Adopted: November 22, 2010
Effective: January 1, 2011

SNOHOMISH COUNTY COUNCIL
Snohomish County, Washington

ORDINANCE NO. 10-097

ADOPTING THE 2010-2015 CAPITAL FACILITIES PLANS FOR THE ARLINGTON, EDMONDS, EVERETT, LAKE STEVENS, LAKEWOOD, MARYSVILLE, MONROE, MUKILTEO, NORTHSHORE, SNOHOMISH 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 Comprehensive Plan (GMACP) created under the Growth Management Act (GMA), chapter 36.70A RCW; 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 and Sultan School District No. 311, were adopted by Snohomish County in 2008 and will expire on December 31, 2010; and

WHEREAS, school districts must submit updated capital facilities plans to the County for review and adoption before December 31, 2010, in order to maintain their eligibility to receive school impact fees after December 31, 2010; 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 and Sultan School District No. 311 have submitted updated capital facilities plans for the period from 2010-2015 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, Granite Falls School District No. 332 and Stanwood/Camano Island School District No. 401 have not submitted school capital facilities plans for the period from 2010-2015; and

WHEREAS, the Snohomish County Council (County Council) 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 district's capital facilities plan meets the requirements of SCC 30.66C.040 and Appendix F of the GMACP - General Policy Plan (GPP); and

WHEREAS, the Snohomish County Planning Commission (Planning Commission) held a public hearing on September 28, 2010, 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 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 capital facilities plans and proposed an amended impact fee schedule as shown in its recommendation letter dated September 29, 2010; and

WHEREAS, on November 3, 2010, continued to November 22, 2010, the County Council held public hearings after proper notice, heard public testimony related to Ordinance No. 10-097 and considered the entire record, including the Planning Commission's recommendations; and

WHEREAS, following the public hearing on November 22, 2010, the County Council deliberated on Ordinance No. 10-097; and

WHEREAS, the State Environmental Policy Act (SEPA), chapter 43.21C RCW, 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 requirements of chapter 36.70A RCW and RCW 82.02.020 to participate in 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 capital facilities plan that meets the requirements of chapter 30.66C SCC and the GMA.

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 and Sultan School District No. 311 have submitted updated capital facilities plans for the period from 2010-2015 to PDS pursuant to SCC 30.66C.035.

C. 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 2010-2015; and consequently, the County will not impose and collect impact fees for those districts during the 2010-2015 period. Index School District No. 63 and Darrington School District No. 330 are not currently listed on the school impact fee schedule, Table 30.66C.100(1). This ordinance will remove Granite Falls School District No. 332 and Stanwood/Camano Island School District No. 401 from the impact fee schedule because only school districts that submit capital facilities plans appear on the impact fee schedule, Table 30.66C.100(1).

D. PDS reviewed the school districts' capital facilities plans, including the impact fee calculations, using the formula in SCC 30.66C.045 and determined that each capital facilities plan meets the requirements of SCC 30.66C.040. This determination was

made after consultation with the school technical review committee that reviewed each capital facilities 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 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 2010-2015 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 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. Amendment of SCC 30.66C.100 is necessary to adopt an updated impact fee schedule consistent with the 2010-2015 school districts' capital facilities plans.

I. The impact fee schedule set forth in Table 30.66C.100(1) 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 Nonsignificance for each capital facilities plan. The County adopts and incorporates by this reference the SEPA determinations made by the respective school districts.

L. The Planning Commission reviewed each school district's capital facilities plan, conducted a public hearing on each school district's capital facilities plan and made its recommendation as evidenced in its recommendation letter dated September 29, 2010.

M. The County Council conducted a public hearing on November 3, 2010, continued to November 22, 2010, on Ordinance No. 10-097.

Section 3. The County Council makes the following conclusions:

A. The 2010-2015 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 and Sultan School District No. 311 meet the requirements of 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 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 district capital facilities plans is consistent with the 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 2011 budget ordinance, fulfilling the GMA, the Snohomish County Charter, and SCC requirements that link the capital improvement program to the budget.

F. Each of the school district's 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 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Arlington School District No. 16 as previously adopted by Amended Ordinance No. 08-115.

Section 5: Based on the foregoing findings and conclusions, the Edmonds School District No. 15 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Edmonds School District No. 15 as previously adopted by Amended Ordinance No. 08-115.

Section 6: Based on the foregoing findings and conclusions, the Everett School District No. 2 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Everett School District No. 2 as previously adopted by Amended Ordinance No. 08-115.

Section 7: Based on the foregoing findings and conclusions, the Lake Stevens School District No. 4 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Lake Stevens School District No. 4 as previously adopted by Amended Ordinance No. 08-115.

Section 8: Based on the foregoing findings and conclusions, the Lakewood School District No. 306 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Lakewood School District No. 306 as previously adopted by Amended Ordinance No. 08-115.

Section 9: Based on the foregoing findings and conclusions, the Marysville School District No. 25 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Marysville School District No. 25 as previously adopted by Amended Ordinance No. 08-115.

Section 10: Based on the foregoing findings and conclusions, the Monroe School District No. 103 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Monroe School District No. 103 as previously adopted by Amended Ordinance No. 08-115.

Section 11: Based on the foregoing findings and conclusions, the Mukilteo School District No. 6 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Mukilteo School District No. 6 as previously adopted by Amended Ordinance No. 08-115.

Section 12: Based on the foregoing findings and conclusions, the Northshore School District No. 417 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Northshore School District No. 417 as previously adopted by Amended Ordinance No. 08-115.

Section 13: Based on the foregoing findings and conclusions, the Snohomish School District No. 201 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Snohomish School District No. 201 as previously adopted by Amended Ordinance No. 08-115.

Section 14: Based on the foregoing findings and conclusions, the Sultan School District No. 311 Capital Facilities Plan 2010-2015, 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, 2010. This plan replaces the 2008-2013 school district capital facilities plan for Sultan School District No. 311 as previously adopted by Amended Ordinance No. 08-115.

Section 15: 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 16: Snohomish County Code Section 30.66C.100, last amended by Amended Ordinance No. 08-115 on November 5, 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, ((~~2009~~)) 2011 to December 31, ((~~2010~~)) 2012.

(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	((~~$4,444~~)) $0	$0	((~~$4,546~~)) $0	((~~$4,546~~)) $0
Edmonds No. 15	$0	$0	$0	$0
Everett No. 2	((~~$0~~)) $3,073	$0	((~~$0~~)) $1,108	((~~$0~~)) $1,108
Lake Stevens No. 4	((~~$4,414~~)) $4,532	$0	((~~$2,720~~)) $3,035	((~~$2,720~~)) $3,035
Lakewood No. 306	((~~$1,906~~)) $1,780	$0	((~~$2,121~~)) $1,379	((~~$2,121~~)) $1,379
Marysville No. 25	((~~$5,705~~)) $4,263	$0	((~~$4,713~~)) $3,637	((~~$4,713~~)) $3,637
Monroe No. 103	((~~$3,139~~)) $2,534	$0	((~~$1,383~~)) $2,057	((~~$1,383~~)) $2,057
Mukilteo No. 6	((~~$4,170~~)) $2,408	$0	((~~$2,224~~)) $3,529	((~~$2,224~~)) $3,529
Northshore No. 417	$0	$0	$0	$0
Snohomish No. 203	((~~$4,672~~)) $4,732	$0	((~~$37.00~~)) $463	((~~$37.00~~)) $463
((~~Stanwood No. 401~~))	((~~$0~~))	((~~$0~~))	((~~$0~~))	((~~$0~~))
Sultan No. 311	((~~$2,647~~)) $0	$0	((~~$3,172~~)) $0	((~~$3,172~~)) $0

Section 17: 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, are hereby adopted as such.

Section 18: The effective date of this ordinance shall be January 1, 2011.

Section 19: 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. If any section, sentence, clause or phrase of this ordinance is held to be

invalid by the board or court of competent jurisdiction, 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 22nd day of November, 2010

SNOHOMISH COUNTY COUNCIL
Snohomish County, Washington

Dave Gossett
Snohomish County Council Chair

ATTEST:
Sheila McCallister
Asst. Clerk of the Council

(✓) APPROVED
( ) VETOED
( ) EMERGENCY

DATE: 12/10/10

Aaron Reardon
Snohomish County Executive

ATTEST:

AARON REARDON
County Executive

Approved as to form only:

Deputy Prosecuting Attorney

D-25

Exhibit A-1
Ord 10-097

ARLINGTON PUBLIC SCHOOLS

CAPITAL FACILITIES PLAN

2010-2015

Arlington Public Schools
"Providing the Means to Accomplish Dreams"

ARLINGTON PUBLIC SCHOOLS

CAPITAL FACILITIES PLAN

2010-2015

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 _____

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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 (2010-2015).

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.

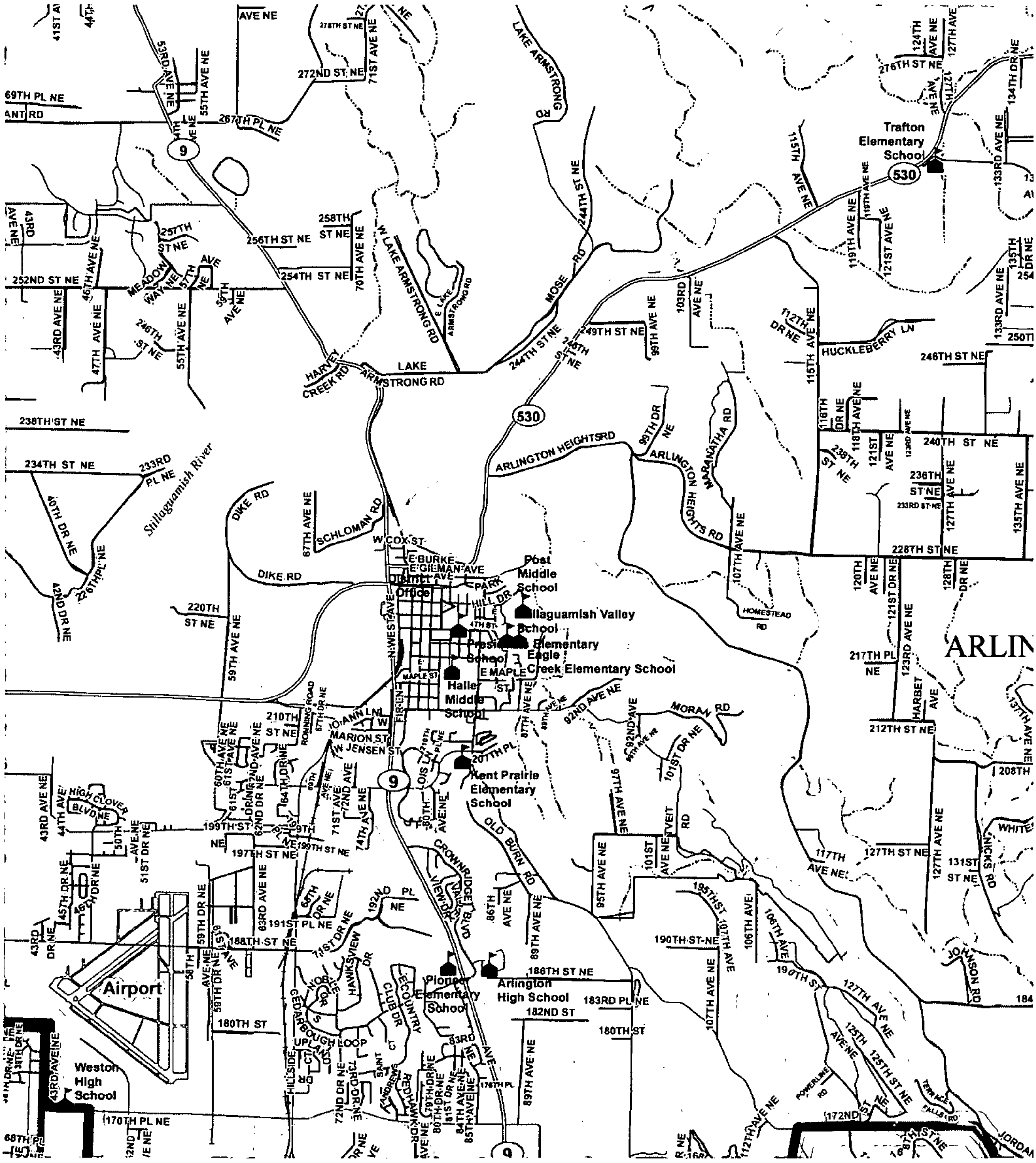
The District serves a full-time equivalent (FTE) student population of 5,289 with five elementary schools (K-5), two middle schools (grades 6-8), one high school (grades 9-12), one alternative high school (grades 9-12), and one support facility for home schooled children (grades K-12). For the purposes 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 (9^{th} 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. The core capacity of the new high school is designed to support 2,000 students, and has capacity for current enrollment. However, projections show that additional classroom space may be needed starting in 2013.
- The northwest and southern areas of the District experience the most growth in new housing starts. The district does not own property to build in those areas and there are no plans at this time to purchase property. This will be reviewed on an annual basis and may change if growth warrants.

FIGURE 1
MAP OF FACILITIES

(See following page)


Trafton Elementary School
530
9
LAKE ARMSTRONG RD
W LAKE ARMSTRONG RD
MOSE RD
ARLINGTON HEIGHTS RD
Stillaguamish River
DIKE RD
SCHLOMAN RD
HARVEY CREEK RD
LAKE ARMSTRONG RD
MARANATHA RD
HUCKLEBERRY LN
228TH ST NE
240TH ST NE
District Office
Post Middle School
Stillaguamish Valley School
Presidents Elementary School
Eagle Creek Elementary School
Haller Middle School
Kent Prairie Elementary School
E MAPLE ST
W COX ST
E BURKE
E GILMAN AVE
HILL DR
MORAN RD
OLD BURN RD
CROWNRIDGE BLVD
JO ANN LN
MARION ST
W JENSEN ST
207TH PL
ARLIN
Airport
Weston High School
Pioneer Elementary School
Arlington High School
186TH ST NE
188TH ST NE
180TH ST
182ND ST
170TH PL NE
199TH ST
197TH ST NE
HIGH CLOVER BLVD NE
HAWKSVIEW DR
CEDARBOUGH LOOP
POWERLINE RD
TERRACE FALLS RD
JOHNSON RD
HARBET AVE
212TH ST NE
210TH ST NE
220TH ST NE
234TH ST NE
238TH ST NE
252ND ST NE
254TH ST NE
256TH ST NE
272ND ST NE
267TH PL NE
69TH PL NE

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 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 and 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	112	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	4	124

High School	Relocatables	Interim Capacity
Arlington High	1	32
TOTAL	11	368

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 ("Hwy 530 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 a forestland manager 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. 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 2010-2015

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 47 FTE students are expected to be added to the District by 2015 - an increase of .94% over 2009 enrollment levels.

To be consistent with past Capital Facilities Plans the District is choosing to use the OFM population-based enrollment projections, which includes accommodation for new construction growth.

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. Between 2005 and 2009, the District's enrollment constituted 18.37% of the total population in the District. Assuming that between 2010 and 2015 the District's enrollment will constitute 18.37% of the District's total population and using OFM/County data, a total enrollment of 6,174 FTE is projected in 2015. *See Appendix A.*

Table 6
Projected Student Enrollment
2009-2015

								Change	% Change
Projection	**2009***	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**09-15**	**09-15**
OFM/County	5,005	5,200	5,395	5,590	5,784	5,979	6,174	1,169	23.36%
District	5,005	5,023	4,963	4,787	5,038	5,011	5,052	47	0.94%

* Actual October 2009 FTE enrollment

B. 2025 Enrollment Projections

Student enrollment projections beyond 2015 are highly speculative. Based on OFM/County data for 2015 and an estimated student-to-population ratio of 18.37%, 7,383 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)	3,380
Middle School (6-8)	1,812
High School (9-12)	2,192
TOTAL (K-12)	7,383

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 possible that the next capital facilities plan update will evaluate impacts of the TDR program on a more detailed level if development occurs.

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 (2010-2015). Capacity needs are expressed in terms of "unhoused students."

Existing housing deficiencies (which are based on actual enrollment as of October 2009) occur only at the high school level, where 19 students are currently unhoused. Enrollment projections indicate 298 unhoused students at the high school level by 2015 using the OFM method. However, we believe this is mainly due to a historical enrollment increase that is effecting the calculations. Current trends show a decrease in enrollment which would significantly effect these calculations if it continues. Because it is difficult to predict, we are planning high school capacity through the use of portables until we are able to determine that the trend has shown an actual increase.

Grade Span	Projected Unhoused Students
Elementary (K-5)	0
Middle School (6-8)	4
High School (9-12)	298
TOTAL (K-12)	302

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 2015 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
2010 - 2015

Elementary School Surplus/Deficiency

Elementary	2010	2011	2012	2013	2014	2015
Existing Capacity	2,849	2,849	2,849	2,849	2,849	2,849
Total Capacity	2,849	2,849	2,849	2,849	2,849	2,849
Enrollment	2,376	2,466	2,555	2,644	2,733	2,823
Surplus (Deficiency)	473	383	294	205	116	26

Middle School Surplus/Deficiency

Middle	2010	2011	2012	2013	2014	2015
Existing Capacity	1,450	1,450	1,450	1,450	1,450	1,450
Total Capacity	1,450	1,450	1,450	1,450	1,450	1,450
Enrollment	1,215	1,263	1,311	1,358	1,406	1,454
Surplus (Deficiency)	235	187	139	92	44	(4)

High School Surplus/Deficiency

High	2010	2011	2012	2013	2014	2015
Existing Capacity	1,600	1,600	1,600	1,600	1,600	1600
Total Capacity	1,600	1,600	1,600	1,600	1,600	1600
Enrollment	1,609	1,667	1,725	1,783	1,840	1,898
Surplus (Deficiency)	(9)	(67)	(125)	(183)	(240)	(298)

SECTION 6
CAPITAL FACILITIES FINANCING PLAN

A. *Planned Improvements*

At the time of preparation of this Plan, the District has 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:

- There are no plans to add permanent capacity by 2015

Temporary Capacity Projects:

- If enrollment increases, as currently projected at the high school level, add six new portables to Arlington High School by 2015.

Property Acquisition:

- No property acquisition is planned before 2015.

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 57.58% 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 2010-2015. The financing components include a bond issue, impact fees, and other future sources. 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	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Impact Fees[1]	Future Sources
Elementary											
None											
Middle School											
None											
High School											
None											

Improvements Adding Temporary Capacity (Costs in Millions)

Project	2010	2011	2012	2013	2014	2015	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	2010	2011	2012	2013	2014	2015	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)

	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Impact Fees	Future Sources
Elementary							0				
Middle School				16.2			16.2	X			
High School				.15	.15	.15	.45			X	X
Districtwide Improvements							0.0				
TOTAL				16.35	.15	.15	16.65	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

Below is the methodology generally used to calculate Student Generation Rates. The Arlington School District does not plan to calculate or request impact fees under this Capital Facilities Plan. Future updates to this Capital Facilities Plan may include a request for 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

Below is the methodology generally used to calculate Student Generation Rates. The Arlington School District does not plan to calculate or request impact fees under this Capital Facilities Plan. Therefore, we did not collect the information or do the Student Generation Rates. Future updates to this Capital Facilities Plan may include a request for impact fees and, accordingly, updated Student Generation Rate calculations..

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 are calculated for two types of residential construction: Single-family detached, and multi-family with 2 or more bedrooms[4].

[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.

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 for the designated years within the Arlington school district boundaries. This data is "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 are extracted from the Arlington student records database for all K-12 students attending the District. The student addresses are cleaned up and reformatted to be consistent with the Metroscan method of storing addresses. Data from the two sources are then electronically matched to obtain the current student generation rates.

FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family

Elementary	0
Middle	0
Senior	0
Total	**0**

Student Generation Factors – Multi Family (1 Bdrm)

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

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	0
Middle	0
Senior	0
Total	**0**

Projected Student Capacity per Planned New Facility

Elementary	0
Middle	0
Senior	0

Required Site Acreage per Facility

Elementary	0.0
Middle	0.0
Senior	0.0

Planned New Facility Construction Cost/Average

Elementary	$.000
Middle	$.000
Senior	$.000

Permanent Facility Square Footage

Elementary		243,489
Middle		156,399
Senior		220,556
Total	**98.44%**	**620,444**

Temporary Facility Square Footage

Elementary		5,376
Middle		3,584
Senior		896
Total	**1.56%**	**9,856**

Total Facility Square Footage

Elementary		248,865
Middle		159,983
Senior		221,452
Total	**100.00%**	**630,300**

Average Site Cost/Acre

Elementary	$0.00
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	57.58%

Area Cost Allowance

Current Area Cost Allowance

District Average Assessed Value

Single Family Residence

District Average Assessed Value

Multi Family (1 Bedroom)

District Average Assessed Value

Multi Family (2+ Bedroom)

SPI Square Footage per Student

Elementary	90
Middle	117
Senior	130

District Debt Service Tax Rate

Current/$1,000 for 2010	$1.32

General Obligation Bond Interest Rate

Current Bond Buyer Index	0.00%

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. Notably, the District is not requesting impact fees under this Capital Facilities Plan. The District plans to closely monitor growth and related capacity needs and may request impact fees, with an updated Capital Facilities Plan, at a future date.

Table 10
School Impact Fees
2010

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

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 2010 - 2015
(Cohort Survival Method)

	School Year						
Grade	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
K (2)	335	341	346	351	356	361	366
1	379	356	369	375	380	386	391
2	377	377	350	363	369	374	380
3	381	394	378	351	364	370	375
4	375	379	429	411	482	396	403
5	440	381	374	424	406	377	391
Elem K-5	2,287	2,228	2,246	2,275	2,357	2,264	2,306
6	379	433	407	367	452	433	402
7	392	392	430	390	396	449	430
8	396	400	396	356	408	400	454
Mid 6-8	1,167	1,225	1,233	1,113	1,256	1,282	1,286
9	392	382	427	422	467	436	427
10	430	391	333	373	369	409	381
11	365	402	332	281	316	313	347
12	364	395	392	323	273	307	305
HS 9-12 (3)	1,551	1,570	1,484	1,399	1,425	1,465	1,460
Total K-12	5,005	5,023	4,963	4,787	5,038	5,011	5,052

Notes: (1) Actual student enrollment as of October 1, 2009

(2) All grades, including Kindergarten, are counted using headcounts.

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

(4) Enrollment at Stillaguamish Valley School has been deducted – 20 students per elementary/middle grade level and 32 per high school

APPENDIX A

AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN – OSPI METHODOLOGY

Enrollment by Grade Span

	2009	2010	2011	2012	2013	2014	2015
Elementary (K-5)	2,287	2,228	2,246	2,275	2,357	2,264	2,306
Middle School (6-8)	1,167	1,225	1,233	1,113	1,256	1,282	1,286
High School (9-12)	1,551	1,570	1,484	1,399	1,425	1,465	1,460
Total	5,005	5,023	4,963	4,787	5,038	5,011	5,052

Percentage by Grade Span

	2009	2010	2011	2012	2013	2014	2015
Elementary (K-5)	45.69%	44.36%	45.25%	47.52%	46.78%	45.18%	45.65%
Middle School (6-8)	23.32%	24.39%	24.84%	23.25%	24.93%	25.58%	25.46%
High School (9-12)	30.99%	31.26%	29.90%	29.22%	28.29%	29.24%	28.90%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Average Percentage by Grade Span

Elementary (K-5)	45.78%
Middle School (6-8)	24.54%
High School (9-12)	29.68%
Total	100.00%

APPENDIX A

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

	2005 Estimate	2006 Estimate	2007 Estimate	2008 Estimate	2009 Estimate	2015 Forecast
District Population (OFM)	27,103	27,740	28,377	29,014	29,653	33,602
ASD Enrollment (Actual FTE)	5,272	5,274	5,319	5,239	5,005	
Student/Population %	19.53%	18.73%	18.42%	17.17%	15.57%	
Avg Student Population %	18.37%					

Using the historical average student population of 18.37%, the projected enrollment for 2015 is 6,174 students. This is a growth of 1,169 students from the actual October 2009 enrollment of 5,005. This equates to a total 23.36% growth rate; spread out over the six-year forecast period equates to enrollment growth of approximately 195 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) = 45.78% Middle School (6-8) = 24.54% High School (9-12) 29.68%

Grade Span	2009	2010	2011	2012	2013	2014	2015
Elem (K-5)	2,287	2,376	2,466	2,555	2,644	2,733	2,823
MS (6-8)	1,167	1,215	1,263	1,311	1,358	1,406	1,454
HS (9-12)	1,551	1,609	1,667	1,725	1,783	1,840	1,898
	5,005	5,200	5,395	5,590	5,785	5,980	6,175

APPENDIX A

HISTORICAL FTE STUDENT ENROLLMENT 2004-2009

	School Year					
Grade	**2004**	**2005**	**2006**	**2007**	**2008**	**2009[1]**
K [2]	186	179	180	187	177	160
1	411	399	405	393	406	355
2	360	422	392	396	394	376
3	378	382	422	386	401	394
4	391	377	394	454	398	376
5	393	392	412	395	461	378
6[3]	471	411	400	407	392	429
Elem K-6	2,590	2,562	2,605	2,618	2,629	2,468
7	438	486	435	405	411	389
8	438	467	496	434	414	396
Mid 7-8	876	953	931	839	825	785
9	574	575	488	485	431	380
10	456	486	483	470	462	391
11	391	396	486	405	397	380
12	320	333	402	451	383	375
HS 9-12 [4]	1,741	1,790	1,859	1,811	1,673	1526
Total K-12	5,207	5,305	5,395	5,268	5,127	4,779

Notes: (1) Actual student enrollment as of October 1, 2009

(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 except 2008 and 2009.

(5) Enrollment at Stillaguamish Valley School has been deducted – 20 students per elementary/middle grade level and 32 per high school for 2009 only.

APPENDIX B

STUDENT GENERATION FACTOR REVIEW

APPENDIX B

STUDENT GENERATION RATES (SGR)

This section has not been updated for the 2010-2015 Capital Facilities Plan since no Impact Fee is requested.

APPENDIX C

SCHOOL IMPACT FEE CALCULATIONS

APPENDIX C

IMPACT FEE CALCULATION

This section has not been updated for the 2010-2015 Capital Facilities Plan since no Impact Fee is requested. Please refer to Page 22 of the Plan for an identification of the current impact fee factors.

Exhibit A-2
Ord 10-097

New Meadowdale Middle School: Opening Fall 2011

2010-2015
CAPITAL FACILITIES PLAN

EDMONDS
15
SCHOOL
DISTRICT

September, 2010

2010-2015
CAPITAL FACILITIES PLAN
EDMONDS SCHOOL DISTRICT No. 15

SCHOOL BOARD MEMBERS

Susan Phillips, President
Director District 4

Gary Noble, Vice President
Director District 3

Susan Paine
Director District 1

Ann McMurray
Director District 2

Patrick Shields
Director District 5

SUPERINTENDENT

Nick Brossoit, Ed. D.

