two and above, multiply the enrollment in the next lower grade during the preceding year by 7 the average percent of survival. For example, if, on October 1 of the last year of record, there were 100 students in grade one and the average percent of survival to grade two was 105, then 105% of 100 would result in a projection of 105 students in grade two on October 1 of the succeeding year.
4. If, after calculating the "Projected Enrollment", there are known factors which will further influence the projections, a statement should be prepared showing the nature of those factors, involved and their anticipated effect upon any portion of the calculated projection.

*Kindergarten students are projected based on a regression line.

Table C-1
STANWOOD- CAMANO SCHOOL DISTRICT
STUDENT ENROLLMENT, BY GRADE SPAN 1998-2005

(Based on actual student enrollment on October 1 of each year)

School Type	Grade Level	School Year							
		2000	2001	2002	2003	2004	2005	2006	2007
Elementary	K	307	316	331	321	335	330	346	320
	1	367	339	361	342	331	375	337	364
	2	392	389	362	372	352	343	383	346
	3	419	407	413	356	371	372	359	395
	4	437	427	424	416	369	393	379	377
	5	422	444	450	418	413	383	398	398
Middle	6	428	431	469	459	436	427	374	399
	7	428	449	451	476	485	444	425	375
	8	411	446	453	438	485	493	448	444
Sr. High	9	553	484	557	521	485	505	505	472
	10	475	497	416	526	507	480	506	497
	11	426	436	471	374	447	474	444	486
	12	266	356	378	386	380	424	461	436
Grades K-5 Headcount		2,305	2,305	2,322	2,341	2,225	2,171	2,201	2,200
Grades K-5 FTE (2)		*2,138*	*2,138*	*2,164*	*2,176*	*2,065*	*2,004*	*2,029*	*2,040*
Grades 6-8 Headcount		1,251	1,251	1,326	1,373	1,373	1,406	1,247	1,218
Grades 9-12 Headcount		1,477	1,477	1,773	1,822	1,807	1,819	1,916	1,891
Grades K-12	Headcount	5,331	5,421	5,536	5,405	5,396	5,443	5,365	5,309
Grades K-12	*F. T. E.*	*5,178*	*5,263*		*5,245*	*5,229*	*5,278*	*5,192*	*5,149*

Source: Stanwood-Camano School District, OSPI

TABLE C-2
STANWOOD CAMANO SCHOOL DISTRICT
PROJECTED STUDENT ENROLLMENT 2008-2013
(District and OSPI Estimate)

School Type	Grade Level	School Year: 2007	SPR	2008	2009	2010	2011	2012	2013
Elementary	K	320		332	332	333	333	334	334
	1	364		336	349	349	350	350	351
	2	346		374	346	359	359	360	360
	3	395		354	383	354	367	367	368
	4	377		409	366	396	366	380	380
	5	398		383	415	372	402	372	386
Middle	6	399		404	389	421	378	408	378
	7	375		406	411	396	428	385	415
	8	444		380	411	416	401	433	390
Sr. High	9	472		477	409	442	447	431	466
	10	497		462	467	400	433	437	422
	11	486		454	422	427	366	396	399
	12	436		461	430	400	405	347	375
Grades K-5 Headcount		2,196		2,188	2,191	2,163	2,177	2,163	2,179
Grades K-5 FTE (2)		*2,031*	*39.62%*	*2,022*	*2,025*	*1,997*	*2,011*	*1,996*	*2,012*
Grades 6-8 Headcount		1,364	23.66%	1,190	1,211	1,233	1,207	1,226	1,183
Grades 9-12 Headcount		1,883	36.72%	1,854	1728	1,669	1,651	1,611	1,662
	Grades K-12 Headcount	5,309	100%	5,232	5,130	5,065	5,035	5,000	5,024
	Grades K-12 FTE (2)	*5,149*		5,066	4,964	4,899	4,869	4,833	4,857

Source: Stanwood Camano School District,OSPI

Notes:
(1) Actual student enrollment as of October 1, 2007.
(2) Assumes half-day attendance for kindergarten students.
SPR = Student Population Ratio

School Type	Grade Level	2007	SPR	2010	2011	2012	2013
Elementary	K	320		308	314	319	325
	1	364		350	357	363	370
	2	346		333	339	345	352
	3	395		380	387	394	402
	4	377		363	369	376	383
	5	398		383	390	397	405
Middle	6	399		384	391	398	406
	7	375		361	368	374	381
	8	444		427	435	443	451
Sr. High	9	472		454	463	471	480
	10	497		478	487	496	505
	11	486		467	476	485	494
	12	436		419	427	435	443
Grades K-5 Headcount		2,200		2,116	2,156	2,196	2,236
Grades K-5 FTE (2)		*2,040*	*39.62%*	*1,962*	*1,999*	*2,036*	*2,074*
Grades 6-8 Headcount		1,218	23.66%	1,172	1,194	1,216	1,238
Grades 9-12 Headcount		1,891	36.72%	1,819	1,853	1,888	1,922
	Grades K-12 Headcount	5,309	100%	5,107	5,203	5,300	5,397
	Grades K-12 FTE (2)	*5,149*		4,953	5,046	5,140	5,234

Historical Ratio

	2000	2001	2002	2004	2005	2006	2007
Population	27,830	28,485	29,194	30,244	30,769	31,342	31,957
FTE Student Enrollment	5,178	5,263	5,371	5,229	5,278	5,192	5,149
Student/Population Ratio	18.61%	18.48%	18.40%	17.29%	17.15%	16.57%	16.11%

Projected Enrollment Total							
Office of Public Instruction (OSPI)							
	2008	2009	2010	2011	2012	2013	2025
Population	32,597	33,237	33,877	34,517	35,157	35,797	43,477
FTE Student Enrollment	5,066	4,964	4,899	4,869	4,833	4,857	N.A.
Student/Population Ratio	15.54%	14.94%	14.94%	14.11%	13.75%	13.57%	

Projected Enrollment Total							
(Ratio Method)							
	2008	2009	2010	2011	2012	2013	2025
Population	32,597	33,237	33,877	34,517	35,157	35,797	43,477
FTE Student Enrollment	4,766	4,859	4,953	5,046	5,140	5,234	6,356

	2000-2007 Actual	2008-2013 Assumed	OSPI '08-'13	DISTRICT 2025
FTE Student:Population Ratio	(See Above)			
Average	17.57%	14.64%	14.64%	14.64%
Grade Span (Avg. Distribution)				
Elementary (K-5)	39.62%	39.62%	39.62%	39.62%
Middle School (6-8)	23.66%	23.66%	23.66%	23.66%
High School (9-12)	36.72%	36.72%	36.72%	36.72%
Total	100.00%	100.00%	100.00%	100.00%

Assumed Enrollment

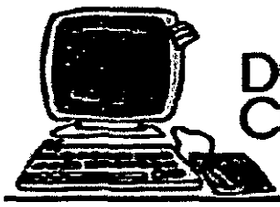
Resulting Ratio

Resulting Distribution

Assumed Distribution

APPENDIX D

STUDENT GENERATE RATE



DOYLE CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study For the Stanwood School District

4/7/2008

This document describes the methodology used to calculate student generation rates (SGRs) for the Stanwood School District, and provides a listing of rates to be used in the districts Capital Facilities Plan. This document and the methodology used are based on the methodology developed by the Everett School District and documented in the District's SGR study dated 7/20/00.

SGRs were calculated for three types of residential construction: Single family detached, multi-family with 2 or more bedrooms, and multi-family with 0-1 bedroom. Condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes are included in the single family classification.

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 2000 to 2006 within the Stanwood school district boundaries. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing site address) to generate a match from the student record data.

Using data files from the Stanwood student records database, District staff provided student addresses and grade levels of K-12 students attending the District as of April 2008. 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 966 single family units were compared with 5,567 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE*
K	45	0.047
1	49	0.051
2	34	0.035
3	50	0.052
4	43	0.045
5	42	0.043
6	47	0.049
7	40	0.041
8	47	0.049
9	39	0.040
10	44	0.046
11	50	0.052
12	44	0.046
K-5	263	0.272
6-8	134	0.139
9-12	177	0.183
K-12	574	0.594

*Calculated rates for individual grades may not equal overall totals due to rounding.

Multifamily Rates (2-plus Bedrooms): The records of 192 2-plus bedroom units were compared with 5,567 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	4	0.021
1	5	0.026
2	3	0.016
3	2	0.010
4	3	0.016
5	6	0.031
6	3	0.016
7	5	0.026
8	5	0.026
9	4	0.021
10	3	0.016
11	5	0.026
12	5	0.026
K-5	23	0.120
6-8	13	0.068
9-12	17	0.089
K-12	53	0.276

*Calculated rates for individual grades may not equal overall totals due to rounding.

Multifamily Rates (0-1 Bedroom): The records of 24 0-1 bedroom units were compared with 5,567 registered students in the District and no matches were found.

Appendix D

5/30/08

Student Generation Rate – Stanwood-Camano School District
Island County

This document describes the methodology used to calculate student generation rates (SGRs) for the Stanwood Camano School District, and provides a listing of rates to be used in the districts Capital Facilities Plan.

SGR's were calculated for three types of residential construction: Single family detached, multi-family with 2 or more bedrooms, and multi-family with 0-1 bedroom. Condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes are included in the single family classification.

Island County Planning and Development Services staff provided addresses and land use codes of all new construction between the years 2000 to 2006 within the Stanwood Camano school district boundaries. This data was "cleaned up" by eliminating any records that did not contain sufficient information (such as a missing site address) to generate a match from the student record data.

Using data files from the Stanwood-Camano student records database, District staff provided student addresses and grade levels of K-12 students attending the District as of April 2008. The student addresses were cleaned up and reformatted to be consistent with the Island County planning 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 1,440 single family detached units were compared with 5,453 registered students in the District, and the following count of matches and calculated rates were found*:

GRADES	COUNT OF MATCHES	CALCULATED RATE
K	33	0.023
1	37	0.026
2	39	0.027
3	38	0.026
4	37	0.026
5	27	0.019
6	38	0.026
7	26	0.018
8	44	0.031
9	32	0.022
10	41	0.028
11	38	0.026
12	33	0.023
K-5	211	0.147
6-8	108	0.075
9-12	144	0.100
K-12	463	0.322

***Calculated rates for individual grades may not equal overall totals due to rounding.**

Multifamily Rates (0-1 Bedroom): There were no records of 0-1 bedroom units built during the study period.

Multifamily Rates (2-plus Bedrooms): The records of six (6) 2-plus bedroom units were compared with 5,567 registered students in the District. There were matches with two (2) 2nd grade students, three (3) 6th grade students, and one (1) 10th grade student. The small sample size should be factored in making any conclusions about the data, but given that all six 2-plus bedroom multifamily units had matches the SGR would be 1.00.

APPENDIX E
Board Resolution No. XX-08

STANWOOD-CAMANO SCHOOL DISTRICT NO. 401
Resolution NO. 2007/08-XXX

A Resolution of the Board of Directors (the "Board") of the Stanwood Camano School District No. 401 (the "District") to adopt a Capital Facilities Plan (the "Plan") for the school facilities and conforming to requirements of the State Growth Management Act and the Snohomish County General Policy Plan.

Whereas, in 1998 the District adopted a Capital Facilities Plan meeting the requirements of RCW 39.70A (the Growth Management Act) and the Snohomish County General Policy Plan; and

Whereas, the County Growth Management Program requires that the Capital Facilities Plan be updated every two years; and

Whereas, the Plan was developed by the District in accordance with accepted methodologies and requirement of the Growth Management Act; and

Whereas, the proposed impact fees utility calculation methodologies meeting the conditions and tests of RCW 82.02, and Snohomish County Ordinances 97-095 and 99-107; and

Whereas, the District finds that the methodologies accurately assess necessary additional capacity which differentiate between and address both existing deficiencies and future growth-related needs; and

Whereas, a draft of the Plan was submitted to the Snohomish County Department of Planning and Development Services for review with changes having been made in accordance with Department comments; and

Whereas, the District finds that the Plan meets the basic requirements of RCW 36.70A and RCW 82.02; and

Whereas, the District conducted review of the Plan in accordance with the State Environmental Policy Act, state regulations implementing the act, and District policies and procedures;

Now, Therefore Be It Resolved:

1. That the 2008 Capital Facilities Plan for the years 2008-2013 is hereby adopted by the District.
2. That the Snohomish County Council is hereby requested to adopt the Plan by reference as part of the capital facilities element of the County's General Policy Plan.
3. That the Island County Board of Commissioners is hereby requested to adopt the Plan by reference as part of the capital facilities element of the County's General Policy Plan.
4. That the City of Stanwood is hereby requested to adopt the Plan by reference as part of the Capital Facilities Plan element of its Comprehensive Plan.

5. That fees assessed on new development shall be the maximum identified in the CFP except as otherwise provided by State law or local ordinance.