Plan adopted by Board of Directors, September_____, 2010
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, (2010 -2016) 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 2010-2015 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 20,279 [1] (as of October 2009) with nineteen schools serving grades K-6; two 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, needs of the educational program and variability in financial resources available for staffing classrooms. 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 2008 Capital Facilities Plan. Much of this report is based on population projections provided by the County. The current projections cycle is 2015 to 2030.

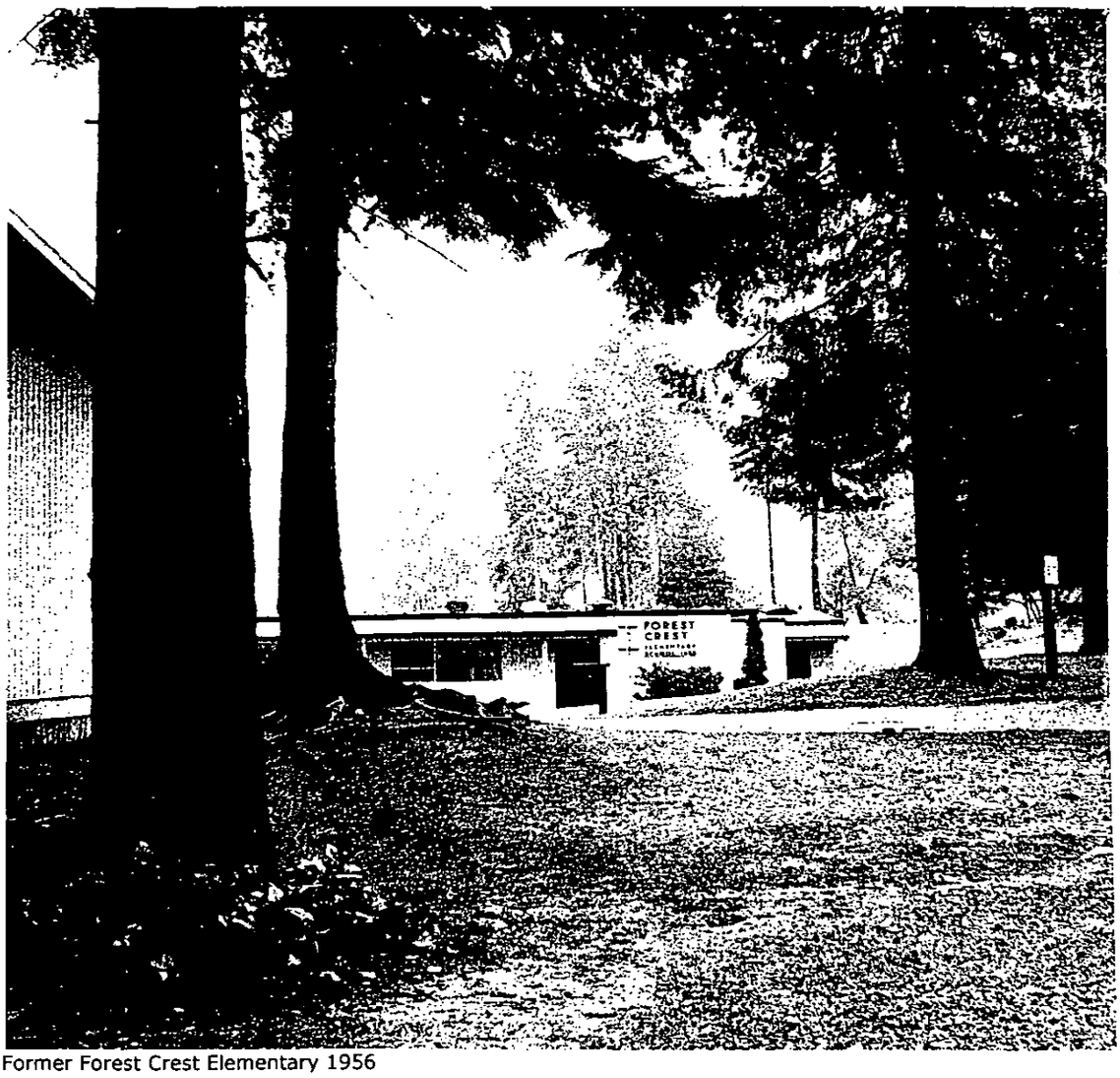
The process of delivering education within the District is not a static function. The educational program changes and adapts in response to the changing conditions within the learning community of the District. This CFP must be viewed as a work-in-progress that responds to the changing educational program and will assist in decision-making. The District monitors proposed new residential growth for impacts and implications to its facility planning and educational programs. Additionally, the District comments, as needed 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

[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.

future possibilities and arrives at directional conclusions and courses of action.

As the District will not ask for mitigation fees during 2010 through 2015, much of the in depth supporting documents that had been contained in earlier editions have not been reprinted. Most 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.



Former Forest Crest Elementary 1956

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

This capital facilities plan uses two foremost methodologies: one from Edmonds School District; and a second from the Washington State Office of Superintendent of Public Instruction, (OSPI). In past editions, a projection based on data from the Office of Financial Management was included. Inclusion of the OFM calculations is not required for districts not requesting mitigation fees and, therefore is not included in this report. A comparison to forecast enrollment using the two forecast methodologies is provided in Table 1, and appears as a graph in Figure 1.

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 the School Programs and Operations Levy.

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.

Projected Student Enrollment 2010-2015

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 as well. 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, (not shown) and an optimistic model for long-range planning because 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 long-range model used was developed by a demographics consultant under contract with the District and takes into account forecast population for Snohomish County, and the District's market share of that population.

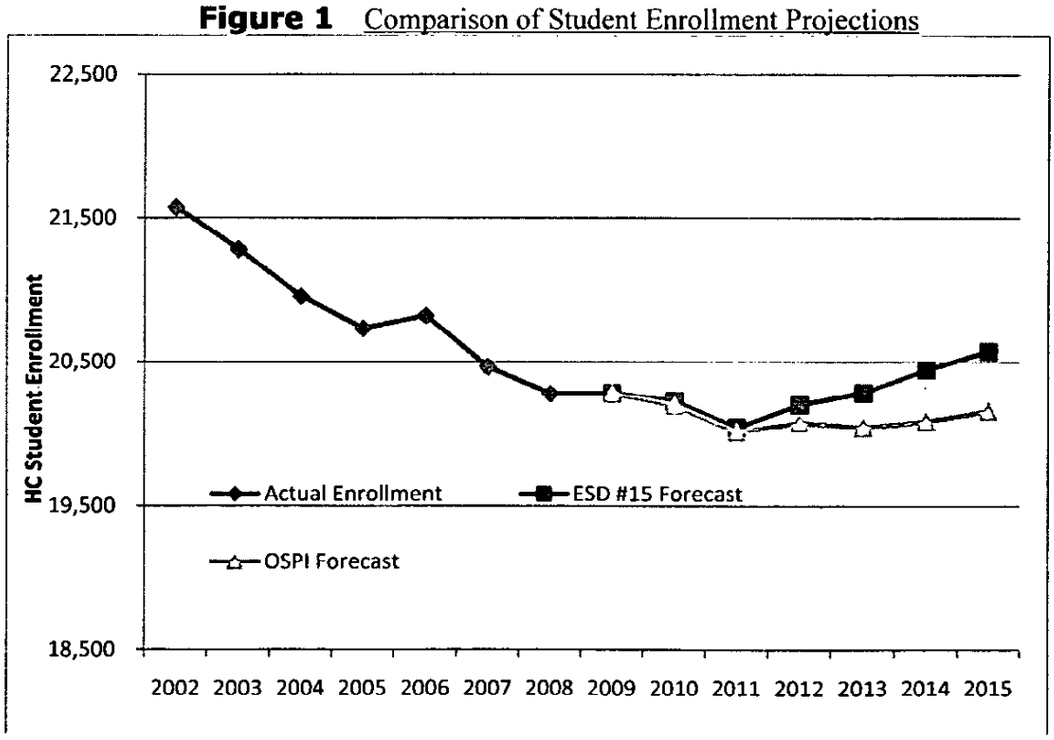
The District's long-range forecast projects total enrollment based on a market share of Snohomish County's forecast K-12 population. Included in the total is a kindergarten enrollment forecast using live birth data for the county Projected enrollment is then distributed by grade level according to cohort survival, adjusted based on predicted changes in Snohomish County population, (Kendrick, 2010) According to Kendrick's medium growth model, total enrollment is expected to increase by 298 students by the year 2015, an increase of 1.47% from existing levels, (Kendrick 2010).

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 future 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 118 students by the year 2015, a decrease of 0.58%from existing enrollment levels. These forecasts are expressed in Table 1 and, graphically, in Figure 1.

Table 1 - Comparison of Student Enrollment Projections Edmonds School District 2009-2015

								Actual Change	% Change
Projection	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2009-2015**	**2009-2015**
ESD 15	20,279	20,228	20,047	20,202	20,285	20,444	20,577	298	1.47%
OSPI	20,279	20,199	20,016	20,082	20,049	20,089	20,161	(118)	-0.58%

Figure 1 Comparison of Student Enrollment Projections



Based on the model for the six year period in question, overall student enrolment is projected to grow by 298 students, (1.47%). While elementary enrolment is calculated to rise by 809 or 7.80 percent, middle school population is expected to decline by 29 or a negative .095 percent. In addition, high school enrolment is expected to decline by 482, representing a negative 7.03 percent. Projected student enrollment by grade span based on this model is provided in Table 2.

Table 2- Projected Student Enrollment by Grade Span
Edmonds School District 20010-2015

Grade Span	Actual	Projected						Change 2015	% Change
	2009	2010	2011	2012	2013	2014	2015		
Elementary (K-6)	10,377	10,407	10,504	10,611	10,863	11,094	11,186	809	7.80%
Middle School (7-8)	3,041	3,020	3,012	3,039	2,986	2,901	3,012	-29	-.095%
High School (9-12)	6,861	6,801	6,530	6,552	6,435	6,449	6,379	-482	-7.03%
Total	20,279	20,228	20,047	20,202	20,285	20,444	20,577	298	1.47%

Medium Growth Model: Source: W. Les Kendrick, March 2010
Source: Determination of Projected Enrollments by Cohort Survival, Report 1049 (OSPI: Nov. 20, 2009

2030 Student Enrollment Projection

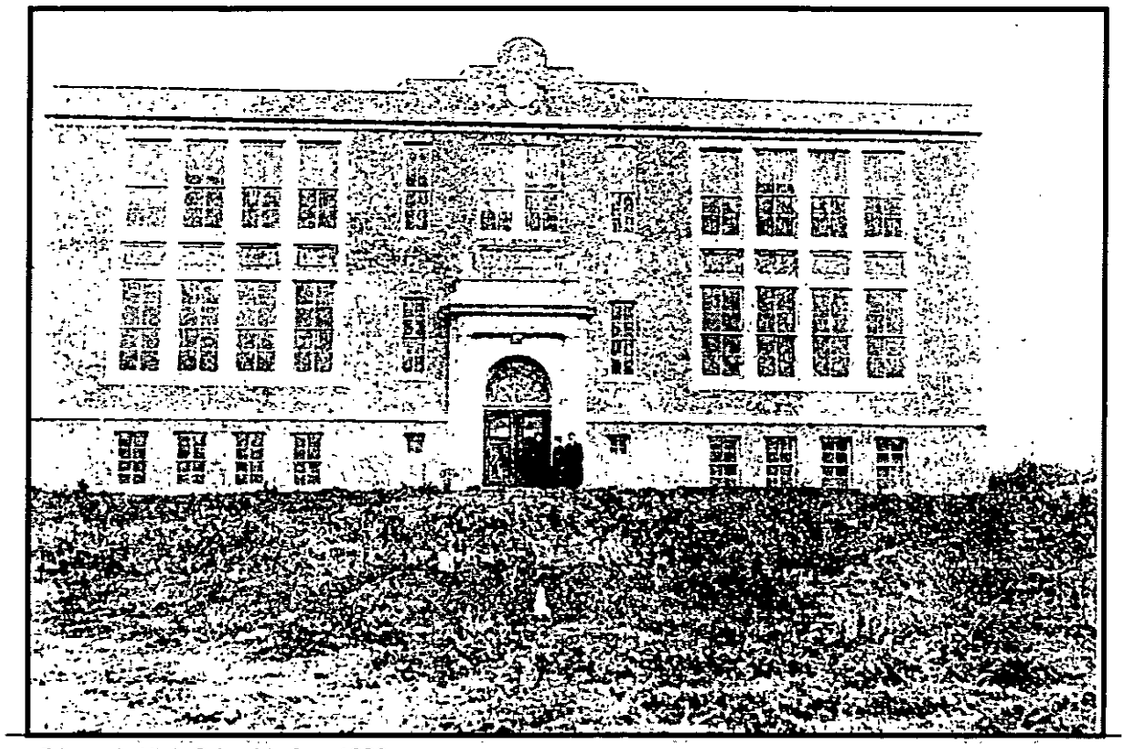
The year 2030 student enrollment projections are used by the District in determining its long-range (twenty-year) facility plan. The long-range plan also operates as a "check" on the six-year plan, and, therefore, is a means to ensure that this CFP is internally consistent, as well as ensuring this CFP's consistency with other elements of the local planning jurisdictions' comprehensive plans.

Table 3 Projected Student Enrollment Through 2030

Grade Span	2015 Projected Student Headcount	2030 Projected Student Headcount
Elementary (K-6)	11,186	11,897
Middle School (7-8)	3,012	3,546
High School (9-12)	6,379	7,495
District Total (K-12)	20,577	22,938

Medium Growth Model: Source: W. Les Kendrick, March 2010

Student Generation Rates were last updated in 2006. As the District is not requesting impact fees, they have not been updated for this plan. The District anticipates updating this information in the next edition, following the 2010 Census. 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.



Edmonds High School before 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, or funding or 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), is not currently funded by the state. This action had facility space implications but has not resulted in over capacity at any 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 21.5 students, 25.5 students for grades 2-4; and 27.5 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

- The District utilizes available teaching stations in our secondary schools from between the rate of 83% to over 100% with a class size average of 28 students. At 83%, a teacher's classroom is open one period without students for teacher planning. As the building increases in student population, and fewer classrooms are able to be freed during the day for planning, higher utilization percentages are seen. In the most difficult cases, the building is over capacity and is using spaces not originally designed for instruction. In the event of over crowding, the District may remediate by using facilities differently.
- Current design capacity for new middle schools is 750 students, and design capacity at high schools is set at 1,600. 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.

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 603 classrooms, the District could accommodate 15,075 elementary school children based upon actual capacity. With significant alteration to educational programming criteria, the District could increase current enrollment by 4,698 students if conditions required it.

Middle Schools / K-8

With a total of 168 classrooms, the District could accommodate 4,466 seventh and eighth graders in its K-8 and Middle Schools based on actual capacity With significant alteration to educational programming criteria, the District could increase enrollment by 1,425.

High Schools

The District could accommodate 8,000 high school students based upon actual capacity. With significant alteration to educational programming criteria, the District could increase enrollment by an additional 1,139.

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, developed properties 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:

- Nineteen serving grades K-6;
- Two 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 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 maximum 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	16 - Cedar Way	39 - Madrona K-8
2 - Meadowdale	19- Former Woodway	40 - Maplewood K-8
4 - Lynndale	20 - Chase Lake	64 - Meadowdale MS
5 - Seaview	22 - Hazelwood	68 - Alderwood MS
6 - Maplewood Center	23 - Cedar Valley	69 - Brier Terrace MS
7 - Alderwood	24 - Lynnwood	70 - College Place MS
8 - Sherwood	25 - Spruce	77 - Former Woodway HS
9 - Westgate	27 - Martha Lake	82 - Mountlake Terrace HS
12 - Former Melody Hill	30 - Oak Heights	83 - Meadowdale HS
13 - Mountlake Terrace	33 - Hilltop	85 - Lynnwood HS
14 - Terrace Park	35 - Edmonds	86 - Ed/ Woodway HS
15 - Brier	36 - College Place	

[2] WAC 392-343-035 Space allocation

Figure 2 - Map of School Facility Locations

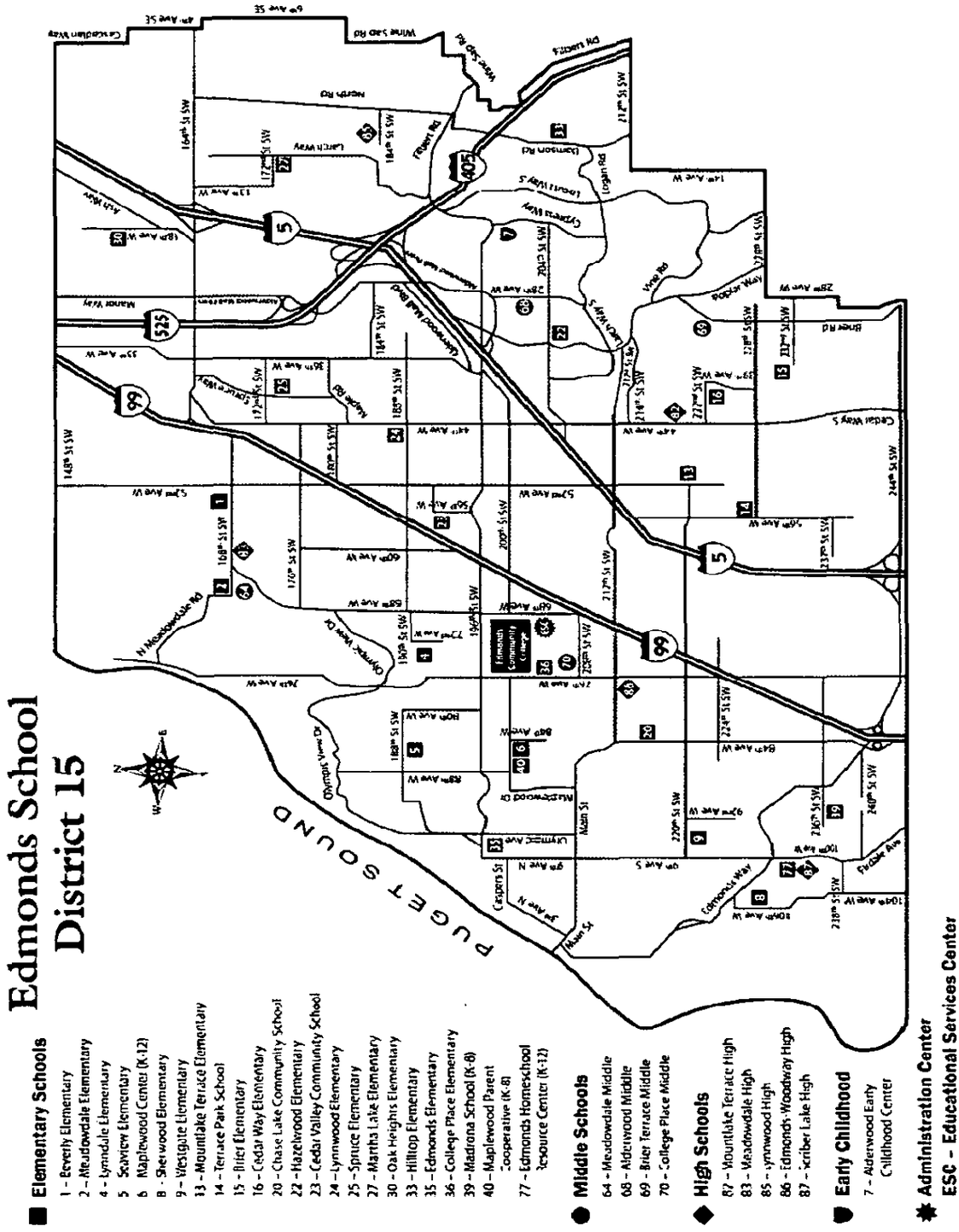


Table 4 Elementary School Capacity

Elementary School	Site Size Acres	Bldg. Area (Sq. Ft.)	Year Built or Last Remodel	Total Class Rooms	Max Student Capacity	Basic Ed Capacity
Alderwood	8.9	36,869	1965	20	500	n/a
Beverly	9.1	48,020	1988	24	600	426
Brier	10.0	43,919	1989	25	625	432
Cedar Valley K-8	22.1	64,729	2001	25	625	442
Cedar Way	9.4	53,819	1993	27	675	379
Chase Lake	10.3	57,697	2000	25	625	359
College Place	9.0	48,180	1968	27	675	437
Edmonds	8.4	34,726	1966	20	500	286
Hazelwood	10.3	51,453	1987	26	650	484
Hilltop	9.8	49,723	1967	25	625	488
Lynndale	10.0	39,043	1989	20	500	438
Lynnwood	8.9	45,460	1962	25	625	411
Madrona K-8	26.9	85,505	1963	32	800	697
Maplewood K-8	7.4	76,554	2002	27	675	462
Martha Lake	10.0	50,753	1993	26	650	535
Meadowdale	9.1	57,111	2000	25	625	411
Melody Hill	7.4	37,663	1958	20	500	0
Mountlake	8.0	40,412	1989	21	525	286
Oak Heights	9.4	49,355	1966	26	650	416
Seaview	8.3	49,420	1997	22	550	411
Sherwood	13.6	43,284	1966	20	500	338
Spruce	8.9	43,022	1966	20	500	437
Terrace Park	15.3	71,664	2002	33	825	406
Westgate	8.1	44,237	1989	22	550	348
Woodway	13.1	37,291	1962	20	500	202
Less Grades 7-8						(256)
Totals	271.7	1,259,909		603	15,075	9,275

Source: Facilities Operations Department, Edmonds School District, OSPI
Notes: * Maximum capacity = classrooms times 25 students
**Basic Education Capacity is based on the total program capacity for the building reduced by the number of classrooms required for special programs (learning support, ELL services, special education)

Table 5 - Middle School Capacity Inventory

Middle School	Site Size (acres)	Bldg Area (Sq. Ft.)	Year Built or Last Remodel	Total Class rooms	Max (3) Student Capacity	Basic Ed Capacity
Alderwood	19.3	93,882	1988	36	936	780
Brier Terrace	22.7	89,258	1969	37	962	801
College Place	18.7	87,031	1970	37	962	753
Meadowdale	20.7	102,925	1961	39	1,014	829
Grades 7&8 (1)				19	520	256
Former Woodway (2)					72	72
Totals	81.40	373,096		168	4,466	3,491

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
(3) Maximum Capacity equals classrooms times 26

Table 6 - High School Capacity Inventory

High School	Site Size (acres)	Building Area (Sq. Ft.)	Year Built or Last Remodel	Teaching Stations	Maximum Student Capacity	Basic ED Capacity
Edmonds-Woodway	28.5	208,912	1998	*	1,600	1,328
Lynnwood	40.5	217,597	2009	62	1,600	1,328
Meadowdale	40.0	197,306	1998	*	1,600	1,328
Mountlake Terrace	33.2	211,950	1991	*	1,600	1,328
Former Woodway (1)	39.0	148,740	1967	55	1,600	1,328
Totals	221.30	1,160,933		*	8,000	6,640

Source: Facilities Operations Department, Edmonds School District
*Notes: Capacity may vary depending on education program or schedules. These models assume that teachers use their classrooms one period a day for planning and preparation. If necessary, all classrooms could be used for all periods.
(1) Edmonds Home School Resource Center and Scriber Lake High housed at former Woodway High School.

Temporary Classroom Facilities (Portables)

Temporary 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 five portables at various school sites.

Table 7 - Temporary Classroom Inventory

School Site	Number of Portable Classrooms	Available Units	Interim Student Capacity Provided
College Place Elementary	2	2	52
Former Evergreen Elementary	1	0	0
Hilltop Elementary	2	2	52
Oak Heights Elementary	1	1	26
Former Woodway High School	4	0	0
Totals	10	5	130

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

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	3.3	Building demolished in 2003
Site 29	8.9	N.E. of Martha Lake
Site 28	9.5	S. of New Lynnwood High School
Site 32	9.4	N. of Beverly Elementary
Site 7 (Middle School)	18.9	Next to Martha Lake Elementary
Chase Lake Bog	7.5	Wetlands
Old ESC Site	3.9	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
Civic Center Playfield	7.9	Recreation: Leased by the City of Edmonds
New DSC	19.6	New District Services Center
Evergreen Elementary	10.3	Vacant(1)
Former LHS	40.1	Leased
Former Melody Hill	7.4	Leased
Meadowdale Playfields	21	Recreation: Leased by Lynnwood, Edmonds, Snohomish County
Woodway Elementary	13.1	Leased

Source: Facilities Operations Department, Edmonds School District
(1)Following the closure of Evergreen in June, 2009, the City of Mountlake Terrace rezoned the Evergreen property for non-school purposes.

SECTION 5 -- PROJECTED FACILITY NEEDS

Six-Year Facility Needs (through 2015)

Projected available student capacity was derived by subtracting projected student enrollment for each of the six years in the forecast period from the existing 2009 school capacity as shown in table 11 As described above, the District counts portable classroom units in capacity calculations; therefore, supplemental capacity provided by portables is included (information on portables can be found in Table 7).

Table 11 - Projected Available Student Capacity: 2010–2030

Grade Span	2010	2011	2012	2013	2014	2015	2030
Elementary	4,668	4,571	4,464	4,212	3,981	3,889	3,178
Middle School	1,446	1,454	1,427	1,480	1,565	1,454	920
High School	1,199	1,470	1,448	1,565	1,551	1,621	505

The District projects that it will have no unhoused students by the end of the forecast period (the year 2015). 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, or evaluate the use of non-voted debt that could be re-paid with property revenues.

While Edmonds School District is not anticipating dramatic population fluctuations in student enrollment until after 2015, population forecasts suggest that by 2030 the District may have sufficient capacity. 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.

SECTION 6 -- PLANNED IMPROVEMENTS

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 2010 to 2015 period may see a great deal of activity in the construction of a number of new sites. The new Lynnwood High School opened in September 2009. 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 former 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 under construction, new Meadowdale Middle School is scheduled to open in the fall of 2011. These projects are described in table 12 on the following page.

Table 12 - Construction Projects

Active Projects	Estimated Completion Date*	Student Capacity Change(1)	Estimated Project Cost
New Meadowdale Middle	Fall 2011	+30	$54,314,000
Bond total			**$54,314,000**
Proposed Projects	**Estimated Completion Date***	**Student Capacity Change**	**Estimated Project Cost****
New Alternative Learning Center	TBD	TBD	TBD
New District Support Center	TBD	N/A	TBD
Capital Improvement Projects, multi	uncertain		TBD
New Madrona K-8 Design & construction*	TBD	TBD	TBD
New Alderwood Middle- Design and Construction*	TBD	TBD	TBD
New Lynnwood Elementary- Design and Construction*	TBD	TBD	TBD
Revenue from Surplus Property		TBD	TBD

(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 13.

Table 13 - Capital Construction Finance Detail in Thousands

	Budget	2006 Bond	Reserve Funds	Local Funds	State Match	Other
New MDM	$54,314	$39,270	$6,044	$200	$8,800	
New Alt. Learning Ctr.	TBD			Property Revenue	TBD	EdCC
New DSC	TBD			Property Revenue	TBD	
New AWM	TBD			Property Revenue	TBD	
New MAD	TBD			Property Revenue	TBD	
New LDE	TBD			Property Revenue	TBD	

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 2015 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)

Five serviceable portables are expected to be in use at school sites throughout the District, providing supplemental capacity for approximately 130 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 2030.

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 Meadowdale Middle School

has a total project cost of $54.3 million dollars. The state match for this project is approximately $8.8 million or an actual rate of 16.2%. 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 kept pace with enrollment growth, increasing construction costs, or actual square footage constructed per student, matching funds from the State may not be received by a school district until two or three years after a school has been constructed. If a project is to stay on schedule, a District may have to commit to construction without any certainty of when State match will be available. 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 former 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 2015. 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 2015. The District has not updated Student Generation Rates, (SGR's) this year as the District is not requesting collection of impact fees. The District anticipates reviewing these rates following the 2010 census. SGR's are not used in forecasting enrollment and are only needed if calculating impact fees.

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Exhibit A-3
Ord 10-097

EVERETT SCHOOL DISTRICT No. 2

CAPITAL FACILITIES PLAN

2010 - 2015

August 16, 2010

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

EVERETT SCHOOL DISTRICT NO. 2

RESOLUTION NO. 1004

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, August 2006, and August 2008 the District approved Resolutions 700, 742, 799, 860, and 907 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 2010 Capital Facilities Plan for the years 2010-2015 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 _____, 2010 and authenticated by the signatures affixed below.

By: _____
Ed Petersen, President

By: _____
Kristie Dutton, Vice President

ATTEST:
By: _____
Dr. Gary D. Cohn, Superintendent
and Secretary for the Board

By: _____
Carol Andrews, Member

By: _____
Jessica Olson, Member

By: _____
Jeff Russell, Member

CAPITAL FACILITIES PLAN
2010-2015
EVERETT SCHOOL DISTRICT No. 2

BOARD OF DIRECTORS

Ed Petersen, President
Kristie Dutton, Vice President
Carol Andrews, Member
Jessica Olson, Member
Jeff Russell, Member

SUPERINTENDENT

Dr. Gary D. Cohn

August 16, 2010

For information on the Everett School District's Capital Facilities Plan contact Michael Gunn, Executive Director Facilities and Operations, 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
2010-2015

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Section 1

Introduction

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 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 2010-2015.

In accordance with GMA mandates, and Chapter 30.66C Snohomish County Code (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 2009 is estimated to be approximately 128,308.

The District serves 18,689 students (October, 2009) in seventeen elementary schools, five middle schools, three comprehensive high schools, one alternative high school and 83 portable classrooms. Full and part-time District staff number approximately 2040.

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 sites appropriate 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 one new elementary school site, and possibly one secondary school site to accommodate new schools needed by 2025 for un-housed students, and new classroom facilities at all grade levels will need to be constructed. Projections for un-housed students are based on enrollment growth and planned program changes.
- The acquisition of property for new schools will be a challenge as the number of suitable properties continues to diminish and over time the prices will escalate.
- The District has embarked, in recent years, on an ambitious plan to modernize older buildings. Despite this endeavor, there still are a couple of 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.

- The District is in the process of modernizing / renovating four elementary schools: Jefferson, Whittier, James Monroe, and View Ridge. At three locations we are adding additional building area to increase student capacity: Jefferson – 24 FTE; James Monroe – 96 FTE; and View Ridge – 72 FTE.

- Even with the relocation and/or purchase of relocatable facilities (portable classrooms), the District will still need to build a new elementary school by the 2015 school year.

- 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. In 2010 the voters approved a $48 million capital levy which includes district-wide technology upgrades, roofing replacements, flooring replacements, HVAC upgrades, and other well needed projects. Other amounts have come from state match and growth mitigation / impact fees.

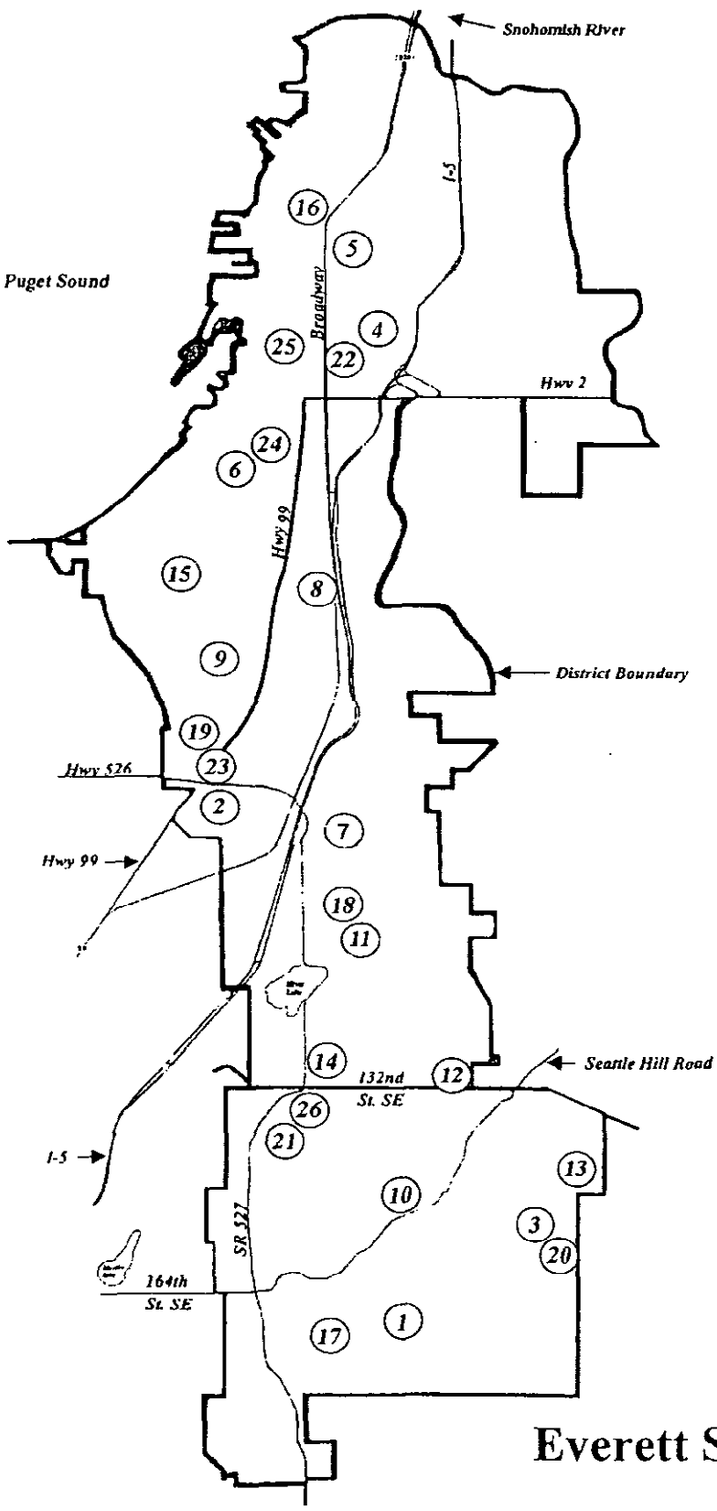

Figure 1
Map of School Facilities

NORTH

Approximate Scale: 1 mile

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. *Eisehnower 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

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.

Un-housed 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

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

Special Education – continued

  - 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 - 565 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 (high school only)
  - Music rooms
  - Drama rooms (high school only)
  - 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 occurred in the fall of 2008 when the District implemented new, District-wide, middle school boundaries 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, to ensure students are able to attend schools located close to their own neighborhood, and, if possible, all students living in a neighborhood should attend the same schools.

Section 4

Capital Facilities Inventory

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 impact 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 playfield.
- Approximately 8 acres adjacent to Jefferson Elementary School - This site is considered in a poor location for an elementary school and is too small for a middle or high school site. It is unlikely to be used as an elementary school site because it is located immediately adjacent to an existing elementary school.

[3] 90 sq. ft. per kindergarten through sixth grade student, 117 sq. ft. per grade seven and grade eight student, 130 sq. ft. per grade nine through grade twelve student, and 144 sq. ft. per disabled student. (WAC 392-343-035)

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

- 18.9 acres located at the southeast corner of Seattle Hill Road and State Route 527 (Bothell Everett Highway) - 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 as well as poor location.

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

- 29.1 acres on the North side of 180th Street SE, between 43rd Ave SE and 46th Ave SE - This is a potential site of a future elementary school and/or secondary school.

Table 1
School Inventory

Elementary School	Site Size (acres)	Bldg. Area (Sq. Ft.)(4)	Basic Ed. (Gr. 1-5) Classrms	Basic Ed. (Gr. 1-5) Capacity (X24)	1/2 Day Kindergarten Classrms	1/2 Day Kindergarten Capacity (X22)	All Day Kindergarten Classrms	All Day Kindergarten Capacity (X11)	Developmental Kindergarten Classrms	Developmental Kindergarten Capacity (X10)	Positive Behavior Support (Spec. Ed.) Classrms	Positive Behavior Support (Spec. Ed.) Capacity (X10)	Extended Resource (Spec. Ed.) Classrms	Extended Resource (Spec. Ed.) Capacity (X15)	Life Skills (Spec. Ed.) Classrms	Life Skills (Spec. Ed.) Capacity (X10)	Other (note 1)	Total School Capacity
Cedar Wood	14.40	55,454	19	456	2	44	1	11	0	0	0	0	0	0	0	0	4	511
Emerson	8.05	52,796	20	480	3	66	0	0	0	0	0	0	0	0	0	0	4	546
Forest View	15.30	62,156	20	480	1	22	2	22	0	0	0	0	2	30	0	0	3	554
Garfield	5.60	50,960	15	360	0	0	3	33	0	0	0	0	2	30	0	0	4	423
Hawthorne	8.84	72,395	19	456	0	0	4	44	0	0	0	0	0	0	0	0	5	500
Jackson	5.16	51,652	12	288	1	22	1	11	0	0	2	20	0	0	0	0	3	341
Jefferson	21.57 (2)	49,828	16	384	3	66	0	0	0	0	0	0	2	30	0	0	3	480
Lowell	9.34	58,690	15	360	2	44	1	11	0	0	0	0	0	0	0	0	5	415
Madison	9.64	58,063	17	408	2	44	1	11	0	0	0	0	2	30	0	0	4	493
Mill Creek	9.69	55,646	19	456	2	44	2	22	0	0	0	0	0	0	2	20	2	542
Monroe	9.15	48,865	19	456	2	44	1	11	0	0	0	0	0	0	0	0	4	511
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	18	432	2	44	1	11	1	10	0	0	0	0	0	0	4	497
Silver Lake	11.09	54,846	16	384	2	44	0	0	0	0	0	0	2	30	0	0	4	458
View Ridge	9.47	76,032	19	456	2	44	1	11	2	20	0	0	0	0	2	20	4	551
Whittier	5.20	52,235	17	408	1	22	1	11	0	0	0	0	0	0	0	0	3	441
Woodside	10.84	53,395	19	456	2	44	2	22	0	0	0	0	0	0	0	0	2	522
Total	**179.26**	**973,734**	**304**	**7296**	**29**	**638**	**33**	**253**	**3**	**30**	**4**	**40**	**10**	**150**	**4**	**40**	**62**	**8447**

Middle School	Site Size (acres)	Bldg. Area (Sq. Ft.)(4)	Basic Ed. Classrms	Basic Ed. Capacity (X24.3)	Spec. Ed. Resource Classrms	Spec. Ed. Resource Capacity (X24.3)	Extended Resource (Spec. Ed.) Classrms	Extended Resource (Spec. Ed.) Capacity (X15)	ELL (English Language Learner) Classrms	ELL (English Language Learner) Capacity (X18)	Accelerated Learning Support Classrms	Accelerated Learning Support Capacity (X15)	Other (note 1)	Total School Capacity
Eisenhower	19.67	107,252	34	826	2	49	2	30	0	0	2	30	1	935
Evergreen	21.74	116,526	37	899	2	49	3	45	1	18	2	30	1	1041
Gateway	43.7	110,181	33	802	2	49	3	45	0	0	2	30	1	926
Heatherwood	29.21	117,051	30	729	2	49	2	30	0	0	2	30	1	838
North	10.66	94,911	35	851	2	49	2	30	1	18	2	30	1	978
Total	**124.98**	**545,921**	**169**	**4107**	**10**	**245**	**12**	**180**	**2**	**36**	**10**	**150**	**5**	**4718**

High School	Site Size (acres)	Bldg. Area (Sq. Ft.)(4)	Basic Ed. Classrms	Basic Ed. Capacity (X24)	Spec. Ed. Resource Classrms	Spec. Ed. Resource Capacity (X24)	Extended Resource (Spec. Ed.) Classrms	Extended Resource (Spec. Ed.) Capacity (X15)	ELL (English Language Learner) Classrms	ELL (English Language Learner) Capacity (X18)	Math/English Support Classrms	Math/English Support Capacity (X15)	Other (note 1)	Total School Capacity
Cascade	38.85	244,345	67	1608	4	96	3	45	1	18	5	75	3	1842
Everett	11.12	280,459	73	1752	4	96	5	75	1	18	5	75	3	2016
Jackson	42.79	241,490	66	1584	1	24	5	75	1	18	5	75	3	1776
Sequoia	3.02 (3)	67,007	20	480	0	0	0	0	0	0	0	0	1	480
Total	**95.78**	**833,301**	**226**	**5424**	**9**	**216**	**13**	**195**	**3**	**54**	**15**	**225**	**10**	**6114**

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, 2010 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 Kindergarten		Developmental Kindergarten		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	6	144	0	0	0	0	0	0	0	0	0	0	0	0	0	144
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	5	120	0	0	0	0	0	0	0	0	0	0	0	0	0	120
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	1	24	0	0	0	0	0	0	0	0	0	0	0	0	1	24
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	3	72	0	0	0	0	0	0	0	0	0	0	0	0	0	72
Total	35	840	0	0	0	0	0	0	0	0	0	0	0	0	4	840

Middle School	Basic Ed.		Spec. Ed Resource		Extended Resource (Spec. Ed.)		ELL (English Language Learner)		Accelerated 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	5	122	0	0	0	0	1	18	0	0	0	140
Evergreen	4	97	1	24	0	0	1	18	0	0	0	139
Gateway	8	194	0	0	0	0	0	0	0	0	0	194
Heatherwood	7	170	0	0	0	0	1	18	0	0	0	188
North	1	24	0	0	0	0	0	0	0	0	0	24
Total	25	607	1	24	0	0	3	54	0	0	0	685

High School	Basic Ed		Spec. Ed. Resource		Extended Resource (Spec. Ed.)		ELL (English Language Learner)		Math/English Support		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	7	168	0	0	0	0	0	0	0	0	0	168
Sequoia	0	0	0	0	0	0	0	0	0	0	0	0
Total	7	168	0	0	0	0	0	0	0	0	1	168

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, 2010 and as determined by Section 3: Educational Program Standards.

Table 3

Support Facility Inventory

Support Facilities	**Site Size** (Acres) *Approximate*	**Building Area** (Sq. Ft.)
Maintenance Facility	1.5	29,080
Vehicle Repair Building	-	7,851
Maintenance Storage Building	0.4	10,594
Longfellow Building & Annex	2.2	32,200
Educational Service Center	8.1	14,741
North Satellite Bus Facility	2.4	12,600
Lively Environmental Center	22	3,894
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**	**164,653**

Section 5

Student Enrollment

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 2009. Enrollment is projected to continue to rise gradually through 2015. Enrollment projections from 2015 to 2025 are linked directly to GMA population forecasts, and are expected to show a gradual increase as well.

2010-2015 Enrollment Projections

This CFP has been prepared using the Kendrick enrollment projection from 2010 through 2015. This enrollment projection method was chosen because it uses a grade progression method (cohort survival analysis) that tracks the progress of students as they progress from grade to grade. 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 five years. After completing the initial forecast, the numbers were adjusted using new home construction data, county population forecasts, and forecasts of the future K-12 population in the county. The Kendrick methodology is described in more detail in Appendix E. The Kendrick enrollment projections are presented in Tables 4, 5, and 6; The OFM – Ratio enrollment projections are presented in Tables 5 and 7; and the OSPI enrollment projections are presented in Table 5. 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 historical cohort-survival projection prepared by OSPI (described in more detail in Appendix C) and an OFM Ratio projection prepared by Shockey/Brent, Inc. The OFM Ratio method (described in more detail in Appendix D) is based on a percentage of the District's population as predicted by OFM and Snohomish County.

Based on the Kendrick enrollment projections, overall District enrollment will increase by 813 students over the next six years, reflecting an increase of approximately 4.5052% over 2009 levels. Table 6 provides a breakdown of the Kendrick enrollment projections by grade span for every year from 2010 to 2015. This table indicates elementary school enrollments will rise each year through 2015; middle school enrollments will rise through 2012, decline slightly in 2013 and then rise again through 2015; high school enrollments will decline through 2012 and then rise through 2015.

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 Kendrick produce projections that far into the future.

The OFM projections for 2025 indicate that total enrollment in the District will increase to 21,265 FTE, an increase of 15.14% over the 2009 enrollment levels. 2025 enrollments are predicted to be higher than 2009 capacities at the elementary, middle, and high school levels. An analysis of future capacities and facilities needs is provided in Section 6.

Table 4

Enrollment 2000-2015

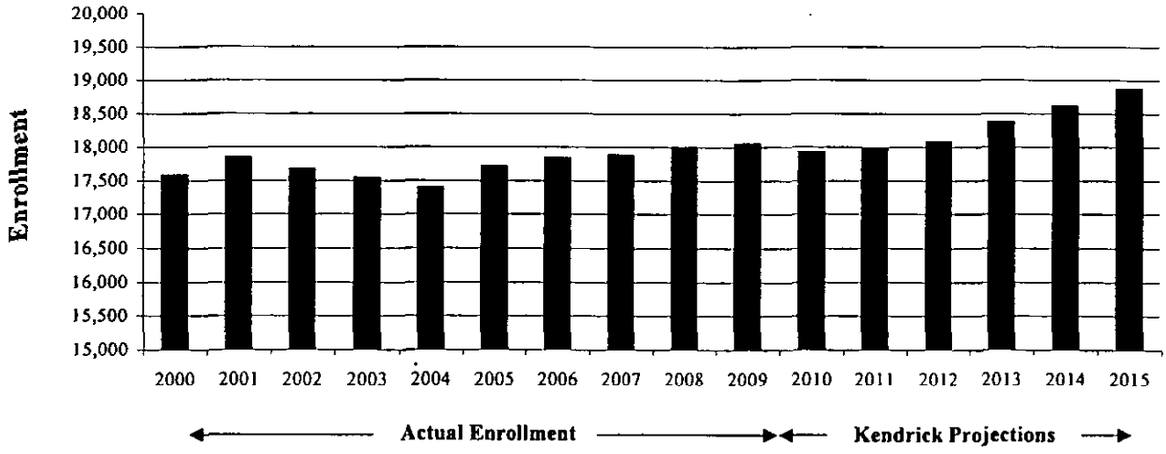

Table 5

Comparison of Enrollment Projections: 2009-2015

	Actual							Projected Total Change	Projected Percent Change
	2009	2010	2011	2012	2013	2014	2015	09-15	09-15
OSPI	**18,046**	18,059	18,372	18,710	19,172	19,501	19,892	1,846	10.23
OFM Ratio	**18,046**	18,410	18,570	18,744	18,919	19,117	19,329	1,283	7.11
Kendrick	**18,046**	17,918	17,984	18,070	18,367	18,610	18,859	813	4.51

Table 6

Kendrick Enrollment Projections: 2009-2015

	Actual						
	2009	2010	2011	2012	2013	2014	2015
Elementary School	**8,183**	8,316	8,434	8,538	8,765	8,914	9,052
Middle School	**4,231**	4,289	4,339	4,394	4,319	4,383	4,432
High School	**5,632**	5,314	5,209	5,140	5,279	5,310	5,375
Total:	**18,046**	17,919	17,982	18,072	18,363	18,607	18,859

Table 7

OFM Ratio Enrollment Projections: 2025

	2025
Elementary School	9,515
Middle School	5,026
High School	6,724
Total:	21,265

Table 8

Permanent Facility Capacity Calculations 2009-2025

Elementary School	2009	2010	2011	2012	2013	2014	2015	2025
Enrollment	**8183**	8316	8434	8538	8765	8914	9052	9515
Capacity Increase Due to Construction Projects		24	0	96	72	0	565	240
Total Capacity (after construction projects)	8447	8471	8471	8567	8639	8639	9204	9444
Amount of Enrollment Above or Below (-) Capacity		-155	-37	-29	126	275	-152	71
2010-2015 Middle School Growth Factor *	(9052-8447) / 757 = 79.92%							

Middle School	2009	2010	2011	2012	2013	2014	2015	2025
Enrollment	**4231**	4289	4339	4394	4319	4383	4432	5026
Capacity Increase Due to Construction Projects		0	0	0	0	0	0	316
Total Capacity (after construction projects)	4718	4718	4718	4718	4718	4718	4718	5034
Amount of Enrollment Above or Below (-) Capacity		-429	-379	-324	-399	-335	-286	-8
2010-2015 Middle School Growth Factor *	Growth Factor = 0.00% (no new construction is planned)							

High School	2009	2010	2011	2012	2013	2014	2015	2025
Enrollment	**5632**	5314	5209	5140	5279	5310	5375	6724
Capacity Increase Due to Construction Projects		0	0	0	0	0	0	650
Total Capacity (after construction projects)	6114	6114	6114	6114	6114	6114	6114	6764
Amount of Enrollment Above or Below (-) Capacity		-800	-905	-974	-835	-804	-739	-40
2010-2015 Middle School Growth Factor *	Growth Factor = 0.00% (no new construction is planned)							

** ((Highest Enrollment from 2010 to 2015) minus (2009 Capacity)) divided by (Sum of Capacity Increases Due to Construction Projects)*

Section 6

Capital Facilities Plan

SECTION 6 - CAPITAL FACILITIES PLAN

Facilities Needs 2010-2015

As of 2009, there were not any existing capacity deficiencies at the elementary, middle, or high school levels. District-wide enrollment is projected to decrease slightly in 2010; following this there is a gradual increase each year from 2011 to 2015. During this six year time period the anticipated enrollment levels will be below existing capacities at both the middle and high school levels; but over capacity at the elementary school level. Enrollment and capacity projections are presented together for comparison purposes in Table 8 – *Permanent Facility Capacity Calculations 2009-2025* on page 5-3.

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 2015. Timelines for these projects can be found in Table 9 – *Capital Facilities Plan.*

Elementary Schools

District-wide elementary school enrollment is projected to reach 9,052 in 2015 as shown on page 5-3, Table 8, an increase of 869 students from the 2009 enrollment of 8,183. This is 605 more students than the existing 2009 elementary school capacity of 8,447. In response to this increase in enrollment: 1) Eight additional classrooms spaces will need to be added to already scheduled elementary school modernizations and/or new in-lieu construction [Jefferson – 24 FTE, James Monroe – 96 FTE students, and View Ridge – 72 FTE]. 2) A new elementary school (Elementary No. 18) with a projected capacity of 565 needs to be constructed. Depending on where the enrollment growth occurs, a potential location for this school is on a parcel of land, owned by the District, situated in the southeast portion of the District. 3) 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 $31,115,000.[4]

Middle Schools

District-wide middle school enrollment is projected to rise between 2010 and 2012, decline slightly in 2013, and then increase to its highest level of 4,432 in 2015. The existing 2009 middle school capacity of 4,718 will be adequate to accommodate the anticipated enrollment. To provide for enrollment increases at individual schools, portable classrooms will be brought in to provide sufficient classroom space, while avoiding additional construction expense. The total cost is estimated to be approximately $75,000.[4] No other projects adding capacity are planned through 2015.

High Schools

District-wide high school enrollment is projected to decline between 2010 and 2012, and then increase between 2013 and 2015 reaching its highest level of 5,375 in 2015. The existing high school capacity of 6,114 will be able to accommodate the anticipated enrollment. As enrollment increases at individual schools, portable classrooms will need to be brought in to provide sufficient classroom space while avoiding additional construction expense. The total cost is estimated to be approximately $150,000.[4] No other projects adding capacity are planned through 2015.

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[4] The portable classroom relocations costs of $900,000 are not included in the impact fee calculations.

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 2015. Timelines for these projects can be found in Table 9 – *Capital Facilities Plan.*

Elementary Schools
- Modernizations and/or new-in-lieu construction at:
  - Jefferson
  - Whittier
  - Monroe
  - View Ridge
  - Woodside
- The total cost is estimated to be approximately $67,612,000.

Middle Schools
- Begin the process for a modernization/renovation of North Middle School.
- The total cost is estimated to be approximately $2,000,000.

High Schools
- Addition to the Cafeteria / Commons area at H.M. Jackson High School
- Modernization of the Gymnasium / Athletics building at Everett High School
- The total cost is estimated to be approximately $17,424,000.

Other School Projects
- District-wide upgrades to heating, ventilation and air conditioning systems, technology upgrades, and other miscellaneous systems upgrades.
- The total cost is estimated to be approximately $31,178,000.

Facilities Needs 2016-2025

Planned Improvements
In order to house the District wide OFM projected enrollments from 2016 to 2025, as shown on page 5-3, Table 8 – *Permanent Facility Capacity Calculations 2009-2025*, the District would need to construct classroom additions at various sites throughout the district. We would need to plan for a minimum of 10 (ten) additional classrooms, at the elementary level, with a capacity of 240 FTE. In addition, we need to construct additional building area (square footage) equivalent to: One-third (1/3) of a middle school (316 FTE / 13 classrooms), and One-Third (1/3) of a high school (650 FTE / 27 classrooms. To prepare for this and future growth, the district may need to, depending on where the enrollment growth occurs, purchase a site for new elementary school.

Since most of the undeveloped land suitable for housing development is located 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 9
Capital Facilities Plan

	Estimated Project Cost by Year - in $ Millions						Total	Secured	Secured	Unsecured
	2010	2011	2012	2013	2014	2015	Cost	Bond/Levy [1]	Other [2]	Other [3]
Improvements Adding Student Capacity										
Elementary School										
New Elementary #18				$1.000	$10.000	$18.000	$29.000	$1.000		$28.000
8 Classrooms added to modernizations	$0.180		$0.720	$0.540			$1.440	$1.440		
Portable Relocations / Purchase		$0.075	$0.150	$0.150	$0.150	$0.150	$0.675	$0.675		
Middle School										
Portable Relocations / Purchase					$0.075		$0.075	$0.075		
High School										
Portable Relocations / Purchase				$0.075		$0.075	$0.150	$0.150		
Subtotal	**$0.180**	**$0.075**	**$0.870**	**$1.765**	**$10.225**	**$18.225**	**$31.340**	**$3.340**		**$28.000**
Improvements Not Adding Student Capacity										
Modernization of 5 Elem. Schools	$14.703	$27.977	$16.297	$1.635	$1.000	$6.000	$67.612	$60.612		$7.000
Modernization of 1 Middle School						$2.000	$2.000			$2.000
Cafeteria Addition at JHS	$0.900	$1.500	$0.094				$2.494		$2.494	
Modernization of EHS Gymnasium			$0.280	$6.000	$8.615	$0.035	$14.930	$14.930		
Upgrade HVAC/Envelops/Floor Systems	$1.363	$1.363	$1.363	$1.363	$1.363	$1.363	$8.178	$8.178		
District-Wide Technology Upgrades	$5.000	$4.500	$4.500	$4.500	$4.500		$23.000	$23.000		
Subtotal	**$21.966**	**$35.340**	**$22.534**	**$13.498**	**$15.478**	**$9.398**	**$118.214**	**$106.720**	**$2.494**	**$9.000**
Total	**$22.146**	**$35.415**	**$23.404**	**$15.263**	**$25.703**	**$27.623**	**$149.554**	**$110.060**	**$2.494**	**$37.000**

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.