APPROVED by the Board of Directors of Stanwood-Camano School District No. 401, Snohomish County, Washington, during the regular meeting thereof held on the XXth day of July 2008.

Stanwood-Camano School District No. 401

ATTEST:

BY:_____
Superintendent and Secretary of the Board

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

REVIEW CRITERIA FOR SCHOOL DISTRICT CAPITAL FACILITY PLANS

Required Plan Contents

1. Future Enrollment Forecasts by Grade Span, including:
   - a 6-year forecast (or more) to support the financing program;
     *Six-year forecast: Page 5-1, Table 4; Appendix C
   - a description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.
   - *Page 5-2 describes the forecasting method

2. Inventory of Existing Facilities, including:
   - the location and capacity of existing schools;
   - *See map on page 1-3, Table 1 on page 4-1
   - a description of educational standards and a clearly defined minimum level of service such as classroom size, school size, use of portables, etc.;
   - *See pages 3-1 through 3-3; minimum level of service found on page 3-2
   - the location and description of all district-owned or leased sites (if any) and properties;
   - *See map on page 1-3; pages 4-1 through 4-3
   - a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.; and
   - *See page 4-3
   - information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.
     *See page 4-2
3. Forecast of Future Facility Needs, including:
   - identification of new schools and/or school additions needed to address existing deficiencies and to meet demands of projected growth over the next 6 years; and
   - *See pages 6-2 & 6-7
   - the number of additional portable classrooms needed.
   - *See page 6-3
4. Forecast of Future Site Needs, including:
   - the number, size, and general location of needed new school sites.
   - *See pages 6-2 & 6-3
5. Financing Program (6-year minimum Planning Horizon)
   - estimated cost of specific construction and site acquisition and development projects proposed to address growth-related needs;
   - *See page 6-7, Table 8
   - projected schedule for completion of these projects; and
   - *See page 6-7, Table 8
   - proposed sources of funding, including impact fees (if proposed), local bond issues (both approved and proposed), and state matching funds.

- *See page 6-7, Table 8

6. Impact Fee Support Data (where applicable), including:
- an explanation of the calculation methodology, including description of key variables and their computation;
- *See pages 6-4 & 6-5
- definitions and sources of data for all inputs into the fee calculation, indicating that it:
a) is accurate and reliable and that any sample data is statistically valid;
*See Appendix D for student generation rates
*See also pages 6-6 through 6-11
b) accurately reflects projected costs in the 6-year financing program; and
- a proposed fee schedule that reflects expected student generation rates from, at minimum, the following residential unit types: single-family, multi-family/studio or 1-bedroom, and multi-family/2-bedroom or more.
- *See page 6-7, Table 8 for cost projections
- *See Appendix D for student generation rates
- *See Appendix A for calculations
- *See Page 6-12 for fee schedule

Plan Performance Criteria

1. School facility plans must meet the basic requirements set down in RCW 36.70A (the Growth Management Act). Districts proposing to use impact fees as a part of their financing program must also meet the requirements of RCW 82.02.

2. Where proposed, impact fees must utilize a calculation methodology that meets the conditions and tests of RCW 82.02.

3. Enrollment forecasts should utilize established methods and should produce results which are not inconsistent with the OFM population forecasts used in the county comprehensive plan. Each plan should also demonstrate that it is consistent with the 20-year forecast in the land use element of the county's comprehensive plan.

4. The financing plan should separate projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects which address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.
*See page 6-7, Table 8 for growth and non-growth related projects
*See Appendix A for calculations

5. Plans should use best-available information from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. District-generated data may be used if it is derived through statistically reliable methodologies.

6. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

*In the event impact fees are not available for new developments due to legislative changes, bond issues placed before the electorate would have to be increased.

7. Repealed effective January 2, 2000.

Plan Review Procedures

1. District capital facility plan updates should be submitted to the County Planning and Development Services Department for review prior to formal adoption by the school district.

2. Each school district planning to expand its school capacity must submit to the county an updated capital facilities plan at least every 2 years. Proposed increases in impact fees must be submitted as part of an update to the capital facilities plan, and will be considered no more frequently than once a year.

3. Each school district will be responsible for conducting any required SEPA reviews on its capital facilities plan prior to its adoption, in accordance with state statutes and regulations.

4. School district capital facility plans and plan updates must be submitted no later than 60 calendar days prior to their desired effective date. (For example, if a district requires its updated plan to take effect on January 1, 2007 in order to meet the minimum updating requirement of item 2. above, it must formally submit that plan no later than October 30, 2006.)

5. District plans and plan updates must include a resolution or motion from the district school board adopting the plan before it will become effective.

DETERMINATION OF NONSIGNIFICANCE

DESCRIPTION OF PROPOSAL: This threshold determination analyzes the environmental impacts associated with the following actions, which are so closely related to each other that they are, in effect, a single action.

1. The adoption of the Stanwood-Camano School District's 2008-2013 Six-Year Capital Facilities Plan.

2. The incorporation of the Stanwood-Camano School District's 2008-2013 Capital Facilities Plan into the Snohomish County Comprehensive Plan pursuant to the County requirements.

3. The adoption of the Stanwood-Camano School District's 2008-2013 Capital Facilities Plan for the City of Stanwood.

PROPONENT: Stanwood-Camano School District No. 401

LOCATION OF PROPOSAL: The Stanwood-Camano School District is located in Snohomish and Island Counties.

LEAD AGENCY: Stanwood-Camano School District No. 401

The lead agency for this proposal has determined that the proposal does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2) c. This determination assumes compliance with State law and Snohomish County ordinances related to general environmental protection. This decision was made after review of a completed environmental checklist and other information on file with the lead agency. This information is available to the public upon request.

This Determination of Non-Significance (DNS) is issued under WAC 197-11-340(2).

DETERMINATION OF NON-SIGNIFICANCE
WAC 197-11-970 Determination of non-significance (DNS)

Stanwood-Camano School District No. 401
Capital Facilities Plan

DESCRIPTION OF PROPOSAL: The proposed action is the adoption of the Stanwood-Camano School District No. 401 Capital Facilities Plan, 2008-2013. This Capital Facilities Plan has been developed in accordance with requirements of the State Growth Management Act and is a non-project proposal. It documents how the Stanwood-Camano School District utilizes its existing educational facilities given current district enrollment configurations and educational program standards, and uses six-year and 17-year enrollment projections to quantify capital facility needs for years 2008-2025.

PROPONENT: Stanwood-Camano School District No. 401

LOCATION OF PROPOSAL: Stanwood-Camano School District No. 401
Snohomish County, Washington
Island County, Washington

LEAD AGENCY: Stanwood-Camano School District No. 401

The lead agency for this proposal has determined that it does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This decision was made after review of an environmental checklist and other information on file with the lead agency. This information is available to the public on request.

This DNS is issued under WAC 197-11-340-(2). The lead agency will not act on this proposal for 15 days from the date below. Comments must be submitted to the Responsible Official, Stanwood-Camano School District No. 401, 26920 Pioneer Highway, Stanwood, WA 98292 by June 14, 2008.

There is no agency appeal.

RESPONSIBLE OFFICIAL: Gary Platt **PHONE:** 360 629-1215

POSITION/TITLE: Executive Director, Business & Operations

ADDRESS: Stanwood-Camano School District No. 401
26920 Pioneer Highway
Stanwood, WA 98292

DATE: May 28, 2008 **SIGNATURE:**_____

PUBLISH: The Herald May 27, 2008, June 3, 2008
Stanwood-Camano News May 27, 2008, June 3, 2008

STANWOOD-CAMANO SCHOOL DISTRICT NO. 401

ENVIRONMENTAL CHECKLIST FORM

Applicant: Stanwood-Camano School District No. 401
26920 Pioneer Highway
Stanwood, WA 98292
Phone: (360) 629-1200

Project: Stanwood-Camano School District No. 401
Capital Facilities Plan, 2006-2011

STANWOOD-CAMANO SCHOOL DISTRICT
Environmental Checklist Form

A. BACKGROUND

1. **Name of proposed project, if applicable:**

   Adoption of the Capital Facilities Plan, 2008-2013, for the Stanwood-Camano School District No. 401.

2. **Name of applicant**

   Stanwood-Camano School District No. 401

3. **Address and phone number of applicant and contact person:**

   Owner:

   Stanwood-Camano School District No. 401
   26920 Pioneer Highway
   Stanwood WA 98292
   Phone: 360 629-1215
   Gary Platt, Executive Director - Business and Operations

4. **Date checklist prepared:** April 24, 2008

5. **Agency requesting checklist:**

   Stanwood-Camano School District No. 401 - Lead agency for SEPA review.

6. **Proposed timing or schedule (including phasing, if applicable):**

   The Capital Facilities Plan, 2008-2013, is prepared in accordance with the State Growth Management Act and is a non-project document. It provides an inventory of district owned facilities, school facilities scheduled for construction within the next six years, current student enrollment, six-year and nineteen-year projected student enrollment, and analyzes the implications of the data on facility needs.

   The district is using phased review. Project-specific environmental review will be undertaken when identified and future individual projects are initiated.

7. **Do you have any plans for future additions, expansion, or further activity related to or connected with this proposal? If yes, explain.**

   The Capital Facilities Plan identifies school construction projects to accommodate unhoused students in the Stanwood-Camano School District (the District) through the year 2013. The Capital Facilities Plan will be updated at least bi-annually. Changes in actual enrollment and in enrollment projections will be used to recalculate facility needs. As noted above, project-specific environmental review will be undertaken at the time of construction on the identified projects and future projects.

8. **List any environmental information you know about that has been prepared, or will be prepared, directly related to this proposal.**

- Snohomish County Draft General Policy Plan
- Snohomish County Draft General Policy Plan Environmental Impact Statement
- City of Stanwood Comprehensive Plan
- Island County, which encompasses the Camano Island portion of the District, will be notified of the CFP although it does not collect development impact fees.

9. **Do you know whether applications are pending for governmental approvals of other proposals directly affecting the property covered by your proposal? If yes, explain.**

   Following adoption of the Capital Facilities Plan, it is anticipated that it will be incorporated into the comprehensive plans for the County of Snohomish and the City of Stanwood.

10. **List any government approvals or permits that will be needed for your proposal, if known.**

    None.

11. **Give brief, complete description of your proposal, including the proposed uses and the size of the project and site. There are several questions later in this checklist that ask you to describe certain aspects of your proposal. You do not need to repeat those answers on this page.**

    This is a non-project action proposed by the Stanwood-Camano School District. The proposal involves the adoption of the Stanwood-Camano School District's 2008-2013 Capital Facilities Plan. The Capital Facilities Plan has been developed in accordance with requirements of the State Growth Management Act. It documents how the Stanwood-Camano School District utilizes its existing educational facilities given current district enrollment configurations and educational program standards. In addition, it uses six-year enrollment projections to quantify capital facility needs for years 2008-2013.

The Stanwood-Camano School District currently serves 5,309 students (October 1, 2007 headcount). Students are dispersed throughout five elementary schools, two middle schools, and one comprehensive high school.

12. **Location of the proposal. Give sufficient information for a person to understand the precise location of your proposed project, including a street address, if any, and section, township, and range, if known. If a proposal would occur over a range of area, provide the range or boundaries of the site(s). Provide a legal description, site plan, vicinity map, and topographic map, if reasonably available. While you should submit any plans required by the agency, you are not required to duplicate maps or detailed plans submitted with any permit applications related to this checklist.**

The Capital Facilities Plan outlines the capital facility needs within the boundaries of the Stanwood-Camano School District. The Stanwood-Camano School District covers an area of approximately 140 square miles and is located in the northwest corner of Snohomish County and portions of Island County (Camano Island). The District includes the City of Stanwood, portions of unincorporated Snohomish County, and Camano Island. The District is bordered on the north by Skagit County, on the east by Arlington and Lakewood School Districts, and to the south by Marysville School District.

The adoption of the plan will not directly result in any individual projects. Future projects will undergo individual SEPA review at time of construction. Therefore, the questions in Section B are not applicable at this time but will be at the time individual projects are initiated.

TO BE COMPLETED BY APPLICANT

B. **ENVIRONMENTAL ELEMENTS**

1. **EARTH**

A. **General description of the site (underline one): Flat, rolling, hill, steep slopes, mountainous, other.**

The Stanwood-Camano School District is comprised of a variety of topographic features and landforms. Specific topographic and landform characteristics of the sites of proposed individual projects included in the Capital Facilities Plan would be described during project-level environmental review.

b. **What is the steepest slope on the site (approximate percent slope)?**

Specific slope characteristics at the sites of the proposed individual projects included in the Capital Facilities Plan will be identified during project-level environmental review.

c. **What general types of soils are found on the site (for example, clay, sand, gravel, peat, muck)? If you know the classification of agricultural soils, specify them and note any prime farmland.**

Specific soil types and their characteristics at the sites of the proposed individual projects included in the CFP will be identified during project-level environmental review.

d. **Are there surface indications or history of unstable soils in the immediate vicinity? If so, describe.**

Unstable soils may exist within the Stanwood-Camano School District. Specific soils types and properties will be analyzed on the sites of proposed individual projects included in the Capital Facilities Plan at the time of project-level environmental review.

e. **Describe the purpose, type, and approximate quantities of any filling or grading proposed. Indicate source of fill.**

Individual projects included in the CFP will be subject to local jurisdictional project approval and environmental review at the time of application. Proposed grading activities as well as quantity, type, source and purpose of such activities will be addressed at that time. Adoption of the Capital Facilities Plan will not cause any significant adverse unavoidable impact. It is not anticipated that any project described in the CFP will cause any significant adverse unavoidable impact.

f. **Could erosion occur as a result of clearing, construction or use? If so, generally describe.**

It is not anticipated that any project described in the Capital Facilities Plan will cause any significant adverse unavoidable impact. Potential erosion impacts will be addressed on a site-specific basis during project-level environmental review.

g. **About what percent of the site will be covered with impervious surfaces after project construction (for example, asphalt or buildings)?**

Renovations and new school facilities proposed in the Capital Facilities Plan will result in the increase of impervious surfaces. The amount of impervious surface constructed will vary by individual project. Each individual project will be subject to project-level environmental review as well as a local project review process. Adoption of the Capital Facilities Plan will not cause any significant adverse unavoidable impact.

h. ***Proposed measures to reduce or control erosion, or other impacts to the earth, if any:***

Erosion control and reduction measures will be determined during project-level environmental review and the requirements of the permitting jurisdiction.

2. **AIR**

a. ***What types of emissions to the air would result from the proposal (i.e., dust, automobile, odors, industrial wood smoke) during construction and when the project is completed? If any, generally describe and give approximate quantities if known.***

Various air emissions may result from projects identified in the Capital Facilities Plan. Most of the emissions would be temporary, construction related. The air quality impacts of specific projects will be evaluated during project-level environmental review.

b. **Are there any off-site sources of emissions or odor that may affect your proposal? If so, generally describe.**

Any off-site sources of emissions or odor(s) that may affect individual projects identified within the Capital Facilities Plan will be addressed during project-level environmental review. Adoption of the CFP is not anticipated to cause any significant adverse unavoidable impact.

c. **Proposed measures to reduce or control emissions or other impacts to air, if any:**

Individual projects identified in the Capital Facilities Plan will be subject to site-specific environmental review and subject to individual jurisdiction project review. The District will be required to comply with all applicable clean air regulations and permit requirements. Proposed air quality measures specific to individual projects will be identified during project-level environmental review. Adoption of the Capital Facilities Plan will not cause any significant adverse unavoidable impact.

3. **WATER**

a. **Surface Water**

1) **Is there any surface water body on or in the immediate vicinity of the site (including year-round and seasonal streams, saltwater, lakes, ponds, wetlands)? If yes, describe type and provide names. If appropriate, state what stream or river it flows into.**

The Stanwood-Camano School District is characterized by a variety of surface water bodies. The individual water bodies that are in close proximity to proposed projects included in the Capital Facilities Plan will be identified during project-level environmental review. When necessary, detailed studies of surface water regimes and flow patterns will be conducted and the findings of the studies incorporated into the site designs of the individual projects. Adoption of the Capital Facilities Plan will not cause any significant adverse unavoidable impact.

Puget Sound is located in the middle of the District between Snohomish and Island Counties. Portions of the Stillaguamish River are also located with District boundaries.

2) **Will the project require any work over, in, or adjacent to (within 200 feet) the described waters? If yes, please describe and attach available plans.**

Projects proposed within the Capital Facilities Plan may require work within 200 feet of the surface waters located in the Stanwood-Camano School District. All applicable project-specific approval requirements will be satisfied.

3) **Estimate the amount of fill and dredge material that would be placed in or removed from surface water or wetlands and indicate the area of the site that would be affected. Indicate the source of fill material.**

Specific information relating to quantities and placement of fill or dredge material resulting from proposed projects within the Capital Facilities Plan will be provided during project-specific environmental review. All applicable local regulations regarding quantity and placement of dredge and fill material will be satisfied for each individual project. All projects will be subject to local project review processes.

4) **Will the proposal require surface water withdrawals or diversions? Give general description, purpose, and approximate quantities if known.**

Any surface water withdrawals or diversions made in connection with the proposed projects outlined in the Capital Facilities Plan will be addressed during project-specific environmental review. Adoption of the CFP will not cause any significant adverse unavoidable impact.

5) **Does the proposal lie within a 100-year flood plain? If so, note location on the site plan.**

If any of the projects proposed in the Capital Facilities Plan are located in a floodplain area, they will be required to meet all applicable regulations addressing flood hazard areas through project-specific environmental review. Adoption of the CFP will not cause any significant adverse unavoidable impact.

6) **Does the proposal involve any discharges of waste materials to surface waters? If so, describe the type of waste and anticipated volume of discharge.**

Waste material disposal methods required for specific projects identified within the Capital Facilities Plan will be addressed during project-level environmental review. Adoption of the CFP will not cause any significant adverse unavoidable impact.

b. **Ground**

1) **Will ground water be withdrawn, or will water be discharged to ground water? Give general description, purpose, and approximate quantities if known.**

Individual projects identified within the Capital Facilities Plan may withdraw or discharge to groundwater resources. Any potential impacts on groundwater resources will be identified during project-specific environmental review. Each project is subject to the permitting jurisdiction's regulations regarding groundwater resources and will be complaint with such regulations.

2) **Describe waste material that will be discharged into the ground from septic tanks or *other sources, if any (for example: domestic sewage, industrial, containing the following* chemicals; agricultural; etc.). Describe the general size of the system, the number of such systems, the number of houses to be served (if applicable), or the number of *animals or humans the system(s) are expected to serve.***

Discharge of waste material associated with any proposed individual projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

c. **Water Runoff (including storm water)**

1) **Describe the source of runoff (including storm water) and method of collection and disposal, if any (include quantities, if known). Where will this water flow? Will this water flow into other waters? If so, describe.**

Individual projects included in the Capital Facilities Plan may have various affects on storm water runoff quantities and rates. Any such affects will be identified during project-specific environmental review. All proposed projects will be subject to storm water regulations and will be complaint as such.

2. **Could waste materials enter ground or surface waters? If so, generally describe.**

The impacts of specific projects identified in the Capital Facilities Plan on potential ground or surface water discharges will be addressed during project-specific environmental review. Each project will be subject to all applicable regulations regarding discharges to ground or surface water.

d. **Proposed measures to reduce or control surface, ground, and runoff water impacts, if any:**

Proposed measures to reduce or control surface runoff attributable to the individual projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

4. **PLANTS**

a. ***Check or underline types of vegetation found on the site:***

___ deciduous tree: alder, maple, aspen, other
___ evergreen tree: fir, cedar, pine, other
___ shrubs
___ grass

___ pasture
___ crop or grain
___ wet soil plants: cattail, buttercup, bulrush, skunk cabbage, other
___ water plants: water lily, eelgrass, milfoil, other
___ other types of vegetation: domestic vegetation

A variety of plant communities exist within the Stanwood-Camano School District. Vegetation types located at specific project sites included in the Capital Facilities Plan will be identified during project-specific environmental review. Any wet soil plants will be determined and mitigated at the project-specific level.

b. **What kind and amount of vegetation will be removed or altered?**

Some projects identified in the Capital Facilities Plan may require removal or alteration of vegetation. Specific impacts to vegetation on the sites of individual projects will be identified during project-specific environmental analysis.

c. List threatened or endangered species known to be on or near the site, if any:

Any specific impacts to threatened or endangered species by any of the proposed projects in the Capital Facilities Plan will be identified during project-specific environmental analysis. Proposed projects will be compliant with all local regulations regarding threatened and endangered species.

d. **Proposed landscaping, use of native plants, or other measures to preserve or enhance vegetation on the site, if any:**

Proposed landscaping and other measures to preserve or enhance vegetation on sites identified within the Capital Facilities Plan will be identified during project-specific environmental review. All projects will be subject to local jurisdiction project review and the landscaping requirements implied therein.

5. ANIMALS

a. **Underline any birds and animals which have been observed on or near the site or are known to be on or near the site:**

Birds: hawk, heron, eagle, songbirds, other
Mammals: deer, bear, elk, beaver, other
Fish: bass, salmon, trout, herring, shellfish, other

A wide variety of wildlife exists within the Stanwood-Camano School District boundaries. A complete inventory of animals observed on the proposed sites identified in the Capital Facilities Plan will be conducted during project-level environmental review.

b. **List any threatened or endangered species known to be on or near the site.**

The specific impacts to threatened or endangered species by any of the proposed projects in the Capital Facilities Plan will be identified during project-level environmental review. The proposed projects will be compliant with all regulations regarding threatened and endangered species.

c. **Is the site part of a migration route? If so, explain.**

Impacts on migration routes by any proposed project identified in the Capital Facilities Plan will be identified during project-level environmental review.

d. **Proposed measures to preserve or enhance wildlife, if any:**

Measures to preserve or enhance wildlife will be identified and determined during project-level environmental analysis.

6. **ENERGY AND NATURAL RESOURCES**

a. **What kinds of energy (electric, natural gas, oil, wood stove, solar) will be used to meet the completed project's energy needs? Describe whether it will be used for heating, manufacturing, etc.**

The State Board of Education requires a life cycle cost analysis be conducted for all heating, lighting and insulation systems prior to permitting of specific school projects. The identification of project energy needs will be done during project-specific environmental review.

b. **Would your project affect the potential use of solar energy by adjacent properties? If so, generally describe.**

Any impact of proposed projects identified in the Capital Facilities Plan on the use of solar energy by adjacent properties will be identified during project-specific environmental review.

c. **What kinds of energy conservation features are included in the plans of this proposal? List of other proposed measures to reduce or control energy impacts, if any:**

Projects included in the Capital Facilities Plan will be required to complete a life cycle cost analysis. Other conservation measures will be identified during project-specific environmental review.

7. **ENVIRONMENTAL HEALTH**

a. **Are there any environmental health hazards, including exposure to toxic chemicals, risk of fire and explosion, spill, or hazardous waste, which could occur as a result of this proposal? If so, describe.**

1) **Describe special emergency services that might be required.**

Special emergency services will be identified during project-specific environmental review.

2) **Proposed measures to reduce or control environmental health hazards, if any:**

Safety procedures and programs are part of the District's emergency programs for both existing and proposed school facilities. Projects identified in the Capital Facilities Plan will comply with all applicable codes, regulations and rules. Individual projects will be subject to environmental review and the local project approval process.

b. **Noise**

1) **What types of noise exist in the area which may affect your project (for example: traffic, equipment, operation, aircraft, other?**

Various noise sources exist within the Stanwood-Camano School District boundaries. The specific noise sources that may affect individual projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

2) **What types and levels of noise would be created by or associated with the project on a *short-term or a long-term basis (for example: traffic, construction, operation, other)*? Indicate what hours noise would come from the site.**

Short-term noise impacts associated with construction will exist for future projects identified in the Capital Facilities Plan. Long-term noise impacts associated with individual projects identified in the Plan will be identified through project-specific environmental review.

3) **Proposed measures to reduce or control noise impacts, if any:**

Mitigation measures to reduce or control project-generated noise impacts will be analyzed during project-specific environmental review. All projects will be subject to all applicable regulations regarding noise and will be compliant as such.