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

CAPITAL FACILITIES FINANCING PLAN

Six Year Finance Plan

The *Capital Facilities Plan* (Table 9) demonstrates how the Everett School District intends to fund new construction and improvements to school facilities for the years 2010 through 2015. The financing components include secured funding from capital projects bonds and levies, secured funding from other sources (proceeds from property sales, school mitigation / impact fees, and State Match funds remaining from prior construction projects) and unsecured future funding sources (bonds, levies, and school mitigation / impact fees). The financing plan also 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.

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. It is anticipated that the District will run a capital improvement bond measure in 2014. Several major projects have been or will be financed by these bonds. In addition, the Everett School District passed a capital improvements levy for $48 million in 2010.

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 criterion 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.[5]

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

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

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. Over the past 5 years, 2005-2010, the District has completed five (5) modernizations and is currently working on three (3) modernization and/or new in-lieu construction projects. The District did not receive any State Matching Funds for any of these projects.

Projects completed in the past five years:

- Emerson Elementary
- Garfield Elementary
- Silver Lake Elementary
- Eisenhower Middle
- Everett High – Little Theater

Project presently under construction:

- Whittier Elementary
- Jefferson Elementary
- James Monroe Elementary

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 for the Everett School District are calculated on worksheets contained in Appendix A and are summarized on Table 11 at the end of this section.

Impact fees have been calculated utilizing the formula in Chapter 30.66C SCC. 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 (none anticipated for the Everett School District for facilities needed to serve new growth.) 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 only address existing deficiencies have been eliminated from the variables used in the calculations as indicated in Table 12.

Exclusion of Costs to Correct Existing Deficiencies

2010-2015 Costs

By ordinance, new development cannot be assessed impact fees to correct existing deficiencies. For this CFP update, the base year for determining existing deficiencies is 2009. Thus, capacity deficiencies existing in 2009 must be deducted from the total projected deficiencies in the calculation of impact fees. This is accomplished in Table 8 (page 5-3) for school construction costs by calculating a 2009-2015 Growth Factor percentage for each grade span. This Growth Factor is then used to modify (reduce) certain variables included in the calculation of the School Construction Cost Element, which are shown on the lines labeled "Growth Related (2009-2015)" in Table 12. For example: The total cost of eight additional classrooms and a new elementary school in Table 12 ($30,440,000)[6] was multiplied by the Elementary Growth Factor from Table 8 (79.92%) to obtain the "Growth Related (2009-2015)" school construction cost in Table 12 ($24,327,648) used in the impact fee calculations (Appendix A).

[6] The portable classroom relocations costs of $900,000 are not included in the impact fee calculations. Therefore $31,340,000 minus $900,000 equals $30,440,000.

Projects Included in the Calculation of Impact Fees

The calculations of school impact fees in this Capital Facilities Plan are based on the following projects which address future growth-related needs for elementary and middle school facilities in the south end of the District:

2005-2015 Needs:	One New Elementary School	-	$29,000,000
	Eight Additional Classrooms	-	$1,440,000
			$30,440,000

Projects ***Not*** Included in the Calculation of Impact Fees

The following projects deal primarily with existing deficiencies or do not add capacity, and are not included in the calculation of impact fees:

Modernization of 5 elementary schools
Modernization of 1 middle school
Cafeteria / Commons Addition @ HM Jackson High School
Modernization of Gymnasium / Athletics Building @ Everett High School
Heating, Ventilation and Air Conditioning Systems Upgrades
Building Envelope Upgrades
Flooring Upgrades
District-Wide Technology Upgrades
Miscellaneous Upgrades - District-wide

The proposed locations and capacities of new or expanded capital facilities are:

New Elementary No. 18: Specific location not yet determined, one possibility is the 180th Street SE site. The location of the school will take into consideration the location(s) of the enrollment growth (Capacity 565 FTE)

Eight additional elementary classroom spaces: As part of modernizations and/or new in-lieu construction at Jefferson, James Monroe, & View Ridge (Capacity 192 FTE)

Portable Relocations: Various sites throughout the District. (Capacity 24 FTE ea.)

Calculation Criteria (See Table 12)

Site Acquisition Cost Element

Site Size: The site size gives the optimum acreage for each school type based on studies of existing school sites. 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. The space for site size on Table 12 contains the additional area the District plans to acquire during the six year period, 2009-2015.

Average Land Cost per Acre: The cost per acre is based on estimates of land costs within the District, based on recent land purchases and 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 Everett School District has, in the recent past, researched and evaluated potential land purchases in the southeast area of the District. This is the most likely area of the District to experience growth in the future, and much of it is included in the recently rezoned Mill Creek East UGA or immediately adjacent areas that could be rezoned as well. Developed sites, which sometimes must be acquired adjacent to existing school sites in order to expand these facilities, can cost substantially more.

Additional Land Capacity: Building capacities reflect the District's optimum number of students each school type is designed to accommodate. These figures are based on design studies of optimum floor area for new school facilities. The Everett School District designs new elementary schools to accommodate 550 to 565 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 SCC, 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 B.

The student generation rates for the Everett School District are discussed in Appendix A and shown on Table 10.

Table 10
Student Generation Rates*

Housing Type	K-5	6-8	9-12	K-12
Single Family	.308	.122	.136	.566
Multiple Family, 2+ BR	.126	.074	.056	.255
Multiple Family, 0-1 BR	.008	.004	.004	.016

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

School Construction Cost Variables

Additional Building Capacity: Building capacities reflect the District's optimum number of students each school type is designed to accommodate. These figures are based on design studies of optimum floor area for new school facilities. The Everett School District designs new elementary schools to accommodate 550 to 565 students, new middle schools 750 students and new high schools 1,500 students. For additional classroom space the Everett School District uses a capacity of 24 FTE per room.

Current Permanent Square Footage: From Table 1 on page 4-3.

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. Projects or portions of projects that address existing deficiencies, which are those students who are un-housed as of December 31, 2009 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.

State Match Credit Variables

Boeckh Index (Area Cost Allowance): This number is generated by OSPI as a guide for determining the area cost allowance for new school construction. The index is adjusted regularly for inflation. As of July 1, 2010 the Boeckh Index has been adjusted to $180.17 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 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 Everett School District would receive basic project reimbursement on a State matching ratio. However, because the State has determined that the Everett District has excess student capacity according to the State's formula, the Everett District is not eligible for new construction State match at this time. Therefore, the effective State match ratio is zero. If the Everett School District was eligible to receive state matching funds, the 2010 matching ratio, according to OSPI, would be 52.52%.

Tax Credit Variables

Under Chapter 30.66C SCC, a credit is granted to new development to account for property taxes which 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 4.00%.

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 Everett School District is .002100.

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 is $315,556 for single-

family detached residential dwellings; $99,755 for one-bedroom multi-family units, and $145,067 for two or more bedroom multi-family units.

Loan Payoff (Years): 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 the Snohomish County school districts is assumed to be 10 years for purposes of calculating this credit.

Impact Fee Schedule

Table 11
School Impact Fees
Everett School District

Housing Type	Impact Fee Per Unit
Single Family	$3,073
Multiple Family, 0-1 BR	$0
Multiple Family, 2+ BR	$1,108

Table 12
Impact Fee Variables Table
Everett School District

Criteria	Elementary	Middle	High
Site Acquisition Cost Element			
Site Size (acres)			
Growth Related (2016-2025)			
Average Land Cost Per Acre			
Total Land Cost			
Growth Related (2016-2025)			
Additional Land Capacity			
Growth Related (2016-2025)			
Student Factor			
Single Family	.308	.122	.136
Multiple Family 1 Bdrm	.008	.004	.004
Multiple Family 2 Bdrm	.126	.074	.056
School Construction Cost Element	8 Classrooms & 1 New School		
Additional Building Capacity	757	0	0
Growth Related (2010-2015)	605	0	0
Current Facility Square Footage	973,734	545,921	833,301
Estimated Facility Construction Cost	$30,440,000	$0	$0
Growth Related (2010-2015)	$24,327,873	$0	$0
State Match Credit			
Boeckh Index-- July, 2009 to June 2010	$180.17	$180.17	$180.17
School Space per Student (OSPI)	90	117	130
State Match Percentage	0.00%	0.00%	0.00%
Tax Payment Credit			
Interest Rate	4.00%	4.00%	4.00%
Loan Payoff (Years)	10	10	10
Levy Rate	0.002307871	0.002307871	0.002307871
Average Assessed Value	$315,556 (Single Family)	$99,755 (MF 1 bdrm)	$145,067 (MF 2 bdrm)
Growth-Related Capacity Percentage			
Permanent Facilities	79.92%	0.00%	0.00%
Discount	50%	50%	50%

Appendix A

Impact Fee Calculations

IMPACT FEE WORKSHEET
EVERETT SCHOOL DISTRICT
SINGLE-FAMILY RESIDENTIAL

SITE ACQUISITION COST

acres needed	0.00	x	cost per acre	$0	/	capacity (# students)	0	x	student factor	0.308	=	$0	(elementary)
acres needed	0.00	x	cost per acre	$0	/	capacity (# students)	0	x	student factor	0.122	=	$0	(middle school)
acres needed	0.00	x	cost per acre	$0	/	capacity (# students)	0	x	student factor	0.136	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$24,327,873	/		capacity (# students)	605	x	student factor	0.308	=	$12,385	(elementary)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.122	=	$0	(middle school)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.136	=	$0	(high school)
							Subtotal			$12,385	

Total Square Feet of Permanent Space (District) 2,352,956 / Total Square Feet of Relocatable Facilities (Portables) 2,417,860 = 97.32%

TOTAL FACILITY CONSTRUCTION COST = $12,053

STATE MATCH CREDIT

BOECKH Index	$180.17	x OSPI Allowance	90	x	State Match %	0.00%	x	student factor	0.308	=	$0	(elementary)
BOECKH Index	$180.17	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.122	=	$0	(middle school)
BOECKH Index	$180.17	x OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0.136	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $0

TAX PAYMENT CREDIT

[((1+ interest rate 4.00%)^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00230787062 capital levy rate x

assessed value $315,556 = $5,907 (tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$12,053
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	$0
(LESS TAX PAYMENT CREDIT)	($5,907)
(LESS COUNTY DISCOUNT)	($3,073)
(LESS ELECTIVE DISTRICT DISCOUNT)	$0
FINAL IMPACT FEE PER UNIT	**$3,073**

IMPACT FEE WORKSHEET
EVERETT SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

SITE ACQUISITION COST

acres needed	0.00	x	cost per acre	$0	/	capacity (# students)	0	x	student factor	0.008	=	$0 (elementary)
acres needed	0.00	x	cost per acre	$0	/	capacity (# students)	0	x	student factor	0.004	=	$0 (middle school)
acres needed	0.00	x	cost per acre	$0	/	capacity (# students)	0	x	student factor	0.004	=	$0 (high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$24,327,873	/		capacity (# students)	605	x	student factor	0.008	=	$322 (elementary)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.004	=	$0 (middle school)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.004	=	$0 (high school)
							Subtotal			$322

Total Square Feet of Permanent Space (District): 2,352,956 / Total Square Feet of School Facilities (Portables): 2,417,860 = 97.32%

TOTAL FACILITY CONSTRUCTION COST = $313

STATE MATCH CREDIT

BOECKH Index	$180.17	x OSPI Allowance	90	x	State Match %	0.00%	x	student factor	0.008	=	$0 (elementary)
BOECKH Index	$180.17	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.004	=	$0 (middle school)
BOECKH Index	$180.17	x OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0.004	=	$0 (high school)

TOTAL STATE MATCH CREDIT = $0

TAX PAYMENT CREDIT

[((1+ interest rate 4.00%)^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00230787062 capital levy rate x

assessed value $99,755 = $1,867 (tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$313
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	$0
(LESS TAX PAYMENT CREDIT)	($1,867)
(LESS COUNTY DISCOUNT)	$0
(LESS ELECTIVE DISTRICT DISCOUNT)	$0
FINAL IMPACT FEE PER UNIT	**$0**

IMPACT FEE WORKSHEET
EVERETT SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL – 2 BDRM OR MORE

SITE ACQUISITION COST

acres needed	0.00	x	cost per acre	$0	/	capacity (# students)	0	x	student factor	0.126	=	$0 (elementary)
acres needed	0.00	x	cost per acre	$0	/	capacity (# students)	0	x	student factor	0.074	=	$0 (middle school)
acres needed	0.00	x	cost per acre	$0	/	capacity (# students)	0	x	student factor	0.056	=	$0 (high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$24,327,873	/		capacity (# students)	605	x	student factor	0.126	=	$5,067	(elementary)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.074	=	$0	(middle school)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.056	=	$0	(high school)
								Subtotal		$5,067	

Total Square Feet of Permanent Space (District)	2,352,956	/ Total Square Feet of School Facilities (Portables)	2,417,860	= 97.32%

TOTAL FACILITY CONSTRUCTION COST = $4,931

STATE MATCH CREDIT

BOECKH Index	$180.17	x OSPI Allowance	90	x	State Match %	0.00%	x	student factor	0.132	=	$0	(elementary)
BOECKH Index	$180.17	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.056	=	$0	(middle school)
BOECKH Index	$180.17	x OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0.075	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $0

TAX PAYMENT CREDIT

{((1+ interest rate 4.00%)^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00230787062 capital levy rate x

assessed value $145,067 = $2,715 (tax payment credit)

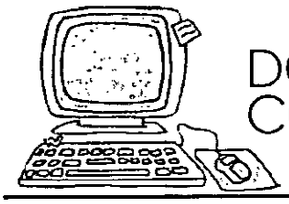
IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$4,931
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	$0
(LESS TAX PAYMENT CREDIT)	($2,715)
(LESS COUNTY DISCOUNT)	($1,108)
(LESS ELECTIVE DISTRICT DISCOUNT)	$0

FINAL IMPACT FEE PER UNIT	**$1,108**

Appendix B

Student Generation Rate Study



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Student Generation Rate Study
For the
Everett School District

4/5/2010

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. Attached 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 2002 through December 2008. 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 2010. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the Metroscan data.

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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 4,167 single family detached units were compared with data on 18,701 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	258	0.062
1	246	0.059
2	185	0.044
3	220	0.053
4	191	0.046
5	182	0.044
6	168	0.040
7	175	0.042
8	167	0.040
9	156	0.037
10	162	0.039
11	124	0.030
12	125	0.030
K-5	1282	0.308
6-8	510	0.122
9-12	567	0.136
K-12	2359	0.566

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 and the number of 2+ bedroom units. Specific addresses or unit numbers of 0-1 bedroom units were obtained where possible. 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, attached 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 1,504 multi-family 2+ BR units were compared with data on 18,701 students registered in the District, and the following matches were found by grade level(s)*:

	2+	2+
GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	31	0.021
1	32	0.021
2	37	0.025
3	32	0.021
4	28	0.019
5	29	0.019
6	36	0.024
7	32	0.021
8	43	0.029
9	22	0.015
10	23	0.015
11	18	0.012
12	21	0.014
K-5	189	0.126
6-8	111	0.074
9-12	84	0.056
K-12	384	0.255

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 513 multi-family 0-1 BR units were compared with data on 18,701 students registered in the District, and the following matches were found by grade level: K-5 = 4, 6-8 = 2, and 9-12 = 2. This resulted in the following SGR's by grade level*:

	K-5	6-8	9-12	K-12
Multi-Family 0-1 BR	.008	.004	.004	.016

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

	K-5	6-8	9-12	K-12
Single Family	**.308**	**.122**	**.136**	**.566**
Multi-Family 2+ BR	**.126**	**.074**	**.056**	**.255**
Multi-Family 0-1 BR	**.008**	**.004**	**.004**	**.016**

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

Appendix C

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___	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 2010-2015

School Type	Grade Level	School Year & Grade Progression Percentage												AVG
		2010	GP%	2011	GP%	2012	GP%	2013	GP%	2014	GP%	2015	GP%	GP%
Elementary	K	774	--	788	--	802	--	815	--	829	--	842	--	--
	1	1,624	103.7%	1,606	103.7%	1,634	103.7%	1,663	103.7%	1,691	103.7%	1,719	103.7%	**103.7%**
	2	1,548	99.9%	1,623	99.9%	1,605	99.9%	1,633	99.9%	1,662	99.9%	1,690	99.9%	**99.9%**
	3	1,435	100.7%	1,559	100.7%	1,634	100.7%	1,616	100.7%	1,644	100.7%	1,674	100.7%	**100.7%**
	4	1,504	100.3%	1,439	100.3%	1,564	100.3%	1,639	100.3%	1,621	100.3%	1,649	100.3%	**100.3%**
	5	1,453	100.6%	1,512	100.5%	1,447	100.6%	1,573	100.6%	1,648	100.5%	1,630	100.6%	**100.6%**
Middle	6	1,482	100.1%	1,454	100.1%	1,513	100.1%	1,448	100.1%	1,574	100.1%	1,649	100.1%	**100.1%**
	7	1,438	100.9%	1,495	100.9%	1,467	100.9%	1,527	100.9%	1,461	100.9%	1,588	100.9%	**100.9%**
	8	1,384	100.3%	1,442	100.3%	1,499	100.3%	1,471	100.3%	1,531	100.3%	1,465	100.3%	**100.3%**
High	9	1,614	113.2%	1,567	113.2%	1,632	113.2%	1,697	113.2%	1,665	113.2%	1,733	113.2%	**113.2%**
	10	1,263	90.9%	1,468	91.0%	1,425	90.9%	1,484	90.9%	1,543	90.9%	1,514	90.9%	**90.9%**
	11	1,457	101.3%	1,279	101.3%	1,487	101.3%	1,443	101.3%	1,503	101.3%	1,563	101.3%	**101.3%**
	12	1,083	78.3%	1,140	78.2%	1,001	78.3%	1,163	78.2%	1,129	78.2%	1,176	78.2%	**78.2%**
			Growth%		Growth%		Growth%		Growth%		Growth%		Growth%	AVG%
Elementary		8,338	101.9%	8,527	102.3%	8,686	101.9%	8,939	102.9%	9,095	101.7%	9,204	101.2%	**102.0%**
Middle School		4,304	101.7%	4,391	102.0%	4,479	102.0%	4,446	99.3%	4,566	102.7%	4,702	103.0%	**101.8%**
High School		5,417	96.2%	5,454	100.7%	5,545	101.7%	5,787	104.4%	5,840	100.9%	5,986	102.5%	**101.1%**
	TOTAL	**18,059**	**100.1%**	**18,372**	**101.7%**	**18,710**	**101.8%**	**19,172**	**102.5%**	**19,501**	**101.7%**	**19,892**	**102.0%**	**101.6%**

Source:OSPI

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

ACTUAL STUDENT ENROLLMENT 1998-2009

School Type	Grade Level	School Year & Growth Progression Percentage																							
		1998	GP%	1999	GP%	2000	GP%	2001	GP%	2002	GP%	2003	GP%	2004	GP%	2005	GP%	2006	GP%	2007	GP%	2008	GP%	2009	GP%	AVG GP%
Elementary	K	716	--	707	--	659	--	657	--	668	--	684	--	715	--	696	--	718	--	702	--	747	--	783	--	--
	1	1,492	102.6%	1,398	97.6%	1,439	101.8%	1,333	101.1%	1,327	101.0%	1,380	103.3%	1,369	100.1%	1,457	101.9%	1,497	107.5%	1,467	102.2%	1,452	103.4%	1,549	103.7%	102.2%
	2	1,489	100.2%	1,462	98.0%	1,417	101.4%	1,473	102.4%	1,334	100.1%	1,354	102.0%	1,363	98.8%	1,395	101.9%	1,434	98.4%	1,491	99.6%	1,490	101.6%	1,425	98.1%	100.2%
	3	1,457	98.2%	1,492	100.2%	1,471	100.6%	1,423	100.4%	1,429	97.0%	1,383	103.7%	1,350	99.7%	1,395	102.3%	1,419	101.7%	1,453	101.3%	1,453	97.5%	1,500	100.7%	100.3%
	4	1,451	100.4%	1,445	99.2%	1,497	100.3%	1,502	102.1%	1,410	99.1%	1,425	99.7%	1,359	98.3%	1,364	101.0%	1,401	100.4%	1,418	99.9%	1,462	100.6%	1,445	99.4%	100.0%
	5	1,418	99.5%	1,451	100.0%	1,420	98.3%	1,512	101.0%	1,455	96.9%	1,424	101.0%	1,402	98.4%	1,344	98.9%	1,398	102.5%	1,395	99.6%	1,426	100.6%	1,481	101.3%	99.8%
Middle	6	1,392	99.6%	1,390	98.0%	1,434	98.8%	1,454	102.4%	1,457	96.4%	1,462	100.5%	1,415	99.4%	1,403	100.1%	1,335	99.3%	1,425	101.9%	1,383	99.1%	1,425	99.9%	99.6%
	7	1,397	100.0%	1,390	99.9%	1,418	102.0%	1,452	101.3%	1,438	98.9%	1,426	97.9%	1,449	99.1%	1,430	101.1%	1,419	101.1%	1,370	102.6%	1,424	99.9%	1,380	99.8%	100.3%
	8	1,411	103.7%	1,403	100.4%	1,385	99.6%	1,446	102.0%	1,448	99.7%	1,401	97.4%	1,391	97.5%	1,443	99.6%	1,430	100.0%	1,443	101.7%	1,370	100.0%	1,426	100.1%	100.2%
High	9	1,798	128.6%	1,726	122.3%	1,570	111.9%	1,557	112.4%	1,632	112.9%	1,614	111.5%	1,526	108.9%	1,490	107.1%	1,829	126.7%	1,822	127.4%	1,492	103.4%	1,389	101.4%	114.5%
	10	1,395	78.0%	1,358	75.5%	1,468	85.1%	1,477	94.1%	1,461	93.8%	1,500	91.9%	1,470	91.1%	1,461	95.7%	1,512	101.5%	1,464	80.0%	1,476	81.0%	1,438	96.4%	88.7%
	11	1,159	89.0%	1,257	90.1%	1,272	93.7%	1,327	90.4%	1,352	91.5%	1,311	89.7%	1,386	92.4%	1,678	114.1%	1,373	94.0%	1,373	90.8%	1,666	113.8%	1,384	93.8%	95.3%
	12	960	93.0%	1,159	100.0%	1,130	89.9%	1,216	95.6%	1,258	94.8%	1,180	87.3%	1,184	90.3%	1,144	82.5%	1,055	62.9%	1,049	76.4%	1,155	84.1%	1,421	85.3%	86.8%
			Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%	AVG %
Elementary		8,023	100.7%	7,955	99.2%	7,903	99.3%	7,900	100.0%	7,623	96.5%	7,650	100.4%	7,558	98.8%	7,651	101.2%	7,867	102.8%	7,926	100.7%	8,030	101.3%	8,183	101.9%	100.2%
Middle School		4,200	101.1%	4,183	99.6%	4,237	101.3%	4,352	102.7%	4,343	99.8%	4,289	98.8%	4,255	99.2%	4,276	100.5%	4,184	97.8%	4,238	101.3%	4,177	98.6%	4,231	101.3%	100.2%
High School		5,312	103.5%	5,500	103.5%	5,440	98.9%	5,577	102.5%	5,703	102.3%	5,605	98.3%	5,566	99.3%	5,773	103.7%	5,769	99.9%	5,708	98.9%	5,789	101.4%	5,632	97.3%	100.8%
	TOTAL	17,535	101.6%	17,638	100.6%	17,580	99.7%	17,829	101.4%	17,669	99.1%	17,544	99.3%	17,379	99.1%	17,700	101.8%	17,820	100.7%	17,872	100.3%	17,996	100.7%	18,046	100.3%	100.4%

Source:OSPI

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

Appendix D

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 future population estimates by distributing official forecasts from the Washington Office of Financial Management (OFM) down to the school district level. The assumed percentage trends are then applied to these County population forecasts.

The ratio of student population to total population between 2002-2009 is shown below:

Historical Ratio (Actual Student Enrollment)								
	2002	2003	2004	2005	2006	2007	2008	2009
Population	115,569	117,320	119,097	120,901	122,733	124,592	126,150	127,727
FTE Student Enrollment	17,669	17,545	17,379	17,700	17,820	17,872	17,996	18,046
Student/ Population Ratio	15.29%	14.95%	14.59%	14.64%	14.52%	14.34%	14.27%	14.13%

In the Everett School District, enrollment as a percentage of population declined each year, except 2005.

OFM Population-based Forecast

To develop a population-based enrollment projection, the following alternative approaches were studied:

1. The ratios used by the District in its 2008 CFP. The 2025 ratio was estimated to be 14%.

2. A ratio produced by factoring the official OSPI enrollment estimates through 2015 as a percentage of the County's OFM-based population estimates. The resulting ratios increased from 14.20% in 2010 to 14.54% in 2015.

   No estimate of 2025 enrollments is provided by OSPI. After 2015, the ratio was assumed to decline at the same *rate* through 2025 as was assumed by the District in its 2008 CFP. This would likely result in a 2025 ratio of about 14.38%, down from 14.54% in 2015.

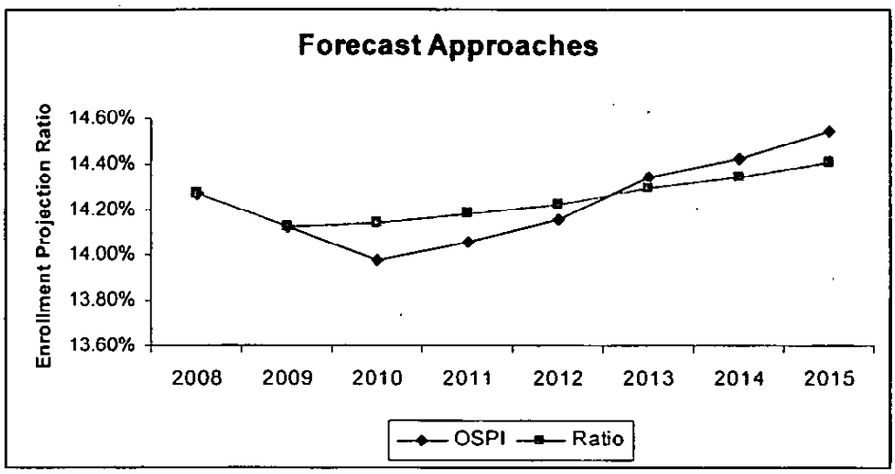
3. An average of the two ratios.