8. **LAND AND SHORELINE USE**

a. **What is the current use of the site and adjacent properties?**

There are various land uses throughout Stanwood-Camano School District. Specific land use designations that apply to individual sites identified in the Capital Facilities Plan will be identified during project-specific environmental review.

b. **Has the site been used for agriculture? If so, describe.**

Existing school sites have not recently been used for agriculture. A historical review will be conducted for proposed sites in conjunction with project-specific environmental review.

c. **Describe any structures on the site.**

A brief description of existing school facilities is included in the Capital Facilities Plan. Proposed structures, located on the proposed sites, will be described in detail during the project-specific environmental review.

d. **Will any structures be demolished? If so, what?**

The remodeling and renovation of school structures may involve demolition of existing structures. Any potential demolition will be reviewed for hazardous material removal. Any demolition of structures will be identified during project-specific environmental review.

e. **What is the current zoning classification of the site?**

Projects in the Stanwood-Camano School District are and will be located in various zoning classifications under applicable local zoning codes. Current zoning classifications, at the time of project application, will be identified during project-specific environmental review.

f. **What is the current comprehensive plan designation of the site?**

Projects included in the Capital Facilities Plan are located within various comprehensive plan designations. Then-current comprehensive plan designations will be identified at the time of project-specific environmental review.

g. **If applicable, what is the current shoreline master program designation of the site?**

Shoreline master program designations of the proposed project sites identified in the Capital Facilities Plan will be identified during project-specific environmental review.

h. **Has any part of the site been classified as an "environmentally sensitive" area? If so, specify.**

Any environmentally sensitive areas located on District project sites will be identified during the project-specific environmental review.

i. **Approximately how many people would reside or work in the completed project?**

The Stanwood-Camano School District currently serves 5,309 students (October 1, 2007) headcount) in five elementary schools, two middle schools, one comprehensive high school, one alternative high school, and one parent-partner school. The District currently employs a staff of 646. This includes 345 certified and 301 classified staff members.

j. **Approximately how many people would the completed project displace?**

Any displacement of people caused by projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

k. **Proposed measures to avoid or reduce displacement impacts, if any:**

Projects included in the Capital Facilities Plan will be subject to project-specific environmental review and local approval, when appropriate. Proposed mitigating measures will be identified at that time.

l. **Proposed measures to ensure the proposal is compatible with existing and projected land uses and plans, if any:**

The compatibility of the specific projects included in the Capital Facilities Plan with existing uses and plans will be assessed as part of the comprehensive planning process and during project-specific environmental review, when appropriate.

9. **HOUSING**

a. **Approximately how many units would be provided, if any?**

N/A

b. **Approximately how many units, if any, would be eliminated? Indicate whether high, middle, or low-income housing.**

The impacts of projects identified in the Capital Facilities Plan on existing housing units will be identified at the time of project-specific environmental analysis.

c. **Proposed measures to reduce or control housing impacts, if any:**

Measures to reduce or control any housing impacts caused by the projects included in the Capital Facilities Plan will be addressed during project-specific environmental review.

10. **AESTHETICS**

a. **What is the tallest height of any proposed structure(s), not including antennas; what is the principal exterior building material(s) proposed?**

The design elements of the projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

b. **What views in the immediate vicinity would be altered or obstructed?**

The aesthetic impacts of the projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

c. **Proposed measures to reduce or control aesthetic impacts, if any:**

Appropriate measures to reduce or control the aesthetic impacts of the projects identified in the Capital Facilities Plan will be identified on a project-specific basis. Jurisdictional design requirements will be satisfied during project review.

11. **LIGHT AND GLARE**

a. **What type of light or glare will the proposal produce? What time of day would it mainly occur?**

Light or glare impacts of projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

b. **Could light or glare from the finished project be a safety hazard or interfere with views?**

Light or glare impacts of projects identified in the Capital Facilities Plan will be identified during project-specific environmental review, when appropriate.

c. **What existing off-site sources of light or glare may affect your proposal?**

Off-site sources (such as land use generators and traffic) of light or glare that may affect projects identified in the Capital Facilities Plan will be identified during project-specific environmental review, when appropriate.

d. **Proposed measures to reduce or control light and glare impacts, if any:**

Proposed measures to reduce or control light and glare impacts will be identified during project-specific environmental review.

12. **RECREATION**

a. **What designated and informal recreational opportunities are in the immediate vicinity?**

There are numerous formal and informal recreational facilities within the Stanwood-Camano School District. These include facilities both on and in the vicinity of District facilities. Recreational opportunities exist after school hours at the various schools in the District. In addition, there are recreation opportunities at Church Creek Park and Heritage Parks located in the City of Stanwood.

b. **Would the proposed project displace any existing recreational uses? If so, describe.**

The recreational impacts of the projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review. The projects proposed in the CFP, once completed, may enhance recreational opportunities and uses that exist on school sites.

c. **Proposed measures to reduce or control impacts on recreation, including opportunities to be provided by the project or applicant, if any:**

Recreational impacts of the projects identified in the Capital Facilities Plan will be subject to mitigation during project-specific environmental review. School sites provide opportunities for public use throughout the District's boundaries.

13. **HISTORIC AND CULTURAL PRESERVATION**

a. **Are there any places or objects listed on, or proposed for, national, state, or local preservation registers known to be on or next to the site? If so, generally describe.**

Existence of historic and cultural resources on or next to the proposed sites identified in the Capital Facilities Plan will be identified in more detail during project-specific environmental review.

b. **Generally describe any landmarks or evidence of historic, archaeological, scientific, or cultural importance known to be on or next to the site?**

An inventory of historical sites at or near the sites of the projects included in the Capital Facilities Plan has been or will be developed during project-specific environmental review.

c. **Proposed measures to reduce or control impacts, if any:**

If any landmarks or evidence of historic, archaeological, scientific, or cultural importance is discovered during project-specific review, the State Historic Preservation Officer will be contacted.

14. **TRANSPORTATION**

a. **Identify public streets and highways serving the site, and describe proposed access to the existing street system. Show on site plans, if any.**

The impact on public streets and highways of individual projects identified in the Capital Facilities Plan will be identified during project-specific environmental review.

b. **Is site currently served by public transit? If not, what is the approximate distance to the nearest transit stop?**

The relationship between specific projects identified in the Capital Facilities Plan and public transit will be identified during project-specific environmental review. The District does provide school bus service to its facilities, and the need for service will be evaluated during project-specific environmental review.

c. **How many parking spaces would the completed project have? How many would the project eliminate?**

An inventory of parking spaces located at the sites of the projects identified in the Capital Facilities Plan, and the impacts of specific projects on parking availability, will be conducted during project-specific environmental review.

d. **Will the proposal require any new roads or streets, or improvements to existing roads or streets, not including driveways? If so, generally describe (indicate whether public or private).**

The need for new streets, roads or improvements to existing streets and roads will be addressed during project-specific environmental review.

e. **Will the project use (or occur in the immediate vicinity of) water, rail, or air *transportation? If so, generally describe.***

Use of water, rail or air transportation will be addressed during project-specific environmental review, when appropriate.

f. **How many vehicular trips per day would be generated by the completed project? If known, indicate when peak volumes would occur.**

The traffic impacts of the projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

g. **Proposed measures to reduce or control transportation impacts, if any:**

Mitigation of traffic impacts associated with the projects identified in the Capital Facilities Plan will be addressed during project-specific environmental review. Identified mitigation will be consistent with the permitting jurisdiction requirements for transportation and concurrency.

15. **PUBLIC SERVICES**

a. **Would the project result in an increased need for public services (for example: fire protection, police protection, health care, schools, other)? If so, generally describe:**

The District does not anticipate that the projects identified in the Capital Facilities Plan will substantially increase the need for public services. Actual needs will be evaluated at project-specific environmental review.

b. **Proposed measures to reduce or control direct impacts on public services, if any.**

New school facilities will be built with automatic security systems, fire alarms, smoke alarms, heat sensors and sprinkler systems. Other measures to reduce or control impacts to public services will be identified at the project-specific level of environmental review.

16. **UTILITIES**

a. **Underline utilities currently available at the site:** electricity, natural gas, water, refuse service, telephone, sanitary sewer, septic system, other

The types of utilities available at specific project sites identified in the Capital Facilities Plan will be addressed during project-specific environmental review.

b. **Describe the utilities that are proposed for the project, the utility providing the service, and the general construction activities on the site or in the immediate vicinity that might be needed.**

Utility revisions and construction will be identified during project-specific environmental review, when appropriate.

C. **SIGNATURE**

The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.

Signature: _____

Stanwood-Camano School District No. 401

Date submitted: May 1, 2008

D. SUPPLEMENTAL SHEET FOR NON-PROJECT ACTIONS

(Do not use this sheet for project actions.)

Because these questions are very general, it may be helpful to read them in conjunction with the list of the elements of the environment.

When answering these questions, be aware of the extent the proposal, or the types of activities likely to result from the proposal, would affect the item at a greater intensity or at a faster rate than if the proposal were not implemented. Respond briefly and in general terms.

1. **How would the proposal be likely to increase discharge to water, emissions to air, production, storage, or release of toxic or hazardous substances; or production of noise?**

   The adoption of the Capital Facilities Plan, 2008-2013, will not result in an increase in discharges to water; emissions to air; production, storage, or release of toxic or hazardous substances; or production of noise. The construction of a new school or the alteration of existing school sites proposed in the plan could increase impervious surfaces, resulting in an increase in storm water runoff. Activities and traffic resulting from school construction and school operations could produce air emissions and noise.

   Proposed measures to avoid or reduce such increases are:

   The implementation of storm water runoff controls and the use of site buffering to minimize noise impacts could be utilized as appropriate. Site-specific measures will be proposed at time of construction as project impacts are identified.

2. **How would the proposal be likely to affect plants, animals, fish or marine life?**

   As specific projects identified in the plan are constructed, additional impervious surfaces are likely to result. These are not anticipated to have any significant adverse effect on plants, animals, fish or marine life.

   Proposed measures to project or conserve plants, animals, fish or marine life are:

   Specific measures to protect or conserve plants, animals, fish or marine life will be proposed at the time of construction as specific project impacts are identified.

3. **How would the proposal be likely to deplete energy or natural resources?**

   The construction and operation of specific projects identified in the Capital Facilities Plan will require the use of energy and natural resources.

Proposed measures to protect or conserve energy and natural resources are:

At time of construction, individual buildings will be designed to meet applicable energy standards.

4. **How would the proposal be likely to use or affect environmentally sensitive areas or areas designated (or eligible or under study) for governmental protection; such as parks, wilderness, wild and scenic rivers, threatened or endangered species habitat, historic or cultural sites, wetlands, flood plains or prime farmlands?**

   Some undeveloped sites currently owned by the district contain wetlands that could be impacted by development.

   Proposed measures to protect such resources or to avoid or reduce impacts are:

   As specific projects are undertaken, environmentally sensitive areas will be protected through the SEPA review process. The district will avoid, protect, or attempt to mitigate damage to environmentally sensitive areas.

5. **How would the proposal be likely to affect land and shoreline use, including whether it would allow or encourage land or shoreline uses incompatible with existing plans?**

   Specific projects identified in the Capital Facilities Plan are intended to be compatible with comprehensive plans, current zoning classifications, and land use designations of district-owned properties. Future development of Stanwood-Camano School District property is not anticipated to affect shoreline use.

   Proposed measures to avoid or reduce shoreline and land use impacts are:

   It is not anticipated that future development of Stanwood-Camano School District properties will affect shoreline use.

6. ***How would the proposal be likely to increase demands on transportation or public services and utilities?***

   The construction of future school facilities identified in the plan would likely create additional demands on transportation, public services, and utilities.

   Proposed measures to reduce or respond to such demand(s) are:

   Specific measures to address increased demands will be identified as specific projects are proposed for construction.

7. **Identify, if possible, whether the proposal may conflict with local, state, or federal laws or requirements for the protection of the environment.**

Neither the Capital Facilities Plan nor any future construction projects identified in the plan will conflict with local, state, or federal laws or requirements for the protection of the environment.

Prior to initiating any future school construction projects, the district will provide a site/project DNS for the specific construction activity.

Education Program Standards Verification

School	#Classrooms	Grade Span	Exceeding Class Size Guidelines
Cedarhome	24	K-5	11
Elger Bay	24	K-5	1
Stanwood Ele	27	K-5	1
Utsalady	24	K-5	3
Port Susan	31	6-8	11
Stanwood Middle	35	6-8	5
Stanwood High	53	9-12	9
Total	266		41

(Note: Information provided by the Stanwood-Camano School District. Reflects classroom information on October 1, 2007)

The District meets its minimum educational service standards with approximately 85% of its classes having enrollment at or below its established guidelines. (Refer to *Minimum Educational Service Standards, pages 3-2 and 3-3.*)

Sultan School District # 311

Capital Facilities Plan

2008 – 2013

DRAFT: June 16, 2008

Adopted by the Board:
_____, 2008

Sultan School District No. 311
Capital Facilities Plan
2008-2013

For Inclusion in the
Snohomish County Comprehensive Plan

BOARD OF DIRECTORS

Craig Roesler
Patty Fountain
Tracy Cotterill
Russ Sumpter
Charles Van Pelt

SUPERINTENDENT

Dan Chaplik

For information on the Sultan School District Facilities Plan contact the Business Office (360) 793-9800

Sultan School District
301 High Avenue
Sultan, Washington 98294-0399

Resolution No. _____

A Resolution of the Board of Directors (the "Board") of the Sultan School District No. 311 (the "District") to adopt a Capital Facilities Plan (the "Plan") for school facilities pursuant to requirements of the State Growth Management Act and the Snohomish County General Policy Plan.

Whereas, the District is authorized by 36.70A RCW (The Growth Management Act) and RCW 82.02.050 and the Snohomish County General Policy Plan to adopt a Capital Facilities Plan, and is required to do so if impact fees are assessed;

Whereas, development of the Plan was carried out by the District in accordance with accepted methodologies and requirements of the Growth Management Act and 82.02 RCW; and

Whereas, the impact fee calculations are consistent with methodologies meeting the conditions and tests of 82.02 RCW and SCC 97-095; and

Whereas, the District finds that the methodologies for determining capital facilities requirements accurately assess necessary additional capacity which address only future growth-related needs; and

Whereas, a draft of the Capital Facilities Plan was submitted to Snohomish County for review with changes having been made in accordance with County comments; and

Whereas, the District finds that the Capital Facilities Plan complies with RCW 36.70A and 82.02 RCW; and

Whereas, environmental review of the Capital Facilities Plan was carried out pursuant to RCW 43.21.C (the State Environmental Policy Act) with a Determination of No Significant Impact having been issued;

Now, Therefore Be It Resolved as follows:

1. The 2008 Capital Facilities Plan for the years 2008-2013 is hereby adopted pursuant to the requirements of 36.70A RCW, 82.02 RCW and the Snohomish County General Policy Plan.

2. The Snohomish County Council is hereby requested to adopt the Plan as an element of its Capital Facilities Plan and its General Policy Plan.

Adopted this _____ of _____, 2008, and authenticated by the signatures affixed below:

_____ President

_____ Vice President

_____ Director

_____ Director

_____ Director

ATTEST:

BY: _____
Dan Chaplik, Secretary, Board of Directors

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APPENDICES:

Section 1: Introduction

Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (the "GMA") includes schools in the category of public facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Sultan School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide Snohomish County (the "County"), the City of Sultan ("Sultan") and the City of Gold Bar ("Gold Bar") with a description of facilities needed to accommodate projected student enrollment and a schedule and financing program for capital improvements over the next six years (2008-2013).

In accordance with the Growth Management Act, adopted County Policy and the Snohomish County Ordinance Nos. 97-095 and 99-107, the CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle and high schools).
- An inventory of existing capital facilities owned by the District, showing the locations and capacities of the facilities. The plan must also include a description of education standards and a clearly defined minimum level of service.
- A forecast of 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 that 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 guidelines of Appendix F of the General Policy Plan were used as follows:

- Information was obtained 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 is to be consistent with the State Office of Financial Management ("OFM") population forecasts and those of Snohomish County. Ordinance 97-095 and 99-107 require that student generation rates be independently calculated by each school district.

- The CFP complies with Chapter 36.70A RCW (the Growth Management Act) and, where impact fees are to be assessed, Chapter 82.02 RCW.

- The calculation methodology for impact fees meets the conditions and tests of Chapter 82.02 RCW. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

- The calculation methodology for impact fees also complies with the criteria and the formulas established by the County and the City.

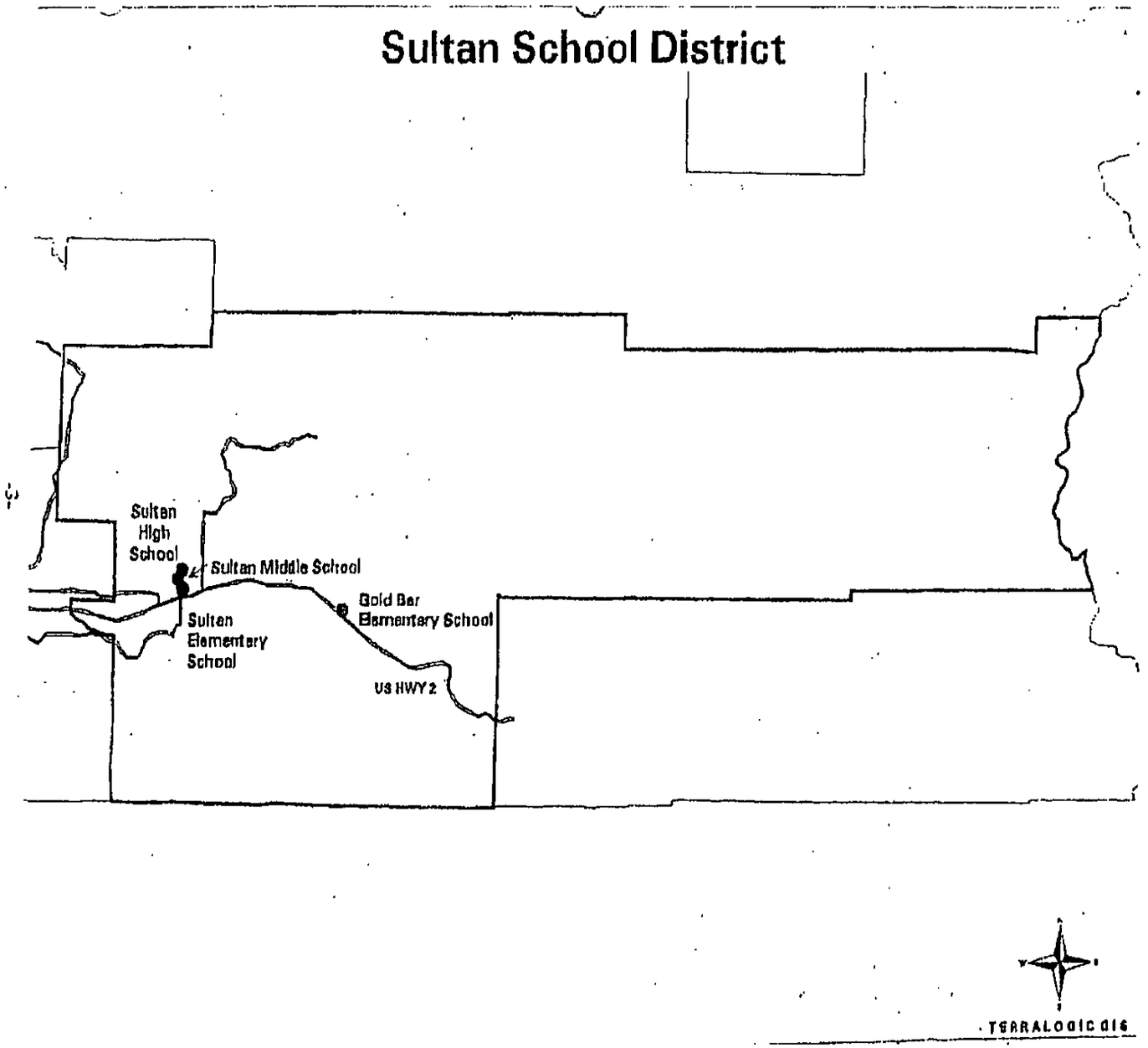
The County Council, on November 17, 1997, adopted Ordinance 97-095 that establishes the specific criteria for CFP adoption and for the assessment of mitigation fees. Section 3 of the Ordinance defines the requirements for the biennial CFP updates. Table 1 of the Ordinance outlines the formulae for determination of impact fees. This CFP has been drafted in accordance with Ordinance 97-095 and 99-107.

Unless otherwise noted, all enrollment and student capacity data in this CFP is expressed in terms of FTE (Full Time Equivalent).

Overview of the Sultan School District

The Sultan School District serves a population of approximately 2,057 (October 2007 FTE) students in kindergarten through grade 12. The District includes the cities of Sultan and Goldbar, as well as the unincorporated rural area, and has a combined population of about 13,050 people. The District is located 47 miles north of Seattle in the heart of the Puget Sound region of Washington.

The District has two elementary schools (grades K-5), one middle school (grades 6-8) and one high school (grades 9-12).


Sultan School District
Sultan High School
Sultan Middle School
Gold Bar Elementary School
Sultan Elementary School
US HWY 2
TERRALOGIC GIS

Section 2: Definitions

Note: Where definitions are contained within Ordinance 97-095 and 99-107, the Ordinance definition is used (*). In some cases, further clarification has been provided:

***Appendix F** means Appendix F of the Snohomish County Growth Management Act (GMA) Comprehensive Plan, also referred to as the General Policy Plan (GPP).

***Average Assessed Value** means the average assessed value by dwelling unit type of all residential units constructed within the district.

Board means the Board of Directors of the Sultan School District No. 311 ("School Board").

***Boeckh Index** means the current construction trade index of construction costs for each school type.

***Capital Facilities** means school facilities identified in the District's capital facilities plan and are "system improvements" as defined by the GMA as opposed to localized "project improvements".

***Capital Facilities Plan (CFP)** means the District's facilities plan adopted by its school board consisting of those elements required by Chapter 26C.24 SCC and meeting the requirements of the GMA and Appendix F of the General Policy Plan. The definition refers to this document.

***Council** means the Snohomish County Council.

***County** means Snohomish County.

DCTED means the Washington State Department of Community, Trade and Economic Development.

***Developer** means the proponent of a development activity, such as any person or entity who owns or holds purchase options or other development control over property for which development activity is proposed.

***Development** means all subdivisions, short subdivisions, conditional or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar uses) and other applications requiring land use permits or approval by Snohomish County.

***Development Activity** means any residential construction or expansion of a building, structure of use of land or any other change of building, structure or land that creates additional demand and need for school facilities, but excluding building permits for attached or detached accessory apartments, and remodeling or renovation permits which do not result in additional dwelling units. Also excluded from this definition is "Housing for Older Persons" as defined by 46 U.S.C.

§ 3607, when guaranteed by a restrictive covenant, and new single-family detached units constructed on legal lots created prior to May 1, 1991.

***Development Approval** means any written authorization from the County that authorizes the commencement of a development activity.

***Director** means the Director of the Snohomish County Department of Planning and Development Services, or the Director's designee.

District means Sultan School District No. 311.

***District Property Tax Levy Rate** means the District's current capital property tax rate per thousand dollars of assessed value.

***Dwelling Unit Type** means (1) single-family residences, (2) multi-family one-bedroom apartment or condominium units and (3) multi-family multiple-bedroom apartment or condominium units.

***Encumbered** means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

***Estimated Facility Construction Cost** means the planned costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs. If the District does not have this cost information available, construction costs of school facilities of the same or similar grade span within another district are acceptable.

***Facility Design Capacity** means the number of students each school type is designed to accommodate based on the District's standard of service as determined by the District.

FTE (Full Time Equivalent) is a means of measuring student enrollment based on the number of hours per day in attendance at District schools. A student is considered one FTE if he/she is enrolled for the equivalent of a full schedule each school day. Kindergarten students attend half-day programs and therefore are counted as 0.5 FTE. For purposes of this Capital Facilities Plan, all other grades are considered to contain one FTE per student.

GFA (per student) means the Gross Floor Area per student.

***Grade Span** means a category into which the District groups its grades of students (e.g., elementary, middle or junior high, and high school).

***Growth Management Act / GMA** means the Growth Management Act, Chapter 17, Laws of the State of Washington of 1990, 1st Ex. Sess., as now in existence or as hereafter amended.

***Interest Rate** means the current interest rate as stated in the Bond Buyer Twenty Bond General Obligation Bond Index.

***Land Cost Per Acre** means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs in other districts, or the average assessed value per acre of properties comparable to school sites located within the District.

***Multi-Family Dwelling Unit** means any residential dwelling unit that is not a single-family unit as defined by this ordinance.

OFM means Washington State Office of Financial Management.

OSPI means Washington State Office of the Superintendent of Public Instruction.

***Permanent Facilities** means school facilities of the District with a fixed foundation.

Portables: means factory-built structures, transportable in one or more sections, that are designed to be used as instructional spaces and are needed to prevent the overbuilding of school facilities, to meet the needs of service areas within the District, or to cover the gap between the time that families move into new residential developments and the date that construction is completed on permanent school facilities.

***Portable Facilities Cost** means the total cost, based on actual costs incurred by the District for purchasing and installing portable classrooms.

***Portable Facilities Student Capacity** means the rated capacity for a typical portable classroom used for a specified grade span.

***School Impact Fee** means a payment of money imposed upon development as a condition of development approval to pay for school facilities needed to serve new growth and development. The school impact fee does not include a reasonable permit fee, an application fee, the administrative fee for collecting and handling impact fees, or the cost of reviewing independent fee calculations.

SEPA means the State Environmental Policy Act.

***Single-Family Dwelling Unit** means any detached residential dwelling unit designed for occupancy by a single family or household.

***Standard of Service** means the standard adopted by the District which identifies the program year, the class size by grade span and taking into account the requirements of students with special needs, the number of classrooms, the types of facilities the District believes will best serve its student population, and other factors as identified in the District's Capital Facilities Plan. The District's standard of service shall not be adjusted for any portion of the classrooms housed in portable facilities which are used as transitional facilities or from any specialized facilities housed in relocatable facilities.

***State Match Percentage** means the proportion of funds that are provided to the District for specific capital projects from the state's Common School Construction Fund. These funds are disbursed based on a formula which calculates district assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the maximum percentage of the total project eligible to be paid by the state.