For the 2010 CFP an average of the proportions (Alternative 3) was used. The 2025 ratio of 14.19% is an average of the 14.0% estimate of Alternative 1 and the 14.38% estimated in Alternative 2. It reflects the declining enrollment ratio trend continuing into the future and then leveling out somewhat due to GMA policies (e.g. infill, affordable housing, higher density development within the UGA, etc.) which could draw a higher proportion of students to the Everett School District than was assumed in 2008.

	2008	2009	2010	2011	2012	2013	2014	2015	2025
OSPI	14.27%	14.13%	13.98%	14.06%	14.15%	14.34%	14.42%	14.54%	14.38%*
OFM Ratio			14.14%	14.18%	14.22%	14.30%	14.34%	14.40%	14.19%

* District estimate. Not an official OSPI estimate.

The following graph shows how the OFM ratios compare with the OSPI estimates:



To forecast annual enrollments using this method, the averaged population ratios for each year were applied against the estimated County population estimates:

2010	2011	2012	2013	2014	2015	2025
18,271	18,528	18,801	19,116	19,396	19,704	21,555

Appendix E

Kendrick Enrollment Projection Methodology

Kendrick Enrollment Projection Methodology

W. Les Kendrick, Ph.D., Educational Data Solutions, LLC

Enrollment for the Everett School District was projected using grade progression methods (cohort survival ratios) that track the progress of students as they progress from grade to grade. This method compares the enrollment in a given year at a specific grade (e.g., 2nd grade) to the enrollment at the previous grade from the previous year (1st grade). The ratio of these two numbers provides an indication of whether enrollment typically stays the same, grows, or declines as students progress from one grade to the next. The progression ratios at each grade level were averaged over several years and then applied to the current year grade level enrollment (e.g., 2nd grade) to predict next year's enrollment at the subsequent grade (e.g., 3rd grade). This was done for every grade except kindergarten. The numbers were then adjusted and modified based on additional information about housing and population growth within the District (more on this below).

Kindergarten enrollment was projected by comparing the kindergarten enrollment in a given year to county births 5 years prior to that year (birth-to-k ratio). The average of this number for the last several years was then used to predict next year's enrollment. The average was also applied to future known birth cohorts to project subsequent years. For years in which birth data was not available, births were projected based on forecasts of the county population available from State and local jurisdictions, State birth forecasts, the correlation between State and County birth rates, and an assessment of the most recently available fertility rates for the county.

After completing the initial forecast, the numbers were adjusted using new home construction data, county population forecasts, and forecasts of the future K-12 population in the county. New Home construction data was obtained from New Home Trends, including information about currently permitted units as well as information about future planned development within the Everett School District. Population forecasts for the county were obtained from State and county planning offices. And a forecast of the population for the Everett School District was created based on forecasts of growth for neighborhoods in and around the District and recent population estimates for the District. All of this information was considered and used to adjust the final forecast numbers, so that they would more closely reflect expected changes in housing and population growth within the District's boundary area in the coming years.

Kendrick Enrollment Projections (FTE)
11/24/2009

ELEMENTARY SCHOOL

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
CEDAR WOOD		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	K	58	62	50	28	34	37	36	38	39	39
	1	107	129	75	75	62	65	70	69	72	73
	2	107	132	88	90	84	67	70	75	74	77
	3	105	130	97	84	94	91	72	75	81	79
	4	88	114	89	101	87	102	97	78	81	87
	5	103	105	80	91	105	94	109	105	84	87
TOTALS		568	672	479	469	466	456	454	440	431	442
EMERSON											
	K	50	49	42	45	53	53	52	54	55	56
	1	90	110	105	97	95	115	115	113	118	120
	2	93	82	111	110	96	97	117	117	115	120
	3	104	98	84	103	106	98	98	118	119	116
	4	101	111	101	90	95	108	99	100	120	120
	5	65	100	103	106	87	97	110	100	102	122
TOTALS		503	550	546	551	532	568	591	602	629	654
FOREST VIEW											
	K	0	0	32	55	48	46	45	47	48	49
	1	0	0	80	79	102	104	100	98	103	104
	2	0	0	75	87	76	104	106	102	100	104
	3	0	0	58	79	86	77	106	107	103	101
	4	0	0	63	66	81	88	78	107	109	104
	5	0	0	52	60	79	83	89	80	109	110
TOTALS		0	0	360	426	472	502	524	541	572	572
GARFIELD											
	K	30	33	31	47	36	32	32	33	33	34
	1	75	65	68	63	54	78	69	67	70	72
	2	75	72	67	60	65	54	77	68	66	69
	3	64	74	72	63	53	64	53	75	66	65
	4	66	64	58	74	59	52	63	52	74	65
	5	73	64	66	53	66	59	52	62	51	73
TOTALS		383	372	362	360	333	339	346	357	360	378
HAWTHORNE											
	K	41	38	48	81	47	49	48	50	51	51
	1	83	75	66	93	78	88	91	89	93	95
	2	81	67	77	74	84	78	88	91	89	93
	3	74	79	68	72	72	84	78	87	91	89
	4	73	64	73	67	74	72	84	78	87	90
	5	73	69	62	74	69	75	72	84	78	87
TOTALS		425	392	394	461	424	446	461	479	489	505
JACKSON											
	K	35	32	26	31	35	35	34	35	36	36
	1	65	67	54	53	68	72	70	69	72	73
	2	44	65	63	60	55	72	76	74	72	76
	3	58	41	58	60	61	58	75	79	77	76
	4	63	58	43	61	55	64	61	79	83	81
	5	61	60	57	49	55	58	67	63	83	87
TOTALS		326	323	301	314	329	359	383	399	423	429

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
JEFFERSON		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	K	38	39	37	43	39	43	42	44	44	45
	1	86	97	78	85	97	87	95	94	98	99
	2	77	83	84	81	82	95	85	93	92	95
	3	76	84	81	80	76	80	93	83	91	89
	4	86	82	89	86	85	75	78	91	81	88
	5	77	89	82	89	85	84	73	76	88	79
TOTALS		440	474	451	464	464	464	466	481	494	495
LOWELL											
	K	42	38	48	40	55	48	47	49	50	50
	1	84	97	71	91	84	108	93	92	96	97
	2	73	75	87	68	85	79	101	88	86	90
	3	74	68	78	80	75	80	74	95	82	81
	4	70	80	67	78	69	71	75	70	89	77
	5	53	76	80	65	71	65	66	70	66	84
TOTALS		396	434	431	422	439	451	456	464	469	479
MADISON											
	K	41	40	33	42	36	38	37	38	39	39
	1	79	84	94	69	90	78	80	79	82	84
	2	79	76	81	92	59	83	72	74	72	75
	3	81	71	76	77	85	54	76	66	67	66
	4	83	80	68	79	75	78	50	70	60	62
	5	91	83	85	70	68	69	72	46	64	55
TOTALS		454	434	437	429	413	400	387	373	384	381
MILL CREEK											
	K	41	51	45	59	55	57	56	58	59	60
	1	77	98	112	99	125	119	122	120	125	127
	2	93	80	122	112	107	130	124	126	124	129
	3	97	105	103	122	108	110	134	128	131	129
	4	82	111	123	116	115	113	114	140	133	136
	5	109	93	124	125	115	120	117	119	145	139
TOTALS		499	538	629	633	625	649	667	691	717	720
MONROE											
	K	52	54	49	55	45	48	47	49	50	51
	1	95	96	97	102	110	88	94	93	97	98
	2	94	103	100	97	91	106	84	90	88	92
	3	96	85	102	96	91	87	101	80	86	84
	4	94	92	96	95	96	87	83	97	77	82
	5	93	93	89	99	95	93	84	79	92	73
TOTALS		524	523	533	544	528	509	493	488	490	480
PENNY CREEK											
	K	54	63	58	54	64	60	62	65	66	67
	1	141	116	112	124	121	133	123	129	134	136
	2	133	138	110	115	125	121	133	123	128	134
	3	124	134	128	115	128	125	121	132	122	128
	4	130	112	120	133	124	128	124	121	132	121
	5	124	143	106	125	140	125	128	124	120	131
TOTALS		706	706	634	666	702	692	691	694	702	717
SILVER FIRS											
	K	49	45	39	54	48	53	52	54	55	55
	1	89	98	85	72	100	88	97	95	99	101
	2	84	84	80	81	72	96	84	93	91	95
	3	83	83	80	85	90	69	92	81	88	87
	4	88	72	75	76	90	87	66	88	77	84
	5	99	85	62	74	79	87	83	63	84	74
TOTALS		492	467	421	442	479	480	474	474	494	496

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
SILVER LAKE		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	K	37	41	32	31	46	42	41	43	44	44
	1	116	91	79	71	73	105	95	93	97	99
	2	95	106	76	76	70	70	100	91	89	93
	3	94	96	101	78	87	67	67	96	87	85
	4	90	99	84	87	75	84	64	64	91	83
	5	82	98	80	79	86	72	80	61	61	87
TOTALS		514	531	452	422	437	440	447	448	469	491
VIEW RIDGE											
	K	50	43	51	47	49	51	50	52	53	54
	1	91	84	77	81	78	80	83	82	85	87
	2	102	91	94	81	87	85	86	90	88	92
	3	92	101	99	96	95	94	91	93	96	95
	4	96	86	101	96	102	103	101	98	100	104
	5	109	86	89	107	111	111	111	109	106	108
TOTALS		540	491	511	508	522	524	522	524	528	540
WHITTIER											
	K	35	42	35	36	36	40	40	41	42	42
	1	71	71	87	78	67	72	81	80	83	84
	2	67	75	74	91	74	67	72	81	80	83
	3	61	72	65	60	83	74	67	72	81	79
	4	52	65	70	60	56	83	74	67	72	81
	5	61	63	71	65	59	56	83	74	67	72
TOTALS		347	388	402	390	375	392	417	415	425	441
WOODSIDE											
	K	43	47	45	61	57	59	58	61	62	62
	1	103	110	115	109	132	127	131	129	134	137
	2	92	94	95	100	106	123	117	121	119	124
	3	103	93	86	96	96	98	113	108	111	109
	4	97	105	92	85	99	89	90	104	100	103
	5	64	85	99	86	98	92	82	83	96	92
TOTALS		502	534	532	537	588	588	591	606	622	627
OTHER											
	K	4	5	5	5	4	5	5	5	6	6
	1	5	9	12	11	14	10	13	13	13	14
	2	6	11	7	15	8	13	9	12	12	12
	3	9	5	17	7	14	9	14	10	13	13
	4	5	6	6	11	8	14	9	14	10	13
	5	7	6	8	8	13	10	18	11	17	13
TOTALS		36	42	55	57	61	61	68	65	71	71

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
ELEMENTARY		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	K	696	718	702	811	782	792	780	813	828	836
	1	1,457	1,497	1,467	1,452	1,550	1617	1622	1604	1671	1700
	2	1,395	1,434	1,491	1,490	1,426	1540	1601	1609	1585	1653
	3	1,395	1,419	1,453	1,453	1,500	1419	1525	1585	1592	1571
	4	1,364	1,401	1,418	1,461	1,445	1498	1410	1518	1576	1581
	5	1,344	1,398	1,395	1,425	1,481	1450	1496	1409	1513	1573
TOTALS		7,651	7,867	7,926	8,092	8,184	8,316	8,434	8,538	8,765	8,914

MIDDLE SCHOOL

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
EISENHOWER		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	6	232	217	268	286	310	311	306	315	297	319
	7	258	249	235	288	284	310	309	303	313	295
	8	245	250	256	277	299	298	322	321	315	325
TOTALS		735	716	759	851	893	919	937	939	925	939
EVERGREEN											
	6	320	312	315	349	352	363	355	366	345	371
	7	305	325	323	360	354	357	369	361	372	350
	8	314	300	327	348	358	347	350	361	353	364
TOTALS		939	937	965	1057	1064	1067	1074	1088	1070	1085
GATEWAY											
	6	353	332	355	190	218	226	220	227	214	230
	7	313	363	342	247	196	220	227	220	227	214
	8	321	328	372	241	251	198	220	227	220	227
TOTALS		987	1,023	1,069	678	665	644	667	674	661	671
HEATHERWOOD											
	6	277	273	257	297	302	317	308	317	299	321
	7	317	266	278	279	311	313	326	317	327	308
	8	297	303	270	276	273	303	302	316	307	317
TOTALS		891	842	805	852	886	933	936	950	933	946
NORTH											
	6	211	197	221	253	231	250	244	251	237	255
	7	225	209	187	237	226	213	230	225	232	218
	8	250	239	208	216	236	228	214	231	226	233
TOTALS		686	645	616	706	693	691	688	707	695	706
OTHER											
	6	10	4	9	8	12	11	10	11	10	11
	7	12	7	5	12	9	14	12	12	12	12
	8	16	10	10	9	9	10	15	13	13	13
TOTALS		38	21	24	29	30	35	37	36	35	36

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
MIDDLE SCHOOL		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	6	1,403	1,335	1,425	1,383	1,425	1478	1443	1487	1402	1507
	7	1,430	1,419	1,370	1,423	1,380	1427	1473	1438	1483	1397
	8	1,443	1,430	1,443	1,367	1,426	1384	1423	1469	1434	1479
TOTALS		4,276	4,184	4,238	4,173	4,231	4,289	4,339	4,394	4,319	4,383

HIGH SCHOOL

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
CASCADE		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	9	515	537	565	492	467	489	483	497	514	501
	10	503	487	437	488	481	414	433	428	441	456
	11	534	457	466	481	441	457	391	410	405	417
	12	411	333	335	348	398	343	354	301	317	313
TOTALS		1,963	1,814	1,803	1,809	1,787	1703	1661	1636	1677	1687
EVERETT											
	9	462	612	610	451	420	455	450	463	478	467
	10	442	445	407	414	388	312	339	334	344	356
	11	446	369	358	439	391	375	301	327	322	332
	12	337	279	285	271	359	293	280	223	243	240
TOTALS		1,687	1,705	1,660	1,575	1,558	1435	1370	1347	1387	1395
JACKSON											
	9	485	603	553	517	482	521	515	529	547	534
	10	455	482	517	502	512	447	483	477	491	509
	11	532	442	460	530	457	503	437	474	468	482
	12	360	381	361	398	478	378	414	357	388	383
TOTALS		1,832	1,908	1,891	1,947	1,929	1849	1849	1837	1894	1908
SEQUOIA											
	9	18	57	86	26	13	13	13	13	13	13
	10	46	89	94	55	47	45	45	45	45	45
	11	144	97	79	156	87	89	86	86	86	86
	12	9	28	36	41	166	137	140	134	134	134
TOTALS		217	271	295	278	313	284	284	278	278	278
OTHER											
	9	10	20	8	6	7	6	6	6	7	6
	10	15	9	9	14	10	9	9	9	9	9
	11	22	8	10	9	8	9	8	8	8	8
	12	27	34	32	31	20	19	22	19	19	19
TOTALS		74	71	59	60	45	43	45	42	43	42

	Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
HIGH SCHOOL	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
9	1,490	1,829	1,822	1,492	1,389	1484	1467	1508	1559	1521
10	1,461	1,512	1,464	1,473	1,438	1227	1309	1293	1330	1375
11	1,678	1,373	1,373	1,615	1,384	1433	1223	1305	1289	1325
12	1,144	1,055	1,049	1,089	1,421	1170	1210	1034	1101	1089
TOTALS	5,773	5,769	5,708	5,669	5,632	5314	5209	5140	5279	5310

ALL GRADE LEVELS

	Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
DIST. TOTALS	17,700	17,820	17,872	17,934	18,047	17,919	17,982	18,072	18,363	18,607

Exhibit A-4
Ord 10-007

LAKE STEVENS SCHOOL DISTRICT NO. 4

CAPITAL FACILITIES PLAN

2010-2015

June 2010

Prepared by:
Lake Stevens School District No. 4

CAPITAL FACILITIES PLAN
LAKE STEVENS SCHOOL DISTRICT NO. 4

BOARD OF DIRECTORS

Mari Taylor, President
David Iseminger
John Boerger
Kevin Plemel
Paul Lund

SUPERINTENDENT

David C. Burgess, Ed.D.

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, 98258. 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 fifteen years, with more detailed schedule and financing program for capital improvements over the next six years (2010-2015).

The CFP for the District was first prepared in 1998 in accordance with the specifications set in Snohomish County Code; "certification" packets were prepared earlier for the County's old SEPA-based "fee" program. 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 2008.

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 cities 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 7,795 (October 1, 2009 headcount) with six elementary schools, two middle schools, one mid-high school, one high school and 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 sixteen years (among the highest in Snohomish County since 2000) along with the shifting demographics of the student population;
- aging school facilities
- the need for additional property and lack of suitable sites to accommodate a school facility;

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

- the need for additional infrastructure such as on-campus fire hydrants, electrical services, telephone, data, fire alarms etc. that drive the costs of portables up significantly;
- 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.

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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, mid-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
- Contract-Based Learning
- Drug Resistance Education
- Early Learning Center, which includes ECEAP and developmentally-delayed preschool
- Highly Capable
- Home School Partnership (HomeLink)
- Language Assistance Program (LAP)
- Multi-Age Instruction
- Online Learning
- 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 25 students.
- Average class size for grades 4-5 should not exceed 27 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 30 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 26 or more students per classroom in a majority of K-3 classrooms, 28 or more students in 4-5 classrooms or 31 or more students in a majority of 6-12 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.

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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.

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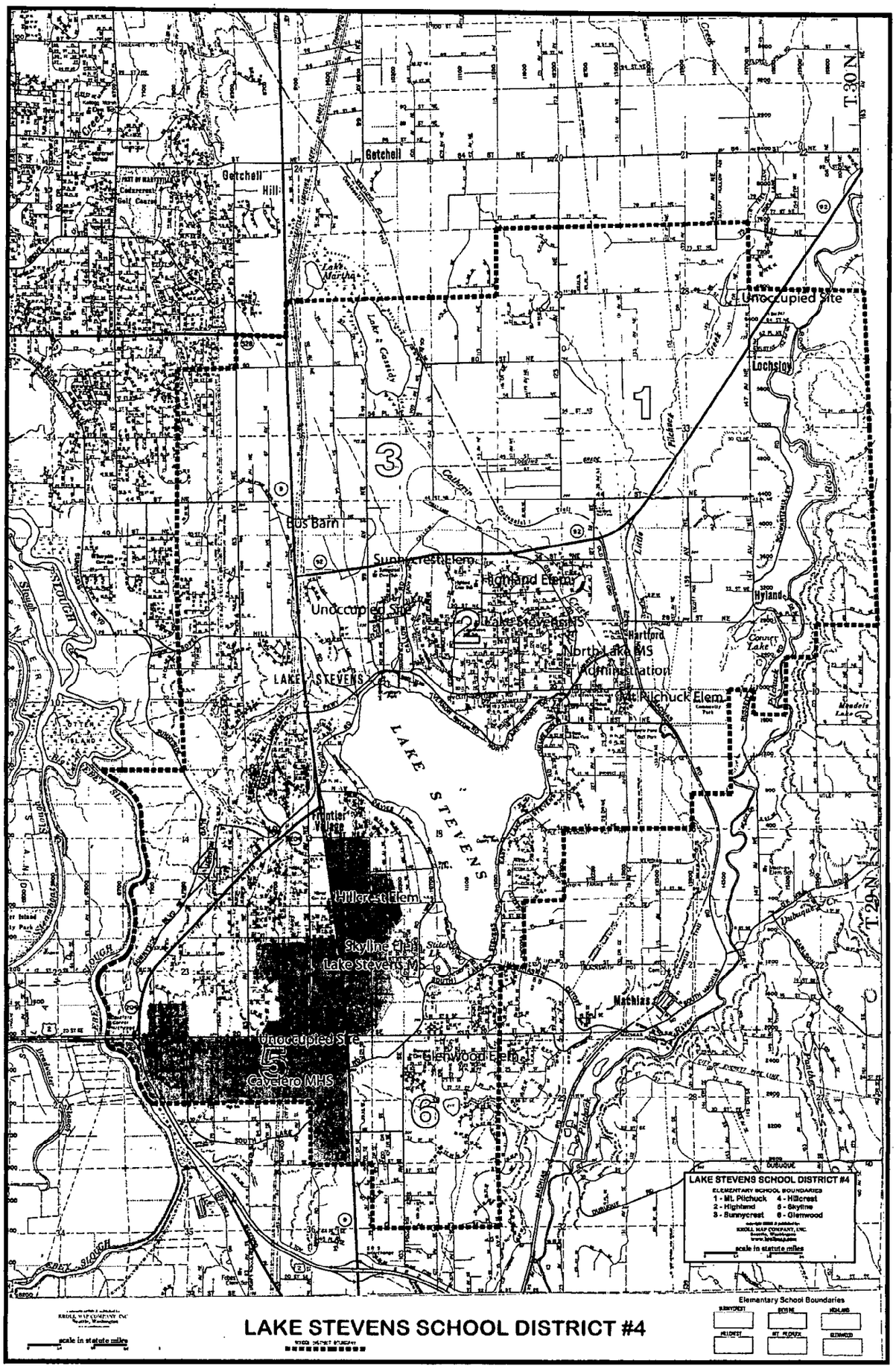

Figure 1 – Map of District Facilities

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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, an alternative K-12 homeschool partnership program (HomeLink), and one online school serving and average of twelve students grades 9-12 which does not require student housing.

The Office of the Superintendent of Public Instruction (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.

School Name	Site Size (acres)	Bldg. Area (Sq. Ft.)	Teaching Stations SPED	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	42,673	2	21	513	621	1992	No
Hillcrest Elementary	15	49,735		23	549	711	2008	No
Highland Elementary	8.7	49,727		21	512	620	1999	No
Mt. Pilchuck Elementary	22	49,833	4	19	501	582	2008	No
Skyline Elementary	15	42,673	3	20	513	621	1992	No
Sunnycrest Elementary	15	46,970		23	549	738	2009	No
Total	84.7	281,611	9	127	3,137	3,893		
Middle Schools								
Lake Stevens Middle School	25	86,374	4	27	684	924	1996	No
North Lake Middle School	15	90,323		39	751	991	2001	No
Total	40	176,697	4	66	1,435	1,915		
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	207,195	8	61	1,526	2,036	2008	Yes
Prove High School	Housed at Cavelero MHS							
Total	38	207,195	8	61	1,526	2,036		
Other								
HomeLink (K-12 Homeschool Program)	Housed at North Lake MS							
Total	0	-	-	0	-	-		

Table 1 – School Capacity Inventory

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. The 24 portables leased to facilitate construction identified in the 2008 Capital Facilities Plan have been returned.

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 61 portables at various school sites throughout the District to provide interim capacity for K-12 students. In addition, 14 portables are used to accommodate the Early Learning Center, which is not a K-12 program. A typical portable classroom can provide capacity for a full-size class of students. Current use of portables throughout the District is summarized in Table 2.

School Name	Portable Classrooms	Capacity in Portables	Portable ft²
ELEMENTARY			
Glenwood	4	108	3,584
Hillcrest	6	162	5,376
Highland	4	108	3,584
Mt. Pilchuck	3	81	2,688
Skyline	4	108	3,584
Sunnycrest	7	189	6,272
Total	28	756	25,088
MIDDLE			
Lake Stevens Middle	8	240	7,168
North Lake Middle	8	240	7,168
Total	16	480	14,336
MID-HIGH			
Cavelero Mid-High	0	0	-
Total	0	0	-
HIGH			
Lake Stevens High School	17	510	15,232
Total	17	510	15,232
District K-12 Total	61	1,746	54,656
OTHER			
Early Learning Center	14	350	12,544
Non K-12 Total	14	350	12,544

Table 2 – Portables

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.

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

Table 3 – Support Facilities

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 2015). 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.

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SECTION 5: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

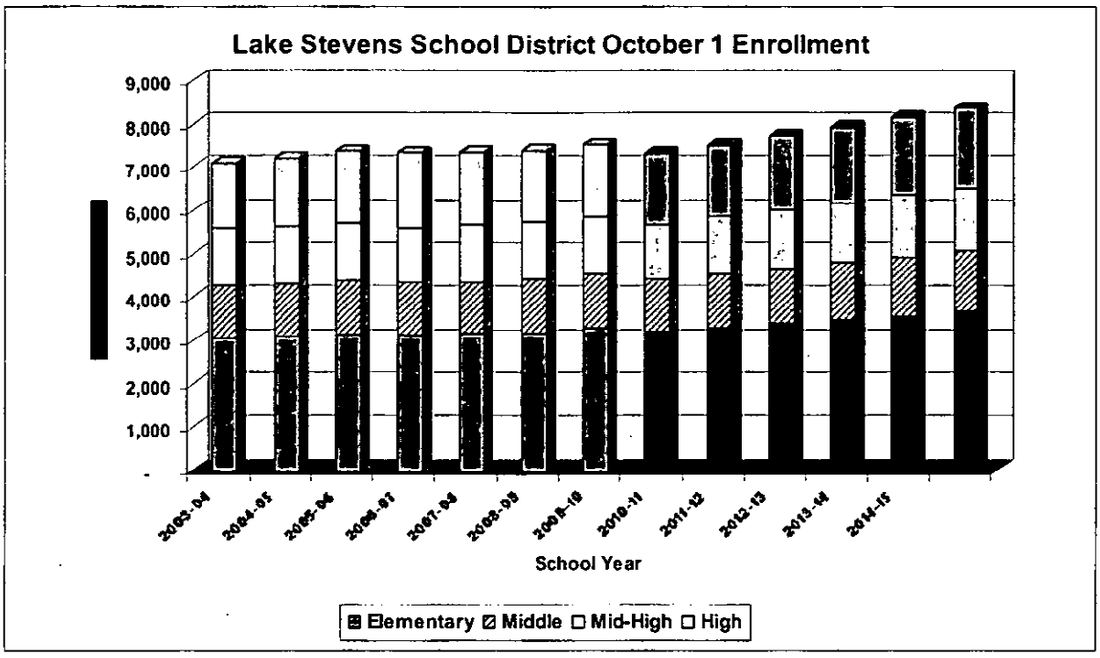

Figure 2 – Lake Stevens School District Enrollment

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 public schools and 2nd highest in Snohomish County. The October 1, 2009 enrollment was 7,795 (7517 FTE) students, an increase of 213 students, or 2.8% over October 1, 2007. Lake Stevens is one of the few districts in Snohomish County with increased enrollment from September 2008 to September 2009.

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%. The 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. Between 2007 and 2009, the Lake Stevens School District enrollment increased 2.8% compared to nearly flat County-wide enrollment growth.

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.

Projection	2009	2010	2011	2012	2013	2014	2015	Actual Change 2010-2015	Percent Change 2010-2015
OSPI	7,517	7,595	7,655	7,708	7,763	7,815	7,852	335	4.5%
Ratio	7,517	7,294	7,505	7,716	7,927	8,137	8,348	831	11.1%

Table 4 – Comparison of Enrollment Projections 2010 – 2015

Source: Lake Stevens School District, OSPI
* Actual FTE student enrollment (October 1, 2009)

Two enrollment forecasts were conducted for the Lake Stevens School District and are shown in Table 4. 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 B.

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 2002– 2009, 21.25% of the population in the Lake Stevens School District was students.