***Student Factor [Student Generation Rate (SGR)]** means the number of students of each grade span (elementary, middle/jr. high, high school) that the District determines are typically generated by different dwelling unit types within the District. The District will use a survey or statistically valid methodology to derive the specific student generation rate, provided that the survey or methodology is approved by the Snohomish County Council as part of the adopted Capital Facilities Plan for the District.

Subdivision means all small and large lot subdivisions as defined in Title 19 of the Snohomish County Code, and all short subdivisions as defined in Title 20, which are within the definition of "development" above.

Teaching Station means a facility space (classroom) specifically dedicated to implementing the District's educational program and capable of accommodating at any one time, at least a full class of up to 32 students. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

Unhoused Students means students projected to be housed in classrooms where class size exceeds standards within the District and, if the District so specifies in the Capital Facilities Plan, students projected to be housed in portable classrooms.

WAC means the Washington Administrative Code.

Section 3: Minimum Level of Service

Creating a quality educational environment is the first priority of the Sultan School District. School facility and student capacity needs are often dictated by the types and amounts of space required to accommodate the District's adopted minimum level of service (MLOS) for both facility use and educational program. The educational program standards that typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of portable classroom facilities.

MLOS for Elementary School Facilities

- Class size for grades K-3 will not exceed an average of 24 students per classroom.
- Class size for grades 4- 5 will not exceed an average of 28 students per classroom.

District Goals for Elementary School Educational Programs

- Educational programs will be provided in a single shift each day. The facility will be available after normal hours for extended learning opportunities for selected students.
- Educational programs will be provided on the traditional school year schedule.
- Special education for students may be provided in regular classes when inclusion is possible and in resource rooms, or self-contained classrooms when this is the most appropriate option available.
- All students will be provided music and physical education in a separate classroom.
- All students will be housed in permanent facilities.
- Optimum design capacity for new elementary schools is 400 students. However, actual capacity of an individual school may vary depending on the educational program offered.

MLOS for Secondary School Facilities

- Class size for grades 6-8 will not exceed an average of 30 students per classroom (except PE and Music).
- Class size for grades 9-12 will not exceed an average of 32 students per classroom (except PE and Music).

District Goals for Secondary School Educational Programs

- Educational programs will be provided in a single shift each school day. The facility will be available after normal hours for extra-curricular activities and for extended learning opportunities for selected students.
- Educational programs will be provided on a traditional school year schedule.

- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity* should be adjusted to reflect the use of one period per day for the aforementioned needs.

- Special education for students may be provided in regular classes when inclusion is possible, in resource rooms (pullout model), or in self-contained classrooms when this is the most appropriate option available.

- All students will be housed in permanent facilities.

- Optimum design capacity for a new middle school is 540 students and for a new high school is 700 students. However, actual capacity of an individual school may vary depending on the educational program offered.

- Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows:

  Vocational Classrooms (i.e. business, auto shop, home-family life)

  Program Specific Classrooms (e.g., music, drama, art, physical education, computer labs, study rooms, etc.)

District Goals for District-wide Educational Programs

Special programs offered by the District at specific school sites include:

- Sno-Isle Skills Center (cooperative vocational technical school)
- Special Educational classes for Birth-Three through high school
- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- School Psychology
- Title I/LAP
- Bilingual Education
- Extended Day Kindergarten
- Running Start
- Preschool
- Drug and Alcohol Intervention
- Summer School
- Vocational and career education
- Music
- Physical education
- Multi-age classrooms
- Technology education
- Alternative High School

These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities. In addition to factors that affect the amount of

space required, government mandates and community expectations may affect how classroom space is utilized.

District educational program standards will undoubtedly 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 as accommodations are made to facilitate the demands brought about by modifications to the educational program standards. These changes will also be reflected in future updates of this Capital Facilities Plan.

At the start of the 2007/2008 school year the District launched a pilot Alternative High School program to provide an opportunity for struggling students to work towards completing their high school diploma requirements. Due to space limitations at Sultan High School this program is in rented space from the Volunteers of America, Sky Valley Community Resource Center located at Camp Volasuca 617 1st Street, Sultan, WA 98294. Rent is $440 per month for 3,820 s.f. of space. It serves grades 9-12, had a headcount of 64 students at the end of its first year (06/12/08), and is known as Sky Valley Options Alternative High School. Upon completion of Washington State graduation requirements, students' receive their diploma from Sultan High School.

Use of Portables

Because of fluctuations in student population as a result of growth from new development and changing age demographics in different parts of the District, portables are used **ON A TEMPORARY BASIS** in some locations. Portables will not be added if the quality of education at the facility is deemed by the District to be compromised by either total school size, or impact upon core facilities such as restrooms, library space, playground space, hallways, etc.

*The current negotiated agreement with certificated staff requires that secondary teachers get one student period for prep time. Elementary school teachers get an average of 45 minutes of prep time within the student day, 225 minutes total within the week. The middle school, which has a six period day, operates at 83.3% capacity. The high school, which has a six period day, operates at 82% capacity.

Section 4: Capital Facilities Inventory

CAPITAL FACILITIES

Under the GMA, public entities are required to inventory capital facilities used to serve existing development.

Capital facilities are defined as any structure, improvement, piece of equipment or other major asset, including land that has a useful life of at least ten years. 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 or established levels of service.

This section provides an inventory of capital facilities owned and operated by the Sultan School District including schools, portables, unimproved 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 3). Music, physical education, special education, and other special programs teaching stations are not included in this inventory as student to teacher ratios are dramatically different than the average class size.

Schools

The District operates two elementary schools, one middle school and one high school. Currently the elementary schools accommodate grades K-5, the middle school serves grades 6-8 and the high school provides for grades 9-12.

School capacity was determined based on the number of regular teaching stations within each building and the space requirements of the District's adopted educational program. 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 Table 1.

Table 1
School Capacity Inventory

Elementary School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity
Sultan Elementary	9.00	52,661	21	531
Gold Bar Elementary	10.22	33,723	12	304
TOTAL	**19.22**	**86,384**	**33**	**835**

Middle School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity
Sultan Middle School	9.4	66,912	21	630
TOTAL	**9.4**	**66,912**	**21**	**630**

High School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity
Sultan High School	35.0	71,876	20	640
TOTAL	**35.0**	**71,876**	**20**	**640**

Portable Classrooms

Portable classrooms are used as interim classroom space to house students until funding can be secured to construct permanent classrooms. The Sultan School District currently uses 28 portable classrooms at various school sites throughout the District to provide the additional interim capacity. A typical portable classroom can provide capacity for a full-size class of students, however; several are currently used for special education students and the Title I program which have lower class sizes.

Table 2
Portable Classroom Inventory

Elementary School	Portable Classrooms	Interim Capacity
Gold Bar Elementary	8	202
Sultan Elementary	8	202
TOTAL	**16**	**404**

Middle School	Portable Classrooms	Interim Capacity
Sultan Middle School	5	150
TOTAL	**5**	**150**

High School	Portable Classrooms	Interim Capacity
Sultan High School	9	288
TOTAL	**9**	**288**

GRAND TOTAL	**30**	**842**

Support Facilities

In addition to schools, the District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 3.

Table 3
Support Facility Inventory

Facility	Building Area (Square Feet)
Administration	3,149
Gymnasium	6,000
Bus Garage/Storage	7,200
TOTAL	**16,349**

Land Inventory

The District owns a 40 acre site which is planned to be the future site of a proposed new middle school. The District does not own any other possible school sites.

Section 5: Student Enrollment Projections

Student Enrollment Projections 2008 - 2013

Enrollment projections are the most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projection. Monitoring birth rates in Snohomish County and population growth for the area are essential yearly activities in the ongoing management of the capital facilities plan. 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 two methodologies available to it for enrollment projections. First, there are the projections from the Office of Superintendent of Public Instruction (OSPI). The OSPI projections (considered a lagging indicator) are based upon a modified "cohort survival method" which uses historical enrollment data from the 5 previous years to forecast the number of students who will be attending school the following year. Notably, the cohort survival method does not consider enrollment increases based upon new development. The second approach to enrollment projections is termed the "ratio method" and comes from estimates based upon County population as provided by the Office of Financial Management (OFM).

The two enrollment forecasts were conducted for the Sultan School District and are reflected in Table 4.

Notably, the OSPI projections predict that the District's enrollment will actually decline over the next six years. In contrast, the OFM ratio method suggests significant growth in the District from new development. The OSPI projections may be influenced by the fact that new development in the District since 2000 has been suppressed by water and sewer capacity issues in the City of Sultan (which have since been resolved or are in the process of being resolved).

Given the disparity between the OSPI and OFM projections, and the unique circumstances associated with the water and sewer capacity issues, the District has developed its own methodology for forecasting future enrollments. This methodology, a modified cohort survival method, considers the cumulative effect of the recent enrollment trends and suppressed development, and the projected residential development within the District based upon the recent update to the Snohomish County Comprehensive Plan. 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 2013. *See Appendix A.* The average growth factor applied for the six year period of this CFP is 1.035% of enrollment growth per year. This growth factor was determined by using the District's recent enrollment trends, which include an average growth factor of 0.55% per year between the years 2000 and 2005. In addition, kindergarten enrollment was adjusted to increase by approximately 3.3% each year, consistent with the average rate of kindergarten growth since 2002. The District will revisit its enrollment projections in future updates to this CFP.

Using the modified cohort survival projections, a total enrollment of 2,272 (FTE) is expected in 2013. In other words, the District expects the enrollment of 194 additional students between 2008 and 2013. *See* Table 4.

Table 4
Comparison of Projected Student Enrollments
Ratio Method vs. Cohort Survival System
Table 4: 2008-2013

Method	2007	2008	2009	2010	2011	2012	2013	Projected Change 2007-2013	Percent Change 2007-2013
County/OFM	2,057*	2,171	2,266	2,360	2,450	2,548	2,646	568	27.30%
OSPI	2,057*	2,014	1,951	1,892	1,830	1,801	1,758	-320	-15.40%
District	2,057*	2,077	2,099	2,118	2,137	2,195	2,272	216	10.50%
Population Projections from County for SSD #311							15,653		

Note ~ The percentage of FTE to general population was calculated by using an "enrollment to population" factor of 16.9%, which represents the average percentage of enrollment to population between 2000 and 2007.

Based upon the "cohort survival methodology", the District's enrollment will decline by a total of 320 students by October 2013, a decrease of 15.4% from the 2007 enrollment levels. Notably, the cohort survival projections do not consider growth from new development within the District. Furthermore, the cohort survival projections have been artificially suppressed by the issues associated with the water and sewer capacity issues and the associated development impacts.

OFM population-based enrollment projections were estimated using OFM population forecasts for the County, based on the 2025 population targets corresponding to the Future Land Use Map, adopted by the Snohomish County Council in December 2006. Between 2000 and 2007, the District's enrollment constituted approximately 16.9% of the District's total population. Assuming that between 2008 and 2013 the District's FTE enrollment will continue to constitute 16.9% of the District's total population, and using OFM/County data, a total enrollment of 2,646 students is projected for 2013. This is an increase of 568 students over the six-year period.

Section II of ESHB 2929 (The Growth Management Act) requires that planning for public facilities be based on the 20 year population projections developed by OFM. DCTED has interpreted this element of the Act to mean the OFM population forecasts are minimums, which must be accommodated. Where the OSPI projections exceed those based upon the ratio method, the OSPI estimates can be used.

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

Enrollment Projections - 2025

Although student enrollment projections beyond 2013 are highly speculative, they are useful for developing long-range comprehensive plans. These long-range enrollment projections may also be used in determining future site acquisition needs.

Using the OFM student-population factor of 16.9% for the year 2025, an estimated student population of 3,526 (FTE) is projected. The 2025 estimate represents a 71.4% increase over the current October 2007 FTE enrollment level.

Table 5
Projected Enrollment 2025

Grade Span	2007*	2025
Elementary (K-5)	863	1,463
Middle School (6-8)	502	854
High School (9-12)	692	1,209
District Total	2,057	3,526

* Actual FTE Enrollment, October 2007

Section 6: Capital Facility Needs

The projected available student capacity was determined by subtracting permanent school capacity (excluding portables) from projected student enrollment for each of the six years in the forecast period (2008-2013).

Capacity needs are expressed in terms of "unhoused students". Unhoused students are defined as students expected to be housed in portable classrooms, or classrooms where class size exceeds State and/or District standards, or contractually negotiated agreements within the local school district.

Table 6
Unhoused Students – Based on October 2007 Enrollment/Capacity

Grade Span	Unhoused Students*
Elementary Level (K-5)	28
Middle Level (6-8)	(142)
High School Level (9-12)	52

*Numbers in parentheses indicate available capacity.

Assuming no new capacity additions during the six year period, Table 7 identifies the additional permanent classroom capacity that will be needed in 2013, the end of the six year forecast period:

Table 7
Unhoused Students – 2013

Grade Span	Unhoused Students*
Elementary Level (K-5)	156
Middle Level (6-8)	(52)
High School Level (9-12)	64

*Numbers in parentheses indicate available capacity.