Combining the OSPI enrollment projections with the 2009 OFM population relationship, the average student population ratio through 2015 is 19.00%. The District finds that this is a reasonable assumption and therefore assumes that the OSPI and OFM ratio methods are comparable. Inasmuch as the ratio method parallels the District's projections over the five-year period, a straight ratio of 19% of population was applied, rather than the gradual OSPI decline. See *Appendix C – Enrollment Data, Table C-1* for historical trends in enrollment/population ratios.

OSPI estimates that enrollment will total 7,852 student FTEs in 2015. This is a 4.5% increase over 2009. The Ratio Method estimates that enrollment will total 8,348 student FTEs in 2015, which is an 11.1% increase over 2009

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.

Grade Span	2009*	2010	2011	2012	2013	2014	2015
Elementary School	3,294	3,196	3,289	3,381	3,474	3,566	3,658
Middle School	1,252	1,215	1,250	1,285	1,321	1,356	1,391
Mid-High School	1,308	1,269	1,306	1,343	1,379	1,416	1,453
High School	1,663	1,613	1,660	1,707	1,753	1,800	1,847
Total	7,517	7,294	7,505	7,716	7,927	8,137	8,348

Table 5 – Projected Enrollment by Grade Span 2010-2015

Source: OSPI data: Report dates 11/09
* Actual FTE Student Enrollment (October 1, 2009)

2025 Enrollment Projections

Although student enrollment projections beyond 2015 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 10,455 based on the "ratio" method. (OSPI does not forecast enrollments beyond 2015) The forecast is based on the County's OFM-based population forecast and applies the student-to-population ratio of 19.00% estimated for 2015. Assuming the County forecasts are correct, student enrollment will continue to increase through 2025 and the 19.00% ratio is considered reasonable and has been used to estimate the 2025 student population. The 2025 estimate represents a 39.1% increase over existing 2009 enrollment levels. The total enrollment estimate was broken down by grade span to evaluate long-term site acquisition needs for elementary, middle school, mid-high school 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.

Grade Span	Projected 2025 FTE Student Enrollment
Elementary (K-5)	4,581
Middle (6-7)	1,742
Mid-High (8-9)	1,819
High (10-12)	2,313
District Total (K-12)	10,455

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

Should projected enrollment materialize as described in Table 6, it is estimated that the District would require an additional 58 classrooms at the elementary level, 10 classrooms at the middle school level, 13 classrooms at the mid-high level and 27 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 (2009) over capacity at the elementary level by 157 students, under capacity at the middle school level by 183 students, under capacity at the mid-high level by 110 students and over capacity at the high school by 137 students.

The District expects that .690 students will be generated from each new single family home in the District and that .317 students 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 521 students, over capacity at the mid-high level by 35 students and over capacity at the high school by 321 students if no capacity improvements are made by the year 2015.

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

Facility Needs (2010-2015)

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 (2010-2015).

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 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 2009 must be deducted from the total projected deficiencies before impact fees are assessed. (Inasmuch as the District builds elementary schools to serve 500 students, the 69.87 percent growth factor reflects 349 students in the impact fee calculation rather than the 364 reflected in Table 7).

Grade Span	2009	2010	2011	2012	2013	2014	2015	2010-2015
Elementary (K-5)								
Total	157	59	152	244	337	429	521	
Growth Related		0	0	87	180	272	364	69.87%
Middle School (6-7)								
Total	0	0	0	0	0	0	0	
Growth Related	0	0	0	0	0	0	0	0.00%
Mid-High (8-9)								
Total	0	0	0	0	0	0	35	
Growth Related		0	0	0	0	0	35	100.00%
High School 10-12)								
Total	137	87	134	181	227	274	321	
Growth Related		0	0	44	90	137	184	57.32%

Table 7 - Projected Additional Capacity Needs 2010- 2015)

Forecast of Future Facility Needs through 2025

Additional elementary, middle, mid-high and high school classroom space will need to be constructed between 2015 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 (2015), additional permanent student capacity will be needed as follows:

2009 Capacity	2015 Capacity	2015 Additional Capacity Needed	2025 Additional Capacity Needed
3,137	3,137	521	1,324
1,435	1,435	0	307
1,418	1,418	35	401
1,526	1,526	321	787
7,516	7,516	877	2,819

Table 8 – 2015 Additional Capacity Needed

These figures do not reflect any planned improvements by the District through 2015. Planned improvements are discussed in the sections that follow.

Planned Improvements (2010 – 2015)

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 2015 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 $117,345,511. 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. The construction of a new elementary school is projected by 2015 and will require placing a bond issue before the

electorate in 2014. Renovation of Mt. Pilchuck, Hillcrest Elementary School and Sunnycrest Elementary schools was completed in 2008 & 2009. The renovations did not add classroom space.

Middle Schools: With the move of the 8th grade to the new Cavelero Mid-High School, there is sufficient student capacity through 2015 at the middle school level.

Mid-High School: Cavelero Mid-High, opened in 2007, houses grades 8 & 9. Additional classroom space may be needed by 2015 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. Prove High School is currently located in a wing of Cavelero Mid-High. Student enrollment numbers for this group of students in included with the High School. Additional classroom space will be needed at the high school by 2015

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: An additional elementary school site will be needed in an area where student growth is taking place. The 10-acre Lochsloy property is in the far corner of the district, not in an area of growth and will not meet this need. Affordable land suitable for school facilities will be difficult to acquire. Funds for the purchase of land suitable for an elementary facility will have to be included in a bond issue. At this time a bond issue has not been scheduled for placement before the District electorate.

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 2010-2015. 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, the modernization of Mt. Pilchuck, Sunnycrest and Hillcrest Elementary schools, Lake Stevens High School 500 Building and the District athletic facility.

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 growth related projects outlined in Table 9 represent recent and current bids per information obtained through OSPI, the District's architect and neighboring school districts that have recently or are planning to construct classroom space. An inflation factor of 2.5% per year has been applied out to 2015.

	Estimated Project Cost by Year - in $millions						Total	Local	State
	2010	2011	2012	2013	2014	2015	Cost	Cost*	Match
Improvements Adding Student Capacity							Cost	Local	Match
Elementary									
Site Acquisition						1.05	1.05	1.05	
Elementary School						21.70	21.70	13.02	8.68
Middle									
Mid-High									
High School									
Improvements Not Adding Student Capacity							Cost	Local	Match
Elementary									
Mt. Pilchuck Modernization									
Hillcrest Modernization									
Sunnycrest Modernization	1.50						1.50		1.50
Middle									
Mid-High									
High School									
500 building									
District-wide Improvements									
District Athletic Facility	5.31						5.31	5.31	
Totals	6.81					22.75	Cost	Local	Match
Elementary (including land acquisition)	1.50					22.75	24.25	14.07	10.18
Middle									
Mid-High									
High School									
District Wide	5.31						5.31	5.31	
Annual Total	6.81					22.75	29.56	19.38	10.18

Table 9 – Capital Facilities Plan 2010 – 2015

* 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 39 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.

	Elementary	Middle	Mid-High	High School
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	3,196	1,215	1,269	1,613
Surplus (Deficit) After Improvement	(59)	220	149	(87)
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	3,289	1,250	1,306	1,660
Surplus (Deficit) After Improvement	(152)	185	112	(134)
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	3,381	1,285	1,343	1,707
Surplus (Deficit) After Improvement	(244)	150	75	(181)
2013				
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	3,474	1,321	1,379	1,753
Surplus (Deficit) After Improvement*	(337)	114	39	(227)
2014				
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	3,566	1,356	1,416	1,800
Surplus (Deficit) After Improvement*	(429)	79	2	(274)
2015				
Existing Capacity	3,137	1,435	1,418	1,526
Programmed Improvement Capacity	500	0	0	0
Capacity After Improvement	3,637	1,435	1,418	1,526
Projected Enrollment	3,658	1,391	1,453	1,847
Surplus (Deficit) After Improvement	(21)	44	(35)	(321)

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

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, 2010-2015. As noted previously, the District will need to acquire an additional elementary school site between 2010 and 2015. The District acquired a site for an elementary school and a high school in 2001.

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 $100,000 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 well over $125,000 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.

	Elementary	Middle	Mid-High	High	Total
Single Family	0.356	0.120	0.090	0.124	0.690
Multiple Family, 1 Bedroom	0.000	0.000	0.000	0.000	0.000
Multiple Family, 2+ Bedroom	0.213	0.040	0.048	0.016	0.317

Table 11 – Student Generation Rates

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 2009) 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 2015 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 $180.17 (July 2010).

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. For new construction and additions, if the Lake Stevens School District qualified under OSPI guidelines for matching funds, it is OSPI's stated match is 63.39% on qualified square footage. However, the State match eventually received by the District would not actually be 63.39% of the entire project cost. There are many costs associated with projects that are not matchable, and districts rarely receive the total amount of stated eligible matching dollars. Historically, the Lake Stevens School District has received approximately 40% of the total project costs from state match. For the District's most-recent, growth-related project, Cavelero Mid High, the actual percentage of project costs received in state match was 29.5%. Choosing to be conservative, the District will continue to use a state match percentage of 40%.

	Project Cost	State Match $	% State Match
Cavelero Mid High	$ 68,157,818.15	$ 20,074,255.25	29.5%

Table 12 – Actual Project State Match Percentage

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 4.00%.

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 1.83268986.

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 $293,317 for single-family detached residential dwellings; $90,329 for one-bedroom multi-family units, and $131,359 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%.

These variables and calculations are shown in Table 13.

Criteria	Elementary	Middle	Mid-High	High
Site Acquisition Cost Element				
Site Needs (acres)	15.0			
Growth Related	10.5	-	-	-
Cost Per Acre	$ 100,000			
Additional Capacity	500			
Growth Related	349	-	-	-
Student Factor				
Single Family	0.356	0.120	0.090	0.124
Multiple Family 1 Bdrm	-	-	-	-
Multiple Family 2 Bdrm	0.213	0.040	0.048	0.016
School Construction Cost Element				
Estimated Facility Construction Cost	$ 21,695,406	-	-	-
Growth Related	$ 15,157,634	$ -	$ -	$ -
Additional Capacity	500	-	-	-
Growth Related	349	-	-	-
Current Facility Square Footage	281,611	176,697	224,694	207,195
Relocatable Facilities Cost Element				
Relocatable Facilities Cost	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Growth Related	$ 52,399	$ -	$ 75,000	$ 42,990
Relocatable Facilities Capacity/Unit	25	30	30	30
Growth Related	17	-	30	17
Existing Portable Square Footage	25,088	14,336	-	15,232
State Match Credit				
Boeckh Index	180.17	180.17	180.17	180.17
School Space per Student (OSPI)	90.00	117.00	117.00	130.00
State Match Percentage	40%	40%	40%	40%
Tax Payment Credit				
Interest Rate	4.0%	4.0%	4.0%	4.0%
Loan Payoff (Years)	10	10	10	10
Property Tax Levy Rate	0.00183268986	0.00183268986	0.00183268986	0.00183268986
Average AV per DU Type	$ 293,317	$ 90,319		$ 131,359
	(Single Fam.)	(MF 1 bdrm)		(MF 2 bdrm)
Growth-Related Capacity Percentage	69.87%	0.00%	100.00%	57.32%
Discount	0.50	0.50	0.50	0.50

Table 13 - Impact Fee Variables

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 13 (refer to Appendix A for worksheets).

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

Housing Type	Impact Fee Per Unit	2008-2013
Single Family Detached	$9,064	$8,828
One Bedroom Apartment	$0	$0
Two + Bedroom Apartment	$6,070	$5,441
Duplex/Townhouse	$6,070	$5,441

Table 14 - Calculated Impact Fees

Housing Type	Impact Fee Per Unit	2008-2013
Single Family Detached	$4,532	$4,414
One Bedroom Apartment	$0	$0
Two + Bedroom Apartment	$3,035	$2,721
Duplex/Townhouse	$3,035	$2,721

Table 15 – Calculated Impact Fees (50% Discount)

Appendix A
Impact Fee Calculation

IMPACT FEE WORKSHEET
LAKE STEVNS SCHOOL DISTRICT
SINGLE-FAMILY RESIDENTIAL

SITE ACQUISITION COST

acres needed	10.5	x	$	100,000	/	capacity (# students)	349	x	student factor	0.356	=	$1,071	(elementary)
acres needed	0	x	$	-	/	capacity (# students)	0	x	student factor	0.120	=	$0	(middle)
acres needed	0	x	$	-	/	capacity (# students)	0	x	student factor	0.090	=	$0	(mid-high)
acres needed	0	x	$	-	/	capacity (# students)	0	x	student factor	0.124	=	$0	(high school)
TOTAL SITE ACQUISITION COST											=	$1,071	

SCHOOL CONSTRUCTION COST

total const. cost	$15,157,634	/		capacity (# students)	349	x	student factor	0.356	=	$15,462	(elementary)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.120	=	$0	(middle)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.090	=	$0	(mid-high)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.124		$0	(high school)
							Subtotal			$15,462	
Total Square Feet of Permanent Space (District)	890,197		/ Total Square Feet of School Facilities (000)	944,853					=	94.22%	
TOTAL FACILITY CONSTRUCTION COST									=	$ 14,567	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$ 52,399	/	17	facility size	x student factor	0.356		=	$1,097	(elementary)
Portable Cost	$ -	/	0	facility size	x student factor	0.120		=	$0	(middle)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0.090		=	$225	(mid-high)
Portable Cost	$ 42,990	/	17	facility size	x student factor	0.124		=	$314	(high school)
							Subtotal		$1,636	
Total Square Feet of Portable Space (District)			54,656	/ Total Square Feet of School Facilities (000)		944,853		=	5.78%	
TOTAL RELOCATABLE COST ELEMENT								=	$95	

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$ 180.17	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0.356	=	$2,309	(elementary)
BOECKH Index	$ 180.17	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.120	=	$0	(middle)
BOECKH Index	$ 180.17	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.091	=	$0	(mid-high)
BOECKH Index	$ 180.17	x OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0.123	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $2,309

TAX PAYMENT CREDIT

[((1+ interest rate 4.00%)^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00183268986 capital levy rate x

assessed value $293,317 tax payment credit = $ 4,360

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$1,071
FACILITY CONSTRUCTION COST	$ 14,567
RELOCATABLE FACILITIES COST (PORTABLES)	$95
(LESS STATE MATCH CREDIT)	($2,309)
(LESS TAX PAYMENT CREDIT)	($4,360)

	Non-Discounted	50% Discount
FINAL IMPACT FEE PER UNIT	**$9,064**	**$4,532**

IMPACT FEE WORKSHEET
LAKE STEVNS SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

SITE ACQUISITION COST

acres needed	10.5	x	$ 100,000	/	capacity (# students)	349	x	student factor	0	=	$0	(elementary)
acres needed	0	x	$	/	capacity (# students)	0	x	student factor	0	=	$0	(middle)
acres needed	0	x	$ -	/	capacity (# students)	0	x	student factor	0	=	$0	(mid-high)
acres needed	0	x		/	capacity (# students)	0	x	student factor	0	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$15,157,634	/		capacity (# students)	349	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)	890,197	/ Total Square Feet of School Facilities (000)	944,853	=	94.22%

TOTAL FACILITY CONSTRUCTION COST = $ -

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$ 52,399	/	17	facility size	x student factor	0		=	$0	(elementary)
Portable Cost	$ -	/	0	facility size	x student factor	0		=	$0	(middle)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0		=	$0	(mid-high)
Portable Cost	$ 42,990	/	17	facility size	x student factor	0		=	$0	(high school)
							Subtotal		$0	

Total Square Feet of Portable Space (District)	54,656	/ Total Square Feet of School Facilities (000)	944,853	=	5.78%

TOTAL RELOCATABLE COST ELEMENT = $0

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$ 180.17	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0	=	$0	(elementary)
BOECKH Index	$ 180.17	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0	=	$0	(middle)
BOECKH Index	$ 180.17	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0	=	$0	(mid-high)
BOECKH Index	$ 180.17	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 4.00%) ^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00183269 capital levy rate x

assessed value $90,329 tax payment credit = $1,343

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

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

IMPACT FEE WORKSHEET
LAKE STEVNS SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 2 BDRM OR MORE

SITE ACQUISITION COST

acres needed	10.5	x	$ 100,000	/	capacity (# students)	349	x	student factor	0.213	=	$641	(elementary)
acres needed	0	x	$ -	/	capacity (# students)	0	x	student factor	0.040		$0	(middle)
acres needed	0	x		/	capacity (# students)	0	x	student factor	0.048	=	$0	(mid-high)
acres needed	0	x		/	capacity (# students)	0	x	student factor	0.016	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $641

SCHOOL CONSTRUCTION COST

total const. cost	$15,157,634	/	capacity (# students)	349	x	student factor	0.213	=	$9,251	(elementary)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.04	=	$ -	(middle)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.048	=	$0	(mid-high)
total const. Cost	$0	/	capacity (# students)	0	x	student factor	0.016	=	$0	(high school)
									$9,251	

Total Square Feet of Permanent Space (District)	890,197	/ Total Square Feet of School Facilities (000)	944,853	= 94.22%

TOTAL FACILITY CONSTRUCTION COST = $ 8,716

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$ 52,399	/	17	facility size	x student factor	0.213	=	$657	(elementary)
Portable Cost	$ -	/	0	facility size	x student factor	0.04	=	$0	(middle)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0.048	=	$120	(mid-high)
Portable Cost	$ 42,990	/	17	facility size	x student factor	0.016	=	$40	(high school)
						Subtotal		$817	

Total Square Feet of Portable Space (District)	54,656	/ Total Square Feet of School Facilities (000)	944,853	= 5.78%

TOTAL RELOCATABLE COST ELEMENT = $47

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$ 180.17	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0.213	=	$1,382	(elementary)
	$ 180.17	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.04	=	$0	(middle)
BOECKH Index	$ 180.17	x OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.048	=	$0	(mid-high)
BOECKH Index	$ 180.17	x OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0.016	=	$0	(high school)
TOTAL STATE MATCH CREDIT										=	$1,382	

TAX PAYMENT CREDIT

[((1+ interest rate 4.00%) ^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00183268986 capital levy rate x

assessed value $131,359 tax payment credit = $1,953

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$641
FACILITY CONSTRUCTION COST	$8,716
RELOCATABLE FACILITIES COST (PORTABLES)	$47
(LESS STATE MATCH CREDIT)	($1,382)
(LESS TAX PAYMENT CREDIT)	($1,953)

	Non-Discounted	50% Discount
FINAL IMPACT FEE PER UNIT	**$6,070**	**$3,035**

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.

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Appendix C
Enrollment Data

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Table C-1
LAKE STEVENS SCHOOL DISTRICT
STUDENT ENROLLMENT, BY GRADE SPAN 2001-2008

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

School Type	Grade Level	School Year							
		2001	2002	2003	2004	2005	2006	2007	2008
Elementary	K	458	533	470	534	545	534	498	510
	1	507	520	555	536	555	558	563	538
	2	567	514	540	568	555	570	575	594
	3	534	586	533	557	591	563	586	587
	4	569	552	607	544	589	592	577	615
	5	559	585	576	618	552	568	616	597
Middle	6	580	582	599	610	654	570	576	624
	7	617	594	610	603	602	645	596	600
Mid-High	8	539	611	609	611	612	603	646	595
	9	525	646	748	714	717	679	702	725
Sr. High	10	552	543	586	657	652	663	623	632
	11	502	502	460	504	584	545	564	556
	12	412	381	419	397	429	503	460	470
Grades K-5 Headcount		3194	3,290	3,281	3,357	3,387	3,515	3,415	3,441
Grades K-5 FTE (2)		*2965*	*3,024*	*3,046*	*3,090*	*3,115*	*3,118*	*3,166*	*3,186*
Grades 6-7 Headcount		1,197	1,176	1,209	1,213	1,256	1,215	1,172	1,224
Grades 8-9 Headcount		1,064	1,257	1,357	1,325	1,329	1,282	1,348	1,320
Grades 9-12 Headcount		1,466	1,426	1,465	1,558	1,665	1,711	1,647	1,658
	Grades K-12 Headcount	6921	7,149	7,312	7,453	7,637	7,593	7,582	7,643
	Grades K-12 FTE (2)	*6692*	*6,883*	*7,077*	*7,186*	*7,365*	*7,326*	*7,333*	*7,388*

Source: Lake Stevens School District, OSPI

TABLE C-2
LAKE STEVENS SCHOOL DISTRICT
PROJECTED STUDENT ENROLLMENT 2010-2015

School Type	Grade Level	School Year: 2009	SPR	2010	2011	2012	2013	2014	2015
Elementary	K	556		526	526	525	524	523	522
	1	579		593	561	561	560	559	558
	2	571		603	618	584	584	583	582
	3	634		591	624	639	604	604	603
	4	605		655	610	644	660	624	624
	5	627		614	665	619	653	670	633
Middle	6	625		648	634	687	639	674	692
	7	627		633	656	642	696	647	683
Mid-High	8	606		630	636	659	645	700	650
	9	702		697	724	731	758	742	805
High	10	647		639	634	659	665	689	675
	11	553		562	555	551	572	578	598
	12	463		467	475	469	465	483	488
Grades K-5 Headcount		3,572		3,582	3,604	3,572	3,585	3,563	3,522
Grades K-5 FTE		*3,294*	*43.821%*	*3,319*	*3,341*	*3,310*	*3,323*	*3,302*	*3,261*
Grades 6-7 Headcount		1,252	16.656%	1,281	1,290	1,329	1,335	1,321	1,375
Grades 8-9 Headcount		1,308	17.401%	1,327	1,360	1,390	1,403	1,442	1,455
Grades 8-12 Headcount		1,663	22.1233%	1,668	1,664	1,679	1,702	1,750	1,761
	Grades K-12 Headcount	7,795	100%	7,858	7,918	7,970	8,025	8,076	8,113
	Grades K-12 FTE (2)	7,517		7,595	7,655	7,708	7,763	7,815	7,852

Source: Lake Stevens School District, OSPI

Notes:

(1) Actual student enrollment as of October 1, 2009.

(2) Assumes half-day attendance for kindergarten students.

SPR = Student Population Ratio

Table C-3
LAKE STEVENS SCHOOL DISTRICT
PROJECTED STUDENT ENROLLMENT 2010-2015
(Ratio Method)

School Type	Grade Level	School Year: 2009	SPR	2010	2011	2012	2013	2014	2015
Elementary	K	556		510	518	537	548	565	586
	1	579		571	553	573	585	604	626
	2	571		580	609	597	611	630	653
	3	634		569	615	653	631	652	676
	4	605		630	602	657	690	674	700
	5	627		591	651	632	683	724	710
Middle	6	625		614	614	664	632	691	700
	7	627		601	636	621	688	664	690
Mid-High	8	606		602	611	637	634	687	649
	9	702		667	695	706	745	729	804
Sr. High	10	647		618	632	670	685	709	708
	11	553		543	554	559	589	595	627
	12	463		453	474	478	480	497	512
Grades K-5 Headcount		3,572		3,451	3,548	3,649	3,748	3,848	3,951
Grades K-5 FTE (2)		*3.294*	*43.821%*	*3.196*	*3.289*	*3.381*	*3.474*	*3.566*	*3.658*
Grades 6-7 Headcount		1,252	16.656%	1,215	1,250	1,285	1,320	1,355	1,390
Grades 8-9 Headcount		1,308	17.401%	1,269	1,306	1,343	1,379	1,416	1,453
Grades 8-12 Headcount		1,663	22.1233 %	1,614	1,660	1,707	1,754	1,800	1,847
Grades K-12 Headcount		7,795	100%	7,549	7,762	7,978	8,201	8,419	8,641
Grades K-12 FTE (2)		7,517		7,294	7,505	7,716	7,927	8,137	8,348

Source: Lake Stevens School District, OSPI

Historical Ratio							
	2002	2004	2005	2006	2007	2008	2009*
Population	31,468	33,040	33,828	34,616	35,401	36,518	37,283
FTE Student Enrollment	6,883	7,186	7,365	7,326	7,333	7,388	7,517
Student/Population Ratio	21.87%	21.75%	21.77%	21.16%	20.71%	20.34%	20.16%

Projected Enrollment Total							
Office of Public Instruction (OSPI)							
	2010	2011	2012	2013	2014	2015	2025
Population	38,392	39,501	40,610	41,719	42,828	43,937	55,027
FTE Student Enrollment	7,595	7,655	7,708	7,763	7,815	7,852	N/A
Student/Population Ratio	19.78%	19.38%	18.98%	18.61%	18.25%	17.87%	

Projected Enrollment Total							
(Ratio Method)							
	2010	2011	2012	2013	2014	2015	2025
Population	38,392	39,501	40,610	41,719	42828	43,937	55,027
FTE Student Enrollment	7,294	7,505	7,716	7,927	8,137	8,348	10,455

Assumed Enrollment

	2002-2009 Actual	2010-2015 Assumed	OSPI '10-'15	DISTRICT 2025
FTE Student to Population Ratio	(See Above)			
Average	21.25%	19.00%	19.00%	N.A.
Grade Span (Avg. Distribution)				
Elementary (K-5)	43.82%		43.82%	43.82%
Middle School (6-7)	16.66%		16.66%	16.66%
Mid-High School (8-9)	17.40%		17.40%	17.40%
High School (10-12)	22.12%		22.12%	22.12%
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

4/5/2010

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.

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. Attached condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes on owned land 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 2002 to 2008 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 2010. 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 2,542 single family units were compared with 7,832 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	148	0.058
1	150	0.059
2	145	0.057
3	159	0.063
4	149	0.059
5	153	0.060
6	165	0.065
7	141	0.055
8	114	0.045
9	116	0.046
10	132	0.052
11	110	0.043
12	72	0.028
K-5	904	0.356
6-8	420	0.165
9-12	430	0.169
K-12	1754	0.690

Multifamily Rates (2-plus Bedrooms): The records of 249 2-plus bedroom units were compared with 7,832 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	10	0.040
1	8	0.032
2	6	0.024
3	7	0.028
4	11	0.044
5	11	0.044
6	6	0.024
7	4	0.016
8	8	0.032
9	4	0.016
10	3	0.012
11	0	0.000
12	1	0.004
K-5	53	0.212
6-8	18	0.072
9-12	8	0.032
K-12	79	0.317

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

Appendix E
Board Resolution No. xx-10

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 page 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 4-3: land inventory is located on page 4-5.
   - a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.;
     *See page 4-4 for a description of support facilities: also. Table 3.
   - and information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.
     Relocatable classroom facilities (portables) are identified on page 4-4: 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 pages 6-2 and 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
   - 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; Table 13; 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 14 and 15.

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 6-2 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, 2010-2015. 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 15-year enrollment projections to quantify capital facility needs for years 2010-2025.

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 16, 2010.

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

POSITION/TITLE: Director of Operations Services

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

DATE: May 26, 2010 **SIGNATURE:** Robb Stanton

PUBLISH:

The Herald	June 4, 2010 & June 11, 2010
Lake Stevens Journal	June 9, 2010 & June 16, 2010

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, 2010-2015

LAKE STEVENS SCHOOL DISTRICT NO. 4
Environmental Checklist Form

A. BACKGROUND

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

   Adoption of the Capital Facilities Plan, 2010-2015, 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 Operations Services

4. **Date checklist prepared:** April 18, 2010

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 2010-2015 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 Lake Stevens Comprehensive Plan
- 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 2010-2015 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 7,795 students (October 1, 2009 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 61 portable classrooms. District staff members number approximately 873. This includes 448 (429.41 FTE) certificated staff and 425 (253.791 FTE) 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 7,795 students (October 1, 2009 headcount) in five elementary schools, two middle schools, one mid-high school and one comprehensive high school. The District currently employs a staff of 873. This includes 448 certificated and 425 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 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, 2010

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, 2010-2015, 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	8
Highland Elementary	25	K-5	5
Hillcrest Elementary	23	K-5	4
Mt. Pilchuck Elementary	23	K-5	8
Skyline Elementary	27	K-5	0
Sunnycrest Elementary	30	K-5	5
Lake Stevens Middle	40	6-7	2
North Lake Middle	47	6-7	1
Cavelero Mid-High	60	8-9	2
Lake Stevens High School	69	10-12	0
Prove	6	10-12	0
Total	377		9

(Note: Information provided by the Lake Stevens School District. Reflects January 2010 class sizes.)

The District meets its minimum educational service standards with approximately 90% of its classes having enrollment at or below its established guidelines. (Refer to Minimum Educational Standards, page 3-3.)

Exhibit A-5
Ord 10-097

LAKEWOOD SCHOOL DISTRICT NO. 306

CAPITAL FACILITIES PLAN

2010-2015

DRAFT: June 18, 2010

APPROVED:

LAKEWOOD SCHOOL DISTRICT NO. 306

CAPITAL FACILITIES PLAN

2010-2015

BOARD OF DIRECTORS

KEN CHRISTIANSEN
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SUPERINTENDENT

DR. DENNIS HADDOCK

For information regarding the Lakewood School District Capital Facilities Plan, contact the Office of the Superintendent, Lakewood School District, P.O. Box 220, North Lakewood, WA 98259-0220. Tel: (360) 652-4500 or Fax: (360) 652-4502.

TABLE OF CONTENTS

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 (2010-2015).

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.

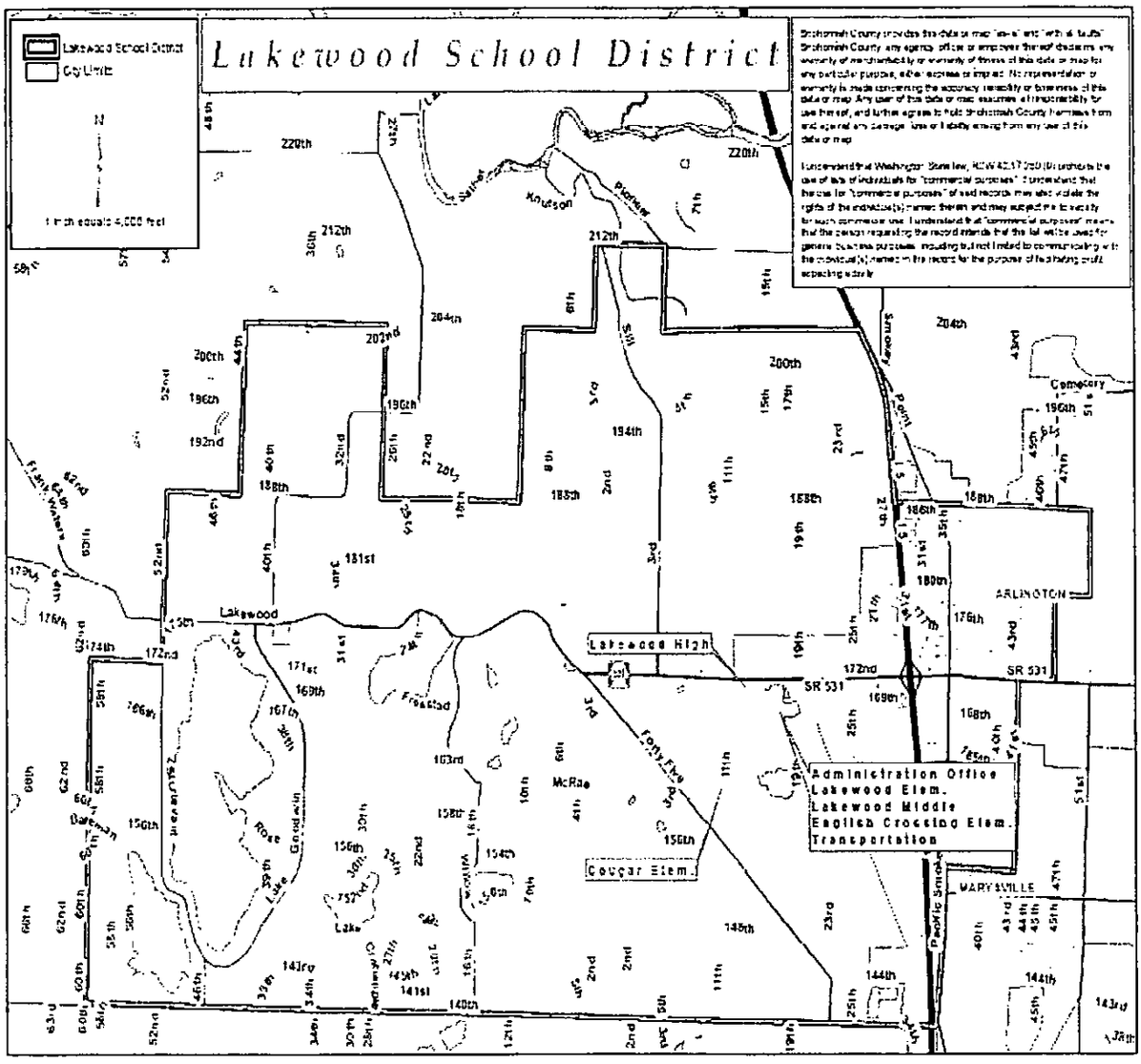
- The methodology used to calculate impact fees also complies with the criteria and the formulas established by the County.

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 2,436 (October 1, 2009 FTE Enrollment) with three elementary schools, one middle school, and one high school.

FIGURE 1
MAP OF FACILITIES



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
- Title 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
- 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
- Learning Assistance Program - Tutorial Services
- Occupational Therapy Program
- Special Education EBD Program

Cougar Creek Elementary School (Kindergarten through 5th Grades)

- Bilingual Education Program
- Title 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 Counseling Services
- Grades 3-5 Highly Capable/Enrichment Program

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
- 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. In updating this Capital Facility Plan, a building review of classroom use was conducted in order to reflect the actual classroom utilization in the high school and middle school. Therefore, classroom capacity should be adjusted using a utilization factor of 86% at the middle school and 83% at the high school 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 is equipped 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	598	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	241
SUBTOTAL	**10**	**241**

High School	Relocatables	Interim Capacity
Lakewood High	7	174
SUBTOTAL	**7**	**174**

TOTAL	**29**	**732**

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, 2009 FTE enrollment was 2,436. 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 2,279 FTE students are expected to be enrolled in the District by 2015, a decrease from the October 2009 enrollment levels. Notably, the cohort survival method does not anticipate new students from new development patterns. This is particularly true of new development resulting from annexation and rezoning (both of which have recently occurred in the City of Marysville).

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. In 2009, the District's average student enrollment constituted approximately 17.9% of the total population in the District. Assuming that between 2010 and 2015, the District's enrollment will constitute 17.9% of the District's total population and using OFM/County data, OFM/County methodology projects a total enrollment of 2,632 FTEs in 2015.

Table 4
Projected Student Enrollment
2010-2015

Projection	Oct. 2009*	2010	2011	2012	2013	2014	2015	Change 2010-15	Percent Change 2010-15
OFM/County	2,436	2,469	2,502	2,535	2,568	2,601	2,632	196	8.0%
OSPI**	2,436	2,405	2,372	2,336	2,329	2,302	2,279	(157)	(6.5%)

* Actual FTE, October 2009
**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 information 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 2015 are highly speculative. Using OFM/County data as a base, the District projects a 2025 student FTE population of 3,154. This is based on the OFM/County data for the years 1990 through 2009 and the District's average fulltime equivalent enrollment for the corresponding years (for the years 1990 to 2009, the District's actual enrollment averaged 18.95% 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 2009	Projected Enrollment 2025*
Elementary (K-5)	1,043	1,347
Middle School (6-8)	599	789
High School (9-12)	794	1,018
TOTAL (K-12)	**2,436**	**3,154**

*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 (2010-2015).

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 2010. 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 2010-2015.

Table 6-A*
Additional Capacity Needs
2009-2015

Grade Span	2009**	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Pct. Growth Related
Elementary (K-5)								
Total	0	0	0	0	0	0	0	
Growth Related	--	--	--	--	--	--	--	0%
Middle School (6-8)								
Total	0	15	24	32	40	48	57	
Growth Related***	--	15	24	32	40	48	57	100%
High School								
Total	196	200	210	221	231	242	252	
Growth Related***	--	4	14	25	35	46	56	22.2%

*Please refer to Table 7 for capacity and projected enrollment information.
**Actual October 2009 FTE Enrollment
***This figure does not include growth-related needs from recent development activity within the District. Therefore, the District's growth-related needs are much higher. For example, the 2008 Capital Facilities Plan shows that, based on October 2007 FTE enrollment, the District's growth needs include an additional 9 students at the middle school level and an additional 29 students at the high school level. The actual growth-related needs are higher than even the 2008 base figures when considering recent development activity and its impact on District facilities.

By the end of the six-year forecast period (2015), 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)	57 / (57)
High School (9-12)	252 / (56)
TOTAL UNHOUSED (K-12)	309 / (113)

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	2015 Unhoused Students /Growth Related in Parentheses)	Relocatable Capacity	Unhoused Students*
Elementary (K-5)	0 / (0)	182	-----
Middle School (6-8)	57 / (57)	241	-----
High School (9-12)	252 / (56)	174	78

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 2015 are included in Table 7 and more fully described in Table 8.

Table 7
Projected Student Capacity
2010-2015

Elementary School Surplus/Deficiency

	Oct 2009 FTE	2010	2011	2012	2013	2014	2015
Existing Capacity	1,395	1,395	1,395	1,395	1,395	1,395	1,395
Added Permanent Capacity							
Total Capacity	1,395	1,395	1,395	1,395	1,395	1,395	1,395
Enrollment	1,043	1,054	1,068	1,082	1,097	1,111	1,123
Surplus (Deficiency)	352	341	327	313	298	284	272

Middle School Surplus/Deficiency

	Oct 2009 FTE	2010	2011	2012	2013	2014	2015
Existing Capacity	602	602	602	602	602	642	727
Added Permanent Capacity*						85	
Added Alternative Program Capacity*					40		
Total Capacity	602	602	602	602	642	727	727
Enrollment	599	617	626	634	642	650	659
Surplus (Deficiency)	3	(15)	(24)	(32)	--	77	68

*See Section 6 for project information.

High School Surplus/Deficiency

	Oct 2009 FTE	2010	2011	2012	2013	2014	2015
Existing Capacity	598	598	598	598	598	658	823
Added Permanent Capacity*						165	
Added Alternative Program Capacity*					60		
Total Capacity	598	598	598	598	658	823	823
Enrollment	794	798	808	819	829	840	850
Surplus (Deficiency)	(196)	(200)	(210)	(221)	(171)	(17)	(27)

*See Section 6 for project information.

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 Permanent Capacity:

- Acquisition of a new 10 to 15 acre Elementary School site within the District's service boundaries and dependent on growth needs;
- Acquisition of a new high school or middle 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.

Projects Adding Program Capacity:

- Lease space for a new alternative program, providing program capacity for forty (40) middle school students and sixty (60) high school students.

Non-Capacity Adding Projects:

- High School modernization and improvements;
- Middle School modernization and improvements;
- Lakewood Elementary School modernization;
- Replacement of 11 relocatable classrooms;
- 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 School Construction Assistance

State School Construction Assistance 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 School Construction Assistance funds for specific capital projects based on a prioritization system. The District is eligible for State School Construction Assistance funds for new schools at the 53.12% funding percentage 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 2010-2015. 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)

Project	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Impact Fees
Elementary School Site Acquisition				$1.5000			$1.5000	X		
Middle School										
Lakewood Middle Addition				$1.56625	$1.56625		$3.1325[1]	X	X	X
High School										
Lakewood High Addition				$3.03125	$3.03125		$6.0625[2]	X	X	X
Secondary										
Site Acquisition			$4.5000				$4.5000	X		X

Improvements Not Adding Capacity (Costs in Millions)

Project	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Impact Fees
Elementary										
Lakewood Elem					2.0000		$2.0000			
Middle School										
Lakewood Middle				$6.00125	$6.00125		$12.0025	X	X	
High School										
Lakewood High				$15.74875	$15.74875		$31.4975	X	X	
11 Relocatables Replaced				$1.1000			$1.1000	X		
Bus Garage						$1.4361	$1.4361	X		
Admin Area						$0.6564	$0.6564	X		
Business Office						$0.7612	$0.7612	X		

Total Permanent Improvements (Costs in Millions)

	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Impact Fees
TOTAL				**$28.9475**	**$28.3475**	**$2.8537**	**$64.6487**	X	X	X

Leased Program Facilities (Costs in Millions)

	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Impact Fees
Alternative Program (Grades 6-12)				$1.120[3]				X		

[1] Includes a portion of capacity-related improvements related to core gymnasium/ancillary space. Remaining costs included in "Improvements Not Adding Capacity."

[2] Includes a portion of capacity-related improvements related to core gymnasium/ancillary space and performance arts space. Remaining costs included in "Improvements Not Adding Capacity."

[3] Tenant Improvement Costs. Does not include annual lease costs.

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	.269
Middle	.125
Senior	.197
Total	**.591**

Student Generation Factors – Multi Family (1 Bdrm)

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

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.322
Middle	.107
Senior	.078
Total	**.507**

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)	$3,132500
High School (Addition)	$6,062,500

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		83,006
Total	**100.00%**	**274,545**

Average Site Cost/Acre

Temporary Facility Capacity

Capacity
Cost

State Match Credit

Current State Match Percentage	53.12%

Construction Cost Allocation

Current CCA	180.17

District Average Assessed Value

Single Family Residence	$323,833

District Average Assessed Value

Multi Family (1 Bedroom)	$90,329
Multi Family (2+ Bedroom)	$131,359

SPI Square Footage per Student

Elementary	90
Middle	108
High	130

District Debt Service Tax Rate

Current/$1,000	$1.417

General Obligation Bond Interest Rate

Current Bond Buyer Index	4.00%

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. See also Appendix C.

Table 9A
School Impact Fees
Snohomish County, City of Arlington, City of Marysville

Housing Type	Impact Fee Per Dwelling Unit
Single Family	$1,780
Multi-Family (1 Bedroom)	$0
Multi-Family (2+ Bedroom)	$1,379

APPENDIX A

POPULATION AND ENROLLMENT DATA

Table A-1

HISTORICAL STUDENT ENROLLMENT 2001-2009
ACTUAL ENROLLMENTS ON OCTOBER 1st*

GRADES	2001	2002	2003	2004	2005	2006	2007	2008	2009
K	96	99	100	102	98	89	95	86	97
1st Grade	159	201	204	193	200	205	186	186	175
2nd Grade	185	174	201	189	194	204	189	190	184
3rd Grade	197	196	174	197	190	204	199	189	183
4th Grade	223	196	204	183	202	200	200	209	194
5th Grade	180	234	214	205	177	200	194	192	210
6th Grade	186	197	242	220	193	184	200	191	212
7th Grade	206	201	204	222	222	198	183	189	190
8th Grade	187	218	189	199	216	215	207	185	197
9th Grade	202	211	214	187	199	227	221	203	189
10th Grade	174	200	190	202	158	188	218	212	205
11th Grade	157	162	178	180	171	157	184	203	196
12th Grade	153	163	163	172	175	171	161	188	204
Total Enrollment	**2,305**	**2,452**	**2,477**	**2,451**	**2,395**	**2,442**	**2,437**	**2,423**	**2,436**

* FTE enrollment.

Table A-2

PROJECTED STUDENT ENROLLMENT 2009-2015
Based on OSPI Cohort Survival*

GRADES	ACTUAL FTE October 2009	ESTIMATE FTE 2010-2011	ESTIMATE FTE 2011-2012	ESTIMATE FTE 2012-2013	ESTIMATE FTE 2013-2014	ESTIMATE FTE 2014-2015	ESTIMATE FTE 2015-2016
K	97	89	88	86	85	83	81
1st Grade	175	197	181	178	175	172	169
2nd Grade	184	174	195	179	176	174	171
3rd Grade	183	184	174	195	179	176	174
4th Grade	194	188	189	179	200	184	181
5th Grade	210	190	184	185	175	196	180
3-5 Total	**1,043**	**1,022**	**1,011**	**1,002**	**990**	**985**	**956**
6th Grade	212	213	193	187	188	177	199
7th Grade	190	211	212	192	186	187	176
8th Grade	197	192	213	214	194	187	188
6-8 Total	**599**	**616**	**618**	**593**	**568**	**551**	**563**
9th Grade	189	200	195	216	217	197	190
10th Grade	205	178	189	184	204	205	186
11th Grade	196	192	166	177	172	191	192
12th Grade	204	197	193	167	178	173	192
9-12 Total	**794**	**767**	**743**	**744**	**771**	**766**	**760**
Total Enrollment	**2,436**	**2,405**	**2,372**	**2,339**	**2,329**	**2,302**	**2,279**

* 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. 2009	2010	2011	2012	2013	2014	2015
Elementary (K-5)	1,043	1,022	1,011	1,002	990	985	956
Middle School (6-8)	599	616	618	593	568	551	563
High School (9-12)	794	767	743	744	771	766	760
TOTAL	**2,436**	**2,405**	**2,372**	**2,339**	**2,329**	**2,302**	**2,279**

Percentage by Grade Span	Oct. 2009	2010	2011	2012	2013	2014	2015
Elementary (K-5)	43%	42%	43%	43%	43%	43%	42%
Middle School (6-8)	25%	26%	26%	25%	24%	24%	25%
High School (9-12)	32%	32%	31%	32%	33%	33%	33%
TOTAL**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Average Percentage by Grade Span	
Elementary (K-5)	42.7%
Middle School (6-8)	25.0%
High School (9-12)	32.3%
TOTAL	**100%**

Table A-4

AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN
(COUNTY/OFM Enrollment Projections)***

Enrollment by Grade Span	Oct. 2009	Avg. %age	2010	2011	2012	2013	2014	2015
Elementary (K-5	1,043	42.7%	1,054	1,068	1,082	1,097	1,111	1,123
Middle School (6-8)	599	25.0%	617	626	634	642	650	659
High School (9-12)	794	32.3%	798	808	819	829	840	850
TOTAL**	**2,436**	**100%**	**2,469**	**2,502**	**2,535**	**2,568**	**2,601**	**2,632**

*Actual October 2009 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

4/1/2010

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. Attached condominiums, townhouses, and duplexes are included in the multi-family classification. Modular homes on owned sites 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 2002 to 2008 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 2010. 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:

210 Polk Street, Suite 6A • Port Townsend, WA 98368 • (360) 680-9014 • www.doyleconsult.com

Single Family Rates: The records of 391 single family 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	20	0.051
1	16	0.041
2	21	0.054
3	13	0.033
4	20	0.051
5	15	0.038
6	20	0.051
7	18	0.046
8	11	0.028
9	16	0.041
10	20	0.051
11	26	0.066
12	15	0.038
K-5	105	0.269
6-8	49	0.125
9-12	77	0.197
K-12	231	0.591

Multifamily Rates (2-plus Bedrooms): The records of 438 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	23	0.053
1	27	0.062
2	25	0.057
3	24	0.055
4	18	0.041
5	24	0.055
6	17	0.039
7	14	0.032
8	16	0.037
9	12	0.027
10	11	0.025
11	6	0.014
12	5	0.011
K-5	141	0.322
6-8	47	0.107
9-12	34	0.078
K-12	222	0.507

*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	2010								
School Site Acquisition Cost:									
((Acres x Cost per Acre)/Facility Capacity) x Student 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	0.00	$	500	0.269	0.000	0.322	$0	$0	$0
Middle			85	0.125	0.000	0.107	$0	$0	$0
High			165	0.197	0.000	0.078	$0	$0	$0
							$0	$0	$0
School Construction Cost:									
((Facility Cost/Facility Capacity) x Student 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	93.15%	$	500	0.269	0.000	0.322	$0	$0	$0
Middle	93.15%	$ 3,132,500	85	0.125	0.000	0.107	$4,291	$0	$3,673
High	93.15%	$ 6,042,500	165	0.197	0.000	0.078	$6,742	$0	$2,670
						TOTAL	$11,034	$0	$6,343
Temporary Facility Cost:									
((Facility Cost/Facility Capacity) x Student 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	6.85%	$	26	0.269	0.000	0.322	$0	$0	$0
Middle	6.85%	$	29	0.125	0.000	0.107	$0	$0	$0
High	6.85%	$	30	0.197	0.000	0.078	$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	$ 180.17	90	0.00%	0.269	0.000	0.322	$0	$0	$0
Middle	$ 180.17	108	53.12%	0.125	0.000	0.107	$1,292	$0	$1,106
Sr. High	$ 180.17	130	53.12%	0.197	0.000	0.078	$2,451	$0	$970
					TOTAL		$3,743	$0	$2,076
Tax Payment Credit:							SFR	MFR (1)	MFR (2+)
Average Assessed Value							$323,833	$90,329	$131,359
Capital Bond Interest Rate							4.00%	4.00%	4.00%
Net Present Value of Average Dwelling							$2,626,576	$732,649	$1,065,439
Years Amortized							10	10	10
Property Tax Levy Rate							$1.42	$1.42	$1.42
	Present Value of Revenue Stream						$3,730	$1,040	$1,513
	Fee Summary:			Single	Multi-	Multi-			
				Family	Family (1)	Family (2+)			
	Site Acquisition Costs			$0	$0	$0			
	Permanent Facility Cost			$11,034	$0	$6,343			
	Temporary Facility Cost			$0	$0	$0			
	State Match Credit			($3,743)	$0	($2,076)			
	Tax Payment Credit			($3,730)	($1,040)	($1,513)			
	FEE (AS CALCULATED)			$3,561	$0	$2,753			
	FEE (AS DISCOUNTED 50%)			$1,780	$0	$1,377			

OUTPUT OPTIONS: Budget Prep - Expenditure

Output File: [.output]budexp.gl
Run By : MLCLKWOOD 06/17/10 14:11

SORT ORDER

BREAK BY:

File	Field
glacct	Club/Activity (ASB)
glacct	Subsidiary Account

RECORD SELECTION

File: glacct
  Location EQ "102"

INITIAL OPTIONS:

Fund ID	4
Fiscal Year	2010
Detail or Summary	Detail
Column 1 Budget Balance Type	BUD10
Column 2 Budget Balance Type	
Column 3 Budget Balance Type	
Accounts to Include	1

Fund ID 4 Associated Student Body Fund
Fiscal Year 2010

C333-11-2222-LLL-4444-5555	Description	FTE	BUD 10-11	FTE	Unspecified	Percent
1000-00-0000-102-0000-0000	LES ASB GENERAL		8,500		0	.000
1006-00-2001-102-0000-0000	COOKIE FUNDRAISER		12,000		0	.000
1007-00-0000-102-0000-0000	T-SHIRTS		4,000		0	.000
1	General Student Body		24,500 *		0 *	.000 *
3009-00-0000-102-0000-0000	PE		200		0	.000
3011-00-0000-102-0000-0000	LIBRARY		100		0	.000
3012-00-0000-102-0000-0000	MUSIC		200		0	.000
3013-00-0000-102-0000-0000	LEARNING LAB		200		0	.000
3014-00-0000-102-0000-0000	COMPUTER LAB		200		0	.000
3026-00-0000-102-0000-0000	SECOND GRADE		1,700		0	.000
3036-00-0000-102-0000-0000	KINDERGARTEN		1,750		0	.000
3300-00-0000-102-0000-0000	FIRST GRADE		1,500		0	.000
3	Classes		5,850 *		0 *	.000 *
	-- Grand Total -->		30,350 *		0 *	.000 *

Exhibit A-6
Ord 10-097

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2010-2015

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

DRAFT: June 18, 2010

Adopted: _____

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2010-2015

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

Table of Contents

For information regarding the Marysville School District 2010-2015 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 (2010-2015).

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 11,060 (October 1, 2009 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 small learning communities. 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 completed construction of the Marysville Secondary Campus and consolidated several programs (serving grades 6-12) on one campus. The District also opened Grove Elementary School in the fall of 2008. The District anticipates that Marysville Getchell Campus, housing four separate 9-12 small learning communities, will be open in the fall of 2010. 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 Grove Elementary School and the Marysville Secondary Campus, as well as the upcoming opening of Marysville Getchell Campus, help to alleviate some of these concerns. However, the District expects continued growth-related enrollment increases. 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.

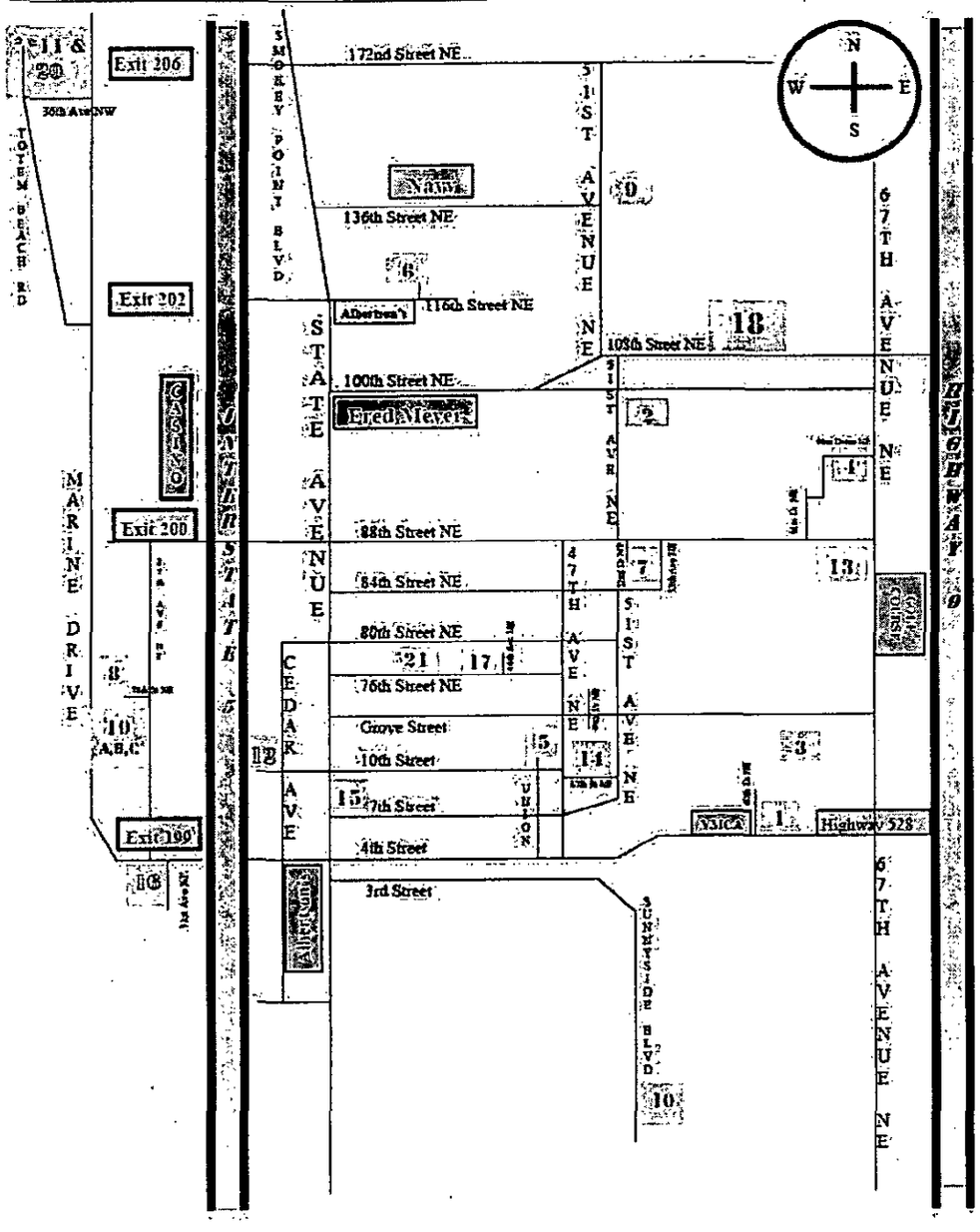
Significant Issues

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. The current economy further complicates capacity planning.