Projected future capacity needs, shown in Table 8, are derived by applying the projected number of students to the projected capacity. Planned improvements by the District through 2013 are included in Table 8 and include:

- A new elementary school, housing 500 students, opens in 2012
- A high school addition, housing 202 students, opens in 2012.

Note that 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 2. Information on planned construction projects can be found in the Financing Plan, Table 11.)

Table 8
Projected Student Capacity – 2008 through 2013

Elementary School -- Surplus/Deficiency

	2007*	2008	2009	2010	2011	2012	2013
Existing Capacity	835	835	835	835	835	835	1,235
Added Permanent Capacity	0	0	0	0	0	400	0
Total Capacity**	835	835	835	835	835	1,235	1,235
Enrollment	863	873	900	915	910	958	991
Surplus (Deficiency)**	(28)	(38)	(65)	(80)	(75)	277	244

*Actual October 2007 FTE enrollment
**Does not include added relocatable capacity

Middle School Level -- Surplus/Deficiency

	2007*	2008	2009	2010	2011	2012	2013
Existing Capacity	630	630	630	630	630	630	630
Added Permanent Capacity	0	0	0	0	0	0	0
Total Capacity**	630	630	630	630	630	630	630
Enrollment	502	528	521	547	579	579	578
Surplus (Deficiency)**	128	102	109	83	51	51	52

*Actual October 2007 FTE enrollment
**Does not include added relocatable capacity

High School Level -- Surplus/Deficiency

	2007*	2008	2009	2010	2011	2012	2013
Existing Capacity	640	640	640	640	640	640	842
Added Permanent Capacity	0	0	0	0	0	202	0
Total Capacity**	640	640	640	640	640	842	842
Enrollment	692	676	678	656	648	658	704
Surplus (Deficiency)**	(52)	(36)	(38)	(16)	(8)	184	138

*Actual October 2007 FTE enrollment
**Does not include added relocatable capacity.

Planned Improvements

Current enrollment at each school span (elementary, middle and high school) is identified in Table 8. Drawing capacities from Table 1 and Table 8, one can see that the District is currently over capacity at the elementary school by 28 students and at the high school by 52 students.

The District expects that 0.438 students will be generated from each new single family home in the District and that 0.421 students will be generated from each apartment in a new multi-family unit. These numbers are based upon the District's student generation rates. Please refer to Table 10 and Appendix B.

To accommodate the projected enrollment growth and related capacity needs, the District is anticipating construction of a new elementary school and an addition to the existing high school. At this time, the District is delaying plans to construct a second middle school and reorganize the grade span groupings at the elementary and middle school levels.

The following is a brief outline of those projects needed to accommodate unhoused students in the Sultan School District through the year 2013. The District has been in the process of developing a fully articulated plan, which includes input from both the community and staff, and exploring a variety of facility options. Currently, the Board favors the presentation a bond issue to the voters in the Sultan School District during the 2008 or 2009 school year. The planned improvements will address both existing deficiencies and projected new growth.

Elementary Schools

If the District is to meet a goal of housing all students in permanent facilities, it will be necessary to generate 6 new elementary classrooms by 2013. The current thinking is that the District will construct a new elementary school.

Middle Schools

The 2013 FTE student projection for the middle school is 578. Reorganizing the middle school from 6-8 to 5-8 would bring the anticipated enrollment for the middle school up to 766. The current capacity of the middle school is 630 FTE students. In order to move forward with any grade reorganization, the District would need to either add to the existing middle school or construct a new middle school. At this time, however, such plans are not contemplated as a component of this Plan.

High School

The plan includes adding six classrooms and a gym onto the high school as a means of accommodating the projected growth in student FTE.

Interim Classroom Facilities (Portables)

During the six years of this planning period, the District will purchase portables as needed. However, it remains a District goal to house all students in permanent facilities.

Forecast of Future Facility Needs for the Next Twenty Years

Based upon enrollment projections for the ensuing Twenty Year planning period, the Sultan School District anticipates the following facilities to accommodate its needs: two new elementary schools, conversion of the existing high school to a junior high school, and construction of a new high school.

Section 7: Financial Plan

Funding of school facilities is typically secured from a number of sources including voter approved bonds, State matching funds and development impact fees. Each of these sources is discussed in greater detail below.

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. It should be understood that while the District is nearing completion of a plan for accommodating current and future capacity needs, the School Board has not finalized its plan on the scope and timing of a future bond issue. General Obligation Bonds would be the primary source of funding for future capital improvement projects.

State Matching Funds

State Matching Funds come from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources 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.

If a District's project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on seven prioritization categories. Funds are then disbursed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State. The State contribution can range from 20% (State minimum) to 99.5% of the project's cost for those aspects of school construction that the State is willing to match.

A school district's matching ratio is the inverse function of its assessed valuation per pupil as compared to that of the State. That is to say that the more a school district's assessed valuation per pupil increases, as compared to the State average assessed valuation per pupil, the smaller its ratio becomes. In the case of the Sultan School District its matching ratio, as of June 1, 2007, was 62.26%

State matching funds can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive matching funds from the State. Because availability of State matching funds has not been able to keep pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the State may not be received by a school district until after a school has been constructed. In such cases the district must "front fund" a project. That is, the district must finance the complete project with local funds (the State's share coming from funds allocated in future district projects). When the State share is finally disbursed (without accounting for cost escalation) a district's project is partially reimbursed.

Sultan School District's Eligibility for State Match

To qualify for State Match the District must meet a number of OSPI requirements. Two major requirements have to do with unhoused students and the securing of local funds for the District's share of the construction cost. Using the required OSPI approach to calculating unhoused students (total square footage of the facility divided by the allotted square feet per student) and the five-year enrollment projection (required to use the cohort survival system), the District clearly fails to meet the first requirement. Thus regardless of the outcome of a future bond issue, the district will not qualify for State Match due to failing to meet the initial requirement.

Impact Fees

Development impact fees have been adopted by a number of jurisdictions as 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 building permits or certificates of occupancy are issued. A detailed discussion on impact fees is provided later in this section.

Six-Year Financial Plan

The Six-Year Financial Plan shown on Table 11 illustrates possible ways the Sultan School District might fund new construction and improvements to school facilities for the years 2008 through 2013. The financing components include possible funding from capital bonds and levies, development impact fees collected under the GMA or other local funding, and State matching funds (dependent upon qualifying, level of funding and availability of funds).

The financing plan separates projects that add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.

Impact Fee Calculation

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. Fees also cannot be used to make up for capacity deficiencies existing on the date of Plan adoption. Fees may only be assessed in relation to the new capacity needs created by new development.

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

The District must provide support data including:

(a) An explanation of the calculation methodology, including description of key variables and their computation; and
(b) Definitions and sources of data for all inputs into the fee calculation.

Such data must be accurate, reliable and statistically valid;

Data must accurately reflect projected costs in the 6-year financing program;

Data in the proposed impact fee schedule must reflect expected student generation rates from the following residential unit types:

1. Single-family
2. Multi-family/studio or 1-bedroom
3. Multi-family/2-bedroom or more;

Impact Fees in Snohomish County

In November 1997, Snohomish County substantially modified Title 26C to convert it into an impact fee program meeting new requirements of the GMA and changes to RCW 82.02, the State law authorizing impact fees. On February 1, 2003, Snohomish County adopted a revision of Title 26C, thus replacing it with Chapter 30.66C, as defined by the Uniform Development Code.

Chapter 30.66C requires school districts to prepare and adopt Capital Facilities Plans meeting the specifications of the GMA. Impact fees calculated in accordance with the formula in Chapter 30.66C will become effective following County Council adoption of the District's plan. Generally, impact fee ordinances adopted by cities in Snohomish County that require compliance with the County's Chapter 30.66C criteria and which adopt the County-approved CFP by reference, will comply with the GMA. Local governments, of course, have the ability to adopt their own approach to impact fee assessment, provided the approach meets the requirements of GMA and RCW 82.02. Impact fees are not to be used for projects, or portions of projects, which address existing deficiencies.

Methodology and Variables Used to Calculate School Impact Fees

The 2008 impact fees for the Sultan School District are calculated on worksheets contained in Appendix C and are summarized on Table 14, at the end of this section.

Impact fees have been calculated utilizing the formula in Table 1 of Snohomish County Ordinance 97-095. 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 or install temporary facilities (portables). As required under GMA, credits have also been applied in the formula to account for State Matching Funds to be reimbursed to the District and projected future property taxes to be paid by the owner of a dwelling unit. The costs of projects that do not add capacity have been eliminated from the variables used in the calculations as indicated in Table 12. Furthermore, because the impact fee formula calculates a "cost per dwelling unit", an identical fee is generated regardless of whether the total new capacity project costs are used in the calculation or whether the District only uses the percentage of the total new capacity project costs allocated to the Districts growth-related needs. For purposes of this Plan, the District has chosen to use the full project costs in the fee formula. Furthermore, impact fees will not be used to address existing deficiencies. See Table 11 for a complete identification of funding sources.

Calculation Criteria (See Table 12)

A. Site Acquisition Cost Element

Site Size

The site size gives the optimum acreage for each school type based on studies of existing school sites and OSPI Standards. Generally, districts will require 12-15 acres for an elementary school; 25-30 acres for a middle school or junior high school; and 40 acres or more for a high school. Actual school sites may vary in size depending on the size of parcels available for sale and other site development constraints such as wetlands. It also varies based on the need for athletic fields adjacent to the school, along with other specific planning factors.

Additional Capacity

Building capacities reflect both the District's optimum number of students each school type is designed to accommodate and the current program requirements. These figures are based on actual design studies of optimum floor area for new school facilities. The Sultan School District designs new elementary schools to accommodate 400 students, new middle schools 540, and new high schools 650 students.

Student Generation Factors

The student generation factors are the average number of students generated by each housing type – in this case, single-family detached dwellings and multiple-family dwellings. Multiple-family dwellings, which may be rental or owner-occupied units within structures containing two or more dwelling units, were broken out into one-bedroom and two-plus bedroom units.

Pursuant to a requirement of Ordinance 97-095, each school district is required to conduct student generation studies within their jurisdictions. This was done to "localize" generation rates for purposes of calculating impact fees. A description of this methodology is contained in Appendix C.

The student generation factors for the Sultan School District are shown on Table 9.

Table 9
Student Generation Factors

	Elementary (K-5)	Middle School (6-8)	High School (9-12)	Total (K-12)
Single Family	0.258	0.086	0.094	0.438
Multi-Family, 1 Bdrm	0.000	0.000	0.000	0.000
Multi-Family, 2+ Bdrm	0.281	0.053	0.088	0.421

B. School Construction Cost Variables

Additional Capacity (See description under subsection 1 above)
Current Facility Square Footage: These numbers are taken from Table 1. They are used in combination with the "Existing Portables Square Footage" to apportion the impact fee amounts between permanent and temporary capacity figures in accordance with Ordinance 97-095.

Estimated Facility Construction Cost
The estimated facility construction cost is based on planned costs or on actual costs of recently constructed schools. The facility cost is the total cost for construction projects as defined in Table 11 and includes only capacity related improvements.

Facility construction costs also include the off-site development costs. Costs vary with each site and may include such items as sewer line extensions, water lines, off-site road and frontage improvements. Off-site development costs are not covered by State Matching Funds. Off-site development costs vary, and can represent 10% or more of the total building construction cost.

C. Tax Credits

Tax Credit Variables
Under Ordinance 97-095, a credit is granted to new development to account for taxes that will be paid to the school district over the next ten years. The credit is calculated using a "present value" formula.

Interest Rate (20-year Go Bond)
This is the interest rate of return on a 20-year General Obligation Bond and is derived from the bond buyer index. The current assumed interest rate is 4.5% (April 2008).

Levy Rate (in mils)
The capital construction levy rate is determined by dividing the District's average capital property tax rate by one thousand. The current property tax levy rate for the Sultan School District is 0.90/1,000.

Average Assessed Value
This figure is based on the District's average assessed value for each type of dwelling unit (single-family and multiple-family). The average assessed values are based on estimates made by the County's Planning and Development Services Department utilizing information from the Assessor's files. The current average assessed value for single-family detached residential dwellings is $225,345, $107,818 for one-bedroom units, and $161,031 for two or more bedroom units.

Time Remaining on Bonds
This is the average amount of time remaining on Capital Projects/General Obligation Bonds issued by the District. The average time remaining on bonds issued by all Snohomish County school districts is assumed to be 10 years for purposes of calculating this credit.

D. Adjustments

Discount

In accordance with Ordinance 97-095, all fees calculated using the above factors reflect the County's required discount of 50%.

Proposed Impact Fee Schedule

Using the variables and formula described, impact fees proposed for the Sultan School District have been summarized in Table 10 (refer to Appendix C for worksheets). The fee totals reflect the discount imposed by County Ordinance 97-095.

Table 10
School Impact Fees - 2008

Housing Type	Impact Fee Per Unit
Single Family Detached	$2,647
Multi-Family (1 Bedroom)	$0
Multi-Family (2+ Bedrooms)	$3,172

Table 11
Capital Facilities Plan
2008-2013

Improvements Adding Capacity (Costs in Millions)

Project	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levys	State Match	Impact Fees	Future Sources
Elementary											
Site Acquisition			$1.500				$1.500	X		X	X
New Elementary School				$10.200			$10.200	X	X	X	X
Purchase Portables											
Middle School											
Purchase Portables				$0.120			$0.120			X	X
New Middle School											
Site Acquisition											
High School											
Purchase Portables		$0.120					$0.120			X	X
High School Addition				$5.600			$5.600	X	X	X	X

Improvements Not Adding Capacity (Costs in Millions)

Project	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Impact Fees	Future Sources
Transportation Facility			$1.800				$1.800	X			X
District Office Renovation				$0.200			$0.200	X			X

Total Improvements (Costs in Millions)

	2008	2009	2010	2011	2012	2013	Total Cost	Bonds/ Levy	State Match	Impact Fees	Future Sources
Elementary			$1.500	$10.200			$11.700	X		X	X
Middle School				$0.120			$0.120	X		X	X
High School		$0.120		$5.600			$5.720	X	X	X	X

Table 12
Impact Fee Variables

Criteria	Elementary School	Middle School	High School
Site Acquisition Cost Element			
Site Needs (acres)	10		
Cost Per Acre	$ 150,000		
Total Land Cost	$1,500,000		
Additional Capacity	400		
Student Generation Factors			
Single Family	0.258	0.086	0.094
Multiple Family 1 Bdrm	0.000	0.000	0.000
Multiple Family 2+ Bdrm	0.281	0.053	0.088
School Construction Cost Element			
Additional Capacity	400		202
Current Facility Square Footage	86,384	66,912	71,876
Sq. Ft. After Construction	122,384	66,912	89,845
Estimated Facility Construction Cost	$10,200,000		
Portable Facilities Cost Element			
Existing Units	16	5	7
Cost Per Unit		$120,000	$120,000
Portable Facilities Capacity/Unit	25.3	30.00	32.00
Total Portable Facilities Capacity	404	150	288
Existing Portable Square Footage	14,336	4,480	8,064
State Matching Funds			
Boeckh Index	$168.79	$168.79	$168.79
School Space per Student (OSPI)	90	108	130
State Match Percentage	62.26%	62.26%	62.26%
Percent of State Match To Be Received	0%		
Tax Payment Credit			
Interest Rate	4.5%	4.5%	4.5%
Loan Payoff (Years)	10	10	10
Property Tax Levy Rate	0.000090	0.000090	.000090
Average AV per DU Type	$225,345 (Single Family)	$107,818 (MF 1 Bdrm)	$161,031 (MF 2+ Bdrm)
County Required Discount Rate	50%	50%	50%

Appendix A
Enrollment Projections

Table A-1
Student Projected Enrollment
Modified Cohort Survival
2008-2013

School Type	Grade Level	2008	2009	2010	2011	2012	2013
Elementary	K	136	141	146	151	156	161
	1	148	153	158	164	169	175
	2	137	153	162	167	174	177
	3	185	144	160	170	175	186
	4	172	198	154	171	182	184
	5	163	181	208	162	180	188
Middle School	6	182	169	187	215	168	186
	7	164	184	171	189	217	170
	8	182	168	189	175	194	222
High School	9	157	176	163	183	169	189
	10	195	158	177	164	184	170
	11	172	179	145	162	150	169
	12	151	165	171	139	155	176
Total		**2,145**	**2,169**	**2,191**	**2,212**	**2,273**	**2,553**
Grades K-5 (FTE)		873	900	915	910	958	991
Grades 5-8 (FTE)		518	521	547	579	579	578
Grades 9-12 (FTE)		676	678	656	648	658	704
Total		**2,077**	**2,099**	**2,118**	**2,137**	**2,195**	**2,272**

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA

REPORT NO. 1049
RUN ON 16:05 JAN 18 '08

DETERMINATION OF PROJECTED ENROLLMENTS

BY COHORT SURVIVAL KK LINEAR PROJECTION

SULTAN DISTRICT NO. 311 SNOHOMISH COUNTY NO. 31

	----ACTUAL ENROLLMENTS ON OCTOBER FIRST---						AVER. %	---------PROJECTED ENROLLMENTS--					
	2002	2003	2004	2005	2006	2007	SURVIVAL	2008	2009	2010	2011	2012	2013
KINDERGARTEN	141	143	143	147	121	132		127	124	121	118	115	112
GRADE 1	156	160	146	148	171	129	108.40	143	138	134	131	128	125
GRADE 2	178	154	157	149	163	176	102.39	132	146	141	137	134	131
GRADE 3	177	164	155	173	156	161	101.28	178	134	148	143	139	136
GRADE 4	199	181	176	161	180	155	103.36	166	184	139	153	148	144
GRADE 5	211	206	181	182	166	176	101.56	157	169	187	141	155	150
GRADE 6	201	207	210	178	189	162	99.96	176	157	169	187	141	155
K-6 HEADCOUNT	1,263	1,215	1,168	1,138	1,146	1,091		1,079	1,052	1,039	1,010	980	953
K-6 W/K @ 1/2	1,193	1,144	1,097	1,065	1,086	1,025		1,016	990	979	951	903	897
GRADE 7	195	201	208	211	166	178	97.67	158	172	153	165	183	138
GRADE 8	205	193	195	205	217	162	98.99	176	156	170	151	163	181
7-8 HEADCOUNT	400	394	403	416	383	340		334	328	323	316	346	319
GRADE 9	180	179	181	204	189	195	93.55	152	165	146	159	141	152
GRADE 10	169	162	180	184	190	188	96.96	189	147	160	142	154	137
GRADE 11	156	137	154	156	166	170	88.49	166	167	130	142	126	136
GRADE 12	135	134	123	146	149	160	92.47	157	154	154	120	131	117
9-12 HEADCOUNT	640	612	638	690	694	713		664	633	590	563	552	542
K-12 HEADCOUNT	2,303	2,221	2,209	2,244	2,223	2,144		2,077	2,013	1,952	1,889	1,858	1,814

Appendix B
Student Generation Rates

Michael J. McCormick, FAICP

Planning Services **Growth Management** **Intergovernmental Relations**

April 28, 2008

Memorandum

To: Jerry Alles
Marianne Nasland

From: Mike McCormick

Re: 2008 Sultan School District Student Generation Rates (SGR)

This memorandum contains the 2008 Student Generation Rates (SGR) for both single family and multiple family residential developments as required by Snohomish County.

The methodology used to produce these rates is consistent with the methodology previously developed and used for a number of school districts throughout this state. This methodology was used to produce the 1999-2000, 2002, 2004, and 2006 SGR's for the Sultan School District. The rates have been calculated for single family, one bedroom multiple family[1] and two or more bedrooms multiple family residential development. The survey area included all of the territory within the boundaries of the Sultan School District. The analysis is based on projects constructed between 2002 through 2006[2]. The primary sources of information are Snohomish County and the Sultan School District.

The process of analysis involved gathering the residential development data from 2002 through 2006 from the county. The addresses of each of these developments were matched with student addresses from this school year. These data were aggregated to show the number of students in each of the grade groupings for each type of residential development.

The primary source of the development activity is MetroScan data provided by the county[3]. Based on previous research, all duplex units are assumed to have two or more bedrooms. A comparison of the street addresses of the new developments with the addresses of each of the district's students from the current year (2007-2008) produced a

[1] There are no one bedroom multiple family units within the district.
[2] The usual time-span for development data is five years. The most recent complete five year interval is used. In this case, the 2007 information has not been added to the MetroScan data available through Snohomish County. Snohomish County staff agreed concurred with using this latest available set, absent the 2007 information. The SGR's can be easily updated if the 2007 data becomes available.
[3] The data provided by the county contained a variety of information including parcel number, land use code (including number of units), street address and year built. For the purpose of calculating the SGR's, street number and name were extracted for comparison with student addresses. The general assumption is that all units which are in the data are currently available for occupancy.

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record of each unit occupied by a student. This information was aggregated into the three grade groupings and produced student generation rates for single family and for both one bedroom and two or more bedrooms multiple family.

	Single Family[4]	Multiple Family[5]		
		All	1-bedroom[6]	2 or More
K through 5	**0.258**	**0.281**	**0.000**	**0.281**
6 through 8	**0.086**	**0.053**	**0.000**	**0.053**
9 through 12	**0.094**	**0.088**	**0.000**	**0.088**
Total[7]	**0.438**	**0.421**	**0.000**	**0.421**

The SGR were calculated on a 100% sample of all single and multi-family constructed between 2002 and 2006. The data contain all residential development activity.

cc: Denise Stiffarm, K&L Gates

Attachments: Table-- Sultan School District—2008 Student Generation Rates

[4] A total of 372 single family residential units constructed between 2002 and 2006 were identified within the school district boundary. There are a total of 163 students from these units.
[5] A total of 57 multi-family units (two or more units per structure) were constructed between 2002 and 2006. These are all duplexes with two or more bedrooms. There are a total of 7 students from these units. This is a very small number of multiple family units. A small change in the number of students associated with this type of unit can have a significant impact on the resulting SGRs.
[6] There are no new one bedroom multiple family units in the district. All duplexes are assumed to have two or more bedrooms, which is supported by previous field research and analysis which was undertaken in other Snohomish County school districts by this consultant.
[7] Totals may not balance due to rounding.

Impact Fee Calculations

SCHOOL IMPACT FEE CALCULATIONS									
DISTRICT	Sultan School District								
YEAR	2008								
School Site Acquisition Cost:									
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor									
				Student	Student	Student			
	Facility	Cost/	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	10.00	$ 150,000.00	400	0.258	0.000	0.281	$968	$0	$1,054
Middle	0.00	$ -	540	0.086	0.000	0.053	$0	$0	$0
High	0.00	$ -	210	0.094	0.000	0.088	$0	$0	$0
						TOTAL	$968	$0	$1,054
School Construction Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)									
				Student	Student	Student			
	%Perm/	Facility	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	89.00%	$ 10,200,000	400	0.258	0.000	0.281	$5,855	$0	$6,377
Middle	89.00%	$ -	540	0.086	0.000	0.053	$0	$0	$0
High	89.00%	$ -	202	0.094	0.000	0.088	$0	$0	$0
						TOTAL	$5,855	$0	$6,377
Temporary Facility Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)									
				Student	Student	Student	Cost/	Cost/	Cost/
	%Temp/	Facility	Facility	Factor	Factor	Factor	SFR	MFR (1)	MFR (2+)
	Total Sq.Ft.	Cost	Size	SFR	MFR (1)	MFR (2+)			
Elementary	11.00%	$ -	25	0.258	0.000	0.281	$0	$0	$0
Middle	11.00%	$ 120,000.00	30	0.086	0.000	0.053	$38	$0	$23
High	11.00%	$ 120,000.00	32	0.094	0.000	0.088	$39	$0	$36
					TOTAL		$77	$0	$60
State Matching Credit:									
Boeckh Index X SPI Square Footage X District Match % X Student Factor									
				Student	Student	Student			
	Boeckh	SPI	District	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Index	Footage	Match %	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	$ 168.79	90	0.00%	0.258	0.000	0.281	$0	$0	$0
Middle	$ 168.79	108	0.00%	0.086	0.000	0.053	$0	$0	$0
Sr. High	$ 168.79	130	0.00%	0.094	0.000	0.088	$0	$0	$0
					TOTAL		$0	$0	$0
Tax Payment Credit:							SFR	MFR (1)	MFR (2+)
Average Assessed Value							$225,345	$107,818	$161,031
Capital Bond Interest Rate							4.50%	4.50%	4.50%
Net Present Value of Average Dwelling							$1,783,091	$853,133	$1,274,193
Years Amortized							10	10	10
Property Tax Levy Rate							$0.90	$0.90	$0.90
	Present Value of Revenue Stream						$1,605	$768	$1,147
	Fee Summary:			Single	Multi-	Multi-			
				Family	Family (1)	Family (2+)			
	Site Acquisition Costs			$968	$0	$1,054			
	Permanent Facility Cost			$5,855	$0	$6,377			
	Temporary Facility Cost			$77	$0	$60			
	State Match Credit			$0	$0	$0			
	Tax Payment Credit			($1,605)	($768)	($1,147)			
	FEE (AS CALCULATED)			$5,295	$0	$6,344			
	COUNTY DISCOUNT			$2,647	$0	$3,172			
	FINAL FEE			$2,647	$0	$3,172			