In February of 2006, the District's voters approved a school construction bond for approximately $118 million. The bond helped to pay for a second high school in the District, as well as Grove Elementary School. The District also used the bond proceeds to acquire future school sites. The District will consider presenting a future bond to the voters during the six years of this Plan.

**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



Revised 12.2007

Elementary Schools

1 **Allen Creek Elementary** 360-653-0660
6505 60th Drive NE
Take Exit #199. Turn east on 4th Street. Follow approx. 1.5 miles. School is on the left.

2 **Cascade Elementary** 360-653-0620
5200 100th Street NE
Take Exit #200. Turn east on 88th St. NE. Go approx. 1 mile turn left on 51st Ave. NE. Go to 100th St. NE. School is on the right.

3 **Grove Elementary (opening Fall 2008)**
6510 Grove Street
Take Exit #199. Turn east on 4th Street. Follow to State Street and turn right. Follow State approximately 1/2 mile to Grove Street. Turn left on Grove and follow approx. 1.0 miles. School is on the right.

4 **Kellogg Marsh Elementary** 360-653-0643
6325 91st Street NE
Take Exit #200 Turn east on 88th St. NE. Follow approx 1.5 miles. Turn left on 61st Dr. NE. Follow to 4-way stop. Turn right on 91st St. NE. School is straight ahead.

5 **Liberty Elementary** 360-653-0625
1919 10th Street
Take Exit #199. Turn east on 4th St. Follow to Union and turn left. Go to end of street. School is straight ahead.

6 **Marshall Elementary** 360-653-0630
4407 116th Street NE
Take Exit #202. Turn east on 116th St. NE. Follow approx. 0.5 miles. School is on the left.

7 **Pinewood Elementary** 360-653-0635
5115 84th Street NE
Take Exit #200 Turn east on 88th Street NE. Follow approximately 1 mile. Turn right on 52nd Dr. NE. School is straight ahead.

8 **Quil Ceda Elementary** 360-653-0890
2415 74th Street NE
Take Exit #200. Turn west on 88th St. NE (Quil Ceda Way). Follow to 27th Ave. NE and turn left. Follow approx. 1.5 miles to 74th St. NE and turn right. School is straight ahead.

9 **Shoultes Elementary** 360-653-0640
13525 51st Avenue NE
Take Exit #202. Turn east on 116th St. NE. Follow to State Avenue and turn left. Follow to 136th St. NE and turn right. Follow approx. 0.5 miles. School is straight ahead.

10 **Sunnyside Elementary** 360-653-0645
3707 Sunnyside Boulevard
Take Exit #199. Turn east on 4th St. Follow to State Ave. and turn right. Follow to 3rd St. and turn left. Follow approx. 2.5 miles. School is on the left.

11 **Tulalip Elementary** 360-653-0650
7730 36th Avenue NW
Take Exit #199. Turn west on 4th St. (Marine Dr.). Follow approx. 7 miles to 36th Ave. NW and turn left. School is on the right.

Revised 4.2008

Middle Schools (Grades 6-8)

12 **10th Street** 360-653-0665
~~1010 Beach Street~~
Moved to #19C Secondary Options Campus April 08

13 **Cedarcrest Middle School** 360-653-0650
6400 88th Street NE
Take exit #200. Turn east on 88th St. NE. Follow approx. 1.5 miles. School is on the right.

14 **Marysville Middle School** 360-653-0615
4923 67th Street NE
Take Exit #199. Turn east on 4th St. Follow approx. 1.5 miles to 47th Ave. NE and turn left. Follow around to the right at the 'Y' and follow to 67th St. NE. School is on the right.

15 **Totem Middle School** (Formerly Marysville Junior High School)
1605 7th Street 360-653-0610
Take Exit #199. Turn east on 4th St. Follow to State Ave. and turn left. Follow to 7th St. and turn right. School is on the left.

High Schools (Grades 9-12)

16 **Marysville Arts & Technology** 360-653-0664
~~6332 31st Avenue NE~~
Moved to #19A Secondary Options Campus Dec 2007

17 **Marysville Mountain View High School (Formerly MAHS)**
4317 76th Street NE 360-653-0628
Take Exit #199. Turn east on 4th St. Follow to State Ave. and turn left. Follow to 76th St. NE and turn right. Follow to 44th Ave. NE and turn left. School is on the left.

18 **Marysville-Pilchuck High** 360-653-0600
5611 108th Street NE
Take Exit #200. Turn east on 88th St. NE. Follow approx. 1 mile and turn left on 51st Ave. NE. Follow to 108th St. NE and turn right. School is 0.5 miles on the left.

19 **Marysville Secondary Options Campus (Open Winter 2007-08)**
7204 27th Avenue NE
Take Exit #200. Turn west on 88th St. NE (Quil Ceda Way). Follow to 27th Ave. NE and turn left. Follow approx. 1.5 miles School is on the right.

19A **Marysville Arts & Technology** 360-653-0664

19B **Tulalip Heritage (Grades 9-12)** 360-653-0690

19C **10th Street** 360-653-0665

20 **Tulalip Heritage (Grades 9-12)** 360-653-0690
~~7707 36th Avenue NW~~
Moved to #19B Secondary Options Campus March 08

Administrative Offices/Service Center

21 **District Office** 360-653-7058
4220 80th Street NE
Take Exit #200. Turn east on 88th St. NE. Follow to State Ave. and turn right. Follow to 80th St. NE and turn left. Follow 1/2 block. Service Center is on the right.

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 61 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.

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	2	72
Kellogg Marsh	5	2	120
Liberty	6	2	144
Marshall	2	3	48
Pinewood	3	4	72
Quil Ceda	3	3	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	7	2	175
Totem	0	0	0
SUBTOTAL	**19**	**4**	**475**

High School	*Relocatables*	*Other Relocatables*	*Interim Capacity*
Marysville-Pilchuck	8	1	208
Mountain View	2	0	52
SUBTOTAL	**10**	**1**	**260**

TOTAL	**61**	**36**	**1,503**

*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
Old Getchell Site	10.00
West Marshall Site (School Farm)	18.00
Sunnyside Hills Site	13.00
Frondorf Site	27.75

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

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.

With the assistance of a professional demographer, the District has developed its own methodology for forecasting future enrollments. This methodology, a modified cohort survival method, considers a variety of factors to evaluate the potential student population growth for the years 2010 through 2024. These factors include: Office of Financial Management population forecasts for Snohomish County and historical data; Office of the Superintendent of Public Instruction data regarding enrollment history by year and grade and other statistical data regarding District-specific enrollment trends; Washington State Health Department and Snohomish County birth statistics (for purposes of predicting kindergarten enrollments); Washington State Department of Licensing statistics regarding population migration; Educational Service District 189 statistics regarding enrollment trends; Snohomish County and City of Marysville data regarding residential home construction; United States Census records regarding population age groupings; and District data regarding alternative program enrollment statistics and trends, student transfer statistics and trends, and current school enrollment figures by grade level and schools.

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, derived from the evaluated factors, for each year through 2024. *See Appendix A* (which shows the District's Headcount Enrollment Projections). The growth factor starts at 0% and is then determined by balancing the positive and negative evaluated factors (i.e. those listed in the paragraph above) which could affect student enrollment figures over the term of the forecast. As an example, the 2009 kindergarten class is the largest in the history of the District and, along with the large number of births in Snohomish County over the last five years, should indicate that high kindergarten enrollments will continue, resulting in positive overall enrollment. However, on the negative side, the District is has lost some students who have opted to attend schools in other surrounding districts. These two trends tend to cancel each other out, in creating either a plus or minus growth factor. On average, District population over the six year period of this CFP is expected to grow by 0.60% per year.

District enrollment declined between 2007 and 2009, likely due to a variety of factors such as economic circumstances, slower in-migration, and students opting for alternative education plans. However, the six year enrollment forecast demonstrates enrollment growth over the next

six years. Using the modified cohort survival projections, a total enrollment of 11,464 (FTE)[1] is expected in 2015. In other words, the District expects the enrollment of 404 additional students between 2009 and 2015. *See* Table 10. Notably, the District experienced a record high 2009 kindergarten enrollment

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. Between 1990 and 2009 the District's enrollment constituted approximately 18.35% of the District's total population. Assuming that, between 2010 and 2015, the District's enrollment will continue to constitute 18.35% of the District's population, using OFM/County data, the District projects a total enrollment of 13,945 students in 2015. *See* Table 10.

Table 10
Projected Student Enrollment (FTE)*
2010-2015

Projection	*2009**	*2010*	*2011*	*2012*	*2013*	*2014*	*2015*	*Actual Change*	*Percent Change*
OFM/County	11,060	11,540	12,020	12,500	12,980	13,460	13,945	2,885	26%
District	11,060	11,055	11,064	11,126	11,230	11,346	11,464	404	3.7%

*The District uses FTE enrollment, which is essentially headcount enrollment with the kindergarten enrollment multiplied by 0.5, to reflect actual classroom usage. For example, the "District" enrollment line in Table 10 is derived from the District's headcount enrollment projections located in Appendix 1. The reader can see that Appendix A projects 11,485 students in 2010. When the kindergarten enrollment for 2010 is multiplied by 0.5, the total K-12 enrollment for 2010 is 11,055.

** Actual FTE enrollment (October 1, 2009).

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 2015 and to the future are highly speculative. The District projects a total enrollment of 12,726 students in 2024. This is based on the District's enrollment projections for 2009 and an estimated 0.95% 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.

[1] FTE projected enrollment is derived by using the Headcount Enrollment Projections in Appendix A and multiplying kindergarten enrollment by 0.5 to reflect that the majority of kindergarten students in the District attend school for ½ of the school day.

Table 11-A
Projected FTE Student Enrollment - District
2024

Grade Span	*Projected FTE Enrollment*
Elementary (K-5)	5,612
Middle Level School (6-8)	2,991
High School (9-12)	4,123
TOTAL (K-12)	**12,726**

Assuming that the District's enrollment will continue to constitute 18.35% 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 FTE Student Enrollment – County/OFM
2025

Grade Span	*Projected FTE Enrollment*
Elementary (K-5)	7,251
Middle Level School (6-8)	3,864
High School (9-12)	5,328
TOTAL (K-12)	**16,443**

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 (2010-2015). 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 2009 Enrollment/Capacity

Grade Span	*Unhoused Students/(Housed Students)*
Elementary Level (K-5)	(27)
Middle Level (6-8)	140
High School Level (9-12)	1,119

The method used to define future capacity needs assumes that:

- High School No. 2 is opened in 2010, housing approximately 1,600 students, opens in 2010.
- Capacity additions at 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 2015, the end of the six year forecast period:

Table 13
Unhoused Students – 2015

Grade Span	*Unhoused Students/(Housed Students)*
Elementary Level (K-5)	271
Middle Level (6-8)	212
High School Level (9-12)	(519)

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 2015 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 (except for in the total District capacity summary). (Information on relocatable classrooms by grade level and interim capacity can be found in Table 5. Information on planned construction projects can be found in the Financing Plan, Table 15.)

Table 14
Projected Student Capacity – 2010 through 2015

Elementary School – Surplus/Deficiency

	*2009**	*2010*	*2011*	*2012*	*2013*	*2014*	*2015*
Existing Capacity	4,906	4,906	4,906	4,906	4,978	4,978	4,978
Added Permanent Capacity	0	0	0	72	0	0	0
Total Capacity**	4,906	4,906	4,906	4,978	4,978	4,978	4,978
Enrollment	4,879	4,897	4,940	4,990	5,105	5,223	5,249
Surplus (Deficiency)**	27	9	(34)	(12)	(127)	(245)	(271)

*Actual October 2009 FTE enrollment
**Does not include added relocatable capacity

Middle School Level – Surplus/Deficiency

	*2009**	*2010*	*2011*	*2012*	*2013*	*2014*	*2015*
Existing Capacity	2,456	2,456	2,456	2,456	2,456	2,456	2,456
Added Permanent Capacity	0	0	0	0	0	0	0
Total Capacity**	2,456	2,456	2,456	2,456	2,456	2,456	2,456
Enrollment	2,596	2,642	2,675	2,681	2,640	2,642	2,668
Surplus (Deficiency)**	(140)	(186)	(219)	(225)	(184)	(186)	(212)

*Actual October 2009 FTE enrollment
**Does not include added relocatable capacity

High School Level -- Surplus/Deficiency

	*2009**	*2010*	*2011*	*2012*	*2013*	*2014*	*2015*
Existing Capacity	2,466	2,466	4,066	4,066	4,066	4,066	4,066
Added Permanent Capacity	0	1,600	0	0	0	0	0
Total Capacity**	2,466	4,066	4,066	4,066	4,066	4,066	4,066
Enrollment	3,585	3,516	3,449	3,455	3,485	3,499	3,547
Surplus (Deficiency)**	(1,119)	550	617	611	581	567	519

*Actual October 2009 FTE enrollment
**Does not include added relocatable capacity.

District Summary -- Surplus/Deficiency

	*2009**	*2010*	*2011*	*2012*	*2013*	*2014*	*2015*
Existing Capacity	9,828	9,828	11,428	11,428	11,500	11,500	11,500
Added Permanent Capacity	0	1,600	0	72	0	0	0
Added Relocatables**	0	(155)***	0	0	0	0	0
Total Permanent Capacity	9,828	11,428	11,428	11,500	11,500	11,500	11,500
Relocatable Capacity**	1,658	1,503	1,503	1,503	1,503	1,503	1,503
Total Capacity	11,486	12,931	12,931	13,003	13,003	13,003	13,003
Enrollment	11,060	11,055	11,064	11,126	11,230	11,346	11,464
Surplus (Deficiency)	426	1,876	1,867	1,877	1,773	1,657	1,539

*Actual October 2009 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.
***Planned relocatable reduction.

SECTION SIX: FINANCING PLAN

Planned Improvements

In 2010, the District will open a new 1,600 student high school campus (Marysville Getchell Campus) with four separate small learning communities. The Marysville Getchell Campus is being built on a 40-acre site that was recently purchased by the District. The opening of this facility will help to alleviate capacity needs at the high school level. The new high school will open with some available capacity to serve students from new development. The District has been planning for this Project for several years in response to ongoing growth needs at the high school level. The District also plans to present for voter approval the replacement and addition of capacity at Cascade Elementary School (using the Grove Elementary School prototype).

The District also plans to present for voter approval various health and safety improvements, technology upgrades, and improvement of the existing Marysville Pilchuck High School swimming pool.

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 School Construction Assistance Funds: State School Construction Assistance 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 School Construction Assistance Funds for specific capital projects based on a prioritization system.

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 2010-2015. 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	2009*	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Local Funds	State Match	Impact Fees[2]
Elementary											
Cascade Addition[3]			$2.00	$1.06				$3.06	$1.90	$0.85	$0.31
Middle School											
High School											
High School No. 2 (Site Acquisition)	$4.00							$4.00	$3.50		$0.50
High School No. 2 (Construction)	$92.60							$92.60	$76.60	$15.00	$1.0
Land Purchase (for future growth)											

**Total project costs include expenditures from prior years
**All projects are growth-related.

Total Capacity Improvements – (Costs in Millions)**

	2009*	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Local Funds	State Match	Impact Fees
Elementary			$2.00	$1.06				$3.06	$1.90	$0.85	$0.31
Middle Level											
High School	$96.60							$96.60	$80.1	$15.00	$1.50
Land Purchase											
TOTALS	$96.60		$2.00	$1.06				$99.66	$82.0	$15.85	$1.81

**Total project costs include expenditures from prior years
**All projects are growth-related.

[2] 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.

[3] The cost estimate for Cascade is for a pro-rata (@ 17%) of the total estimated cost of construction. This corresponds to the additional capacity added to the replacement capacity for each school.

Table 15
Capital Facilities Financing Plan

Improvements Not Adding New Permanent Capacity (Costs in Millions)

Project	2010	2011	2012	2013	2014	2015	Total Cost	Bonds	State Match	Impact Fees
Elementary										
Cascade Replacement[4]		$10.94	$4.0				$14.94	$10.79	$4.15	
District-wide										
Health & Safety Projects			$3.0	$3.0			$6.0	$6.0		
Technology Improvements			$3.0	$3.0			$6.0	$6.0		
TOTALS		$10.94	$10.0	$6.0			$26.94	$22.79	$4.15	

[4] The cost estimate for the Cascade replacements reflects 83% 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	.283	.166	.100	.550
Multi-Family (1 Bedroom)	No Data	No Data	No Data	No Data
Multi-Family (2+ Bedrooms)	.246	.161	.045	.451

(Source: Doyle Consulting, April 2010)

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
2010

Housing Type	*Impact Fee Per Dwelling Unit*
Single Family	$4,263
Multi-Family (1 Bedroom)	N/A
Multi-Family (2+ Bedroom)	$3,637

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 50%, are summarized in Table 18. *See also* Appendix B.

Table 18
School Impact Fees
2010

Housing Type	*Impact Fee Per Dwelling Unit*
Single Family	$4,263
Multi-Family (1 Bedroom)	N/A
Multi-Family (2+ Bedroom)	$3,637

FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family		
Elementary		.283
Middle		.166
Senior		.100
Total		**.550**
Student Generation Factors – Multi Family (1 Bdrm)		
Elementary		.000
Middle		.000
Senior		.000
Total		**.000**
Student Generation Factors – Multi Family (2+ Bdrm)		
Elementary		.246
Middle		.161
Senior		.045
Total		**.451**
Projected Student Capacity per Facility		
Elementary School		72
High School		1,600
Required Site Acreage per Facility		
Elementary		20.0
Senior		40.0
Facility Construction Cost		
Elementary		$3,060,000
High School		$92,600,000
Permanent Facility Square Footage		
Elementary		490,223
Middle		321,567
Senior		347,383
Total	**95.24%**	**1,159,173**
Temporary Facility Square Footage		
Elementary		30,400
Middle		18,050
Senior		9,500
Total	**4.76%**	**57,950**
Total Facility Square Footage		
Elementary		469,823
Middle		346,788
Senior		300,276
Total	**100%**	**1,217,123**

Average Site Cost/Acre	
Elementary	$0
Senior	$100,000
Temporary Facility Capacity	
Capacity	
Cost	
State School Construction Assistance	
Current Funding Percentage	61.96%
Construction Cost Allocation	
Current CCA	180.17
District Average Assessed Value	
Single Family Residence	$268,279
District Average Assessed Value	
Multi Family (1 Bedroom)	$90,329
District Average Assessed Value	
Multi Family (2+ Bedroom)	$131,359
SPI Square Footage per Student	
Elementary	90
Middle	108
High	130
District Debt Service Tax Rate	
Current/$1,000	$2.02
General Obligation Bond Interest Rate	
Current Bond Buyer Index	4.0%
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.

APPENDIX A

POPULATION AND ENROLLMENT DATA

Prepared:

15-Dec-09

MARYSVILLE SCHOOL DISTRICT

ENROLLMENT PROJECTION

INDIVIDUAL GRADE LEVEL

2010 TO 2013

(Oct, Headcount excl. running start)

	2002	2003	2004	2005	2006	2007	2008	2009	COHORT FACTOR	GROWTH FACTOR PER YEAR	2010	2011	2012	2013
K	815	781	876	804	860	836	834	883			861	875	903	947
1	857	818	852	939	852	915	883	859	105.5%	100.00%	932	908	924	952
2	923	821	860	890	968	882	907	871	101.3%		870	943	920	935
3	897	856	818	882	909	948	894	904	100.6%		876	875	949	925
4	995	849	887	856	881	908	933	886	99.5%		900	872	871	944
5	969	956	837	919	895	878	913	917	100.4%		889	903	875	874
Subtl	5,456	5,081	5,130	5,290	5,365	5,367	5,364	5,320			5,327	5,377	5,441	5,578
6	986	921	932	847	921	872	840	879	98.0%		899	872	885	858
7	939	940	941	942	895	915	875	851	101.4%		891	912	884	897
8	918	894	969	941	911	896	913	866	100.0%		851	892	912	884
Subtl	2843	2755	2842	2730	2727	2683	2628	2596			2,642	2,675	2,681	2,640
9	1113	917	929	990	949	912	902	881	99.9%		865	851	891	911
10	848	948	950	1043	956	952	911	874	98.6%		869	853	839	879
11	805	799	818	807	877	879	897	849	93.9%		821	816	802	788
12	751	718	763	723	929	1034	952	981	113.1%		960	929	923	907
Subtl	3,517	3,382	3,460	3,563	3,711	3,777	3,672	3,585			3,516	3,449	3,455	3,485
Totals	**11,816**	**11,218**	**11,432**	**11,583**	**11,803**	**11,827**	**11,664**	**11,501**			**11,485**	**11,501**	**11,577**	**11,703**
Change	-116	-598	214	151	220	24	-163	-163			-16	16	76	126
% Change	-0.97%	-5.06%	1.91%	1.32%	1.90%	0.20%	-1.38%	-1.40%			-0.14%	0.14%	0.66%	1.09%

Prepared:

15-Dec-09

MARYSVILLE SCHOOL DISTRICT

ENROLLMENT PROJECTION

INDIVIDUAL GRADE LEVEL

2014 TO 2024

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	900	913	927	941	955	970	984	999	1014	1030	1045
1	999	949	964	978	993	1008	1023	1039	1054	1070	1086
2	964	1012	961	976	991	1005	1021	1036	1052	1068	1084
3	941	970	1018	967	982	997	1012	1027	1042	1058	1074
4	921	936	965	1013	962	977	992	1007	1022	1037	1053
5	948	924	940	969	1017	966	980	995	1010	1025	1041
Subtl	5,673	5,705	5,775	5,844	5,899	5,922	6,012	6,103	6,195	6,288	6,383
6	857	929	906	921	950	998	947	961	976	990	1005
7	870	869	942	919	934	963	1011	960	975	989	1004
8	898	870	869	943	919	934	964	1011	960	975	990
	2,624	2,668	2,717	2,782	2,803	2,894	2,921	2,932	2,911	2,955	2,999
9	884	897	870	869	942	918	934	963	1010	960	974
10	899	871	885	858	856	929	906	921	950	996	946
11	826	844	819	831	806	805	873	851	865	892	936
12	892	934	955	926	940	911	910	987	962	979	1009
Subtl	3,499	3,547	3,528	3,483	3,544	3,563	3,622	3,722	3,787	3,827	3,866
Totals	**11,797**	**11,920**	**12,020**	**12,110**	**12,247**	**12,380**	**12,555**	**12,756**	**12,893**	**13,069**	**13,248**
Change	94	123	100	89	137	133	175	201	136	177	179
% Change	0.80%	1.04%	0.84%	0.74%	1.13%	1.09%	1.41%	1.60%	1.07%	1.37%	1.37%

APPENDIX B

SCHOOL IMPACT FEE CALCULATIONS

SCHOOL IMPACT FEE CALCULATIONS

DISTRICT	Marysville School District
YEAR	2010
JURISDICTION	City of Marysville and Snohomish County

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	20.00	$ -	550	0.283	0.000	0.246	$0	$0	$0
Middle	20.00	$ -	450	0.166	0.000	0.161	$0	$0	$0
High	60.00	$100,000.00	1,600	0.100	0.000	0.045	$250	$0	$113
						TOTAL	$250	$0	$113

School Construction Cost:

((Facility Cost/Facility Capacity) x Student 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	95.24%	$ 8,060,000	72	0.283	0.000	0.246	$11,455	$0	$9,957
Middle	95.24%	$ -	200	0.166	0.000	0.161	$0	$0	$0
High	95.24%	$92,600,000	1,600	0.100	0.000	0.045	$5,512	$0	$2,490
						TOTAL	$16,967	$0	$12,428

Temporary Facility Cost:

((Facility Cost/Facility Capacity) x Student 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	4.76%	$ -	24	0.283	0.000	0.246	$0	$0	$0
Middle	4.76%	$ -	26	0.166	0.000	0.161	$0	$0	$0
High	4.76%	$ -	26	0.100	0.000	0.045	$0	$0	$0
					TOTAL		$0	$0	$0

State Matching Credit:

Boeckh Index X SPI Square Footage X District Match % X Student Factor

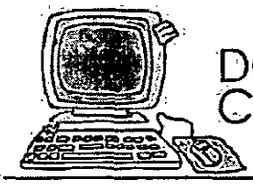
	Boeckh Index	SPI Footage	District Match %:	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	$ 180.17	90	61.96%	0.283	0.000	0.246	$2,843	$0	$2,472
Junior	$ 180.17	108	0.00%	0.166	0.000	0.161	$0	$0	$0
Sr. High	$ 180.17	130	61.96%	0.100	0.000	0.045	$1,451	$0	$658
					TOTAL		$4,295	$0	$3,129

Tax Payment Credit:		SFR	MFR (1)	MFR (2+)
Average Assessed Value		$268,279	$90,829	$131,357
Capital Bond Interest Rate		4.00%	4.00%	4.00%
Net Present Value of Average Dwelling		$2,175,983	$736,649	$1,065,439
Years Amortized		10	10	10
Property Tax Levy Rate		$2.02	$2.02	$2.02
	Present Value of Revenue Stream	$4,395	$1,488	$2,152

	Fee Summary:	Single Family	Multi-Family (1)	Multi-Family (2+)
	Site Acquisition Cost	$250	$0	$113
	Permanent Facility Cost	$16,967	$0	$12,438
	Temporary Facility Cost	$0	$0	$0
	State Match Credit	($4,295)	$0	($3,129)
	Tax Payment Credit	($4,395)	($1,488)	($2,152)
	FEE (AS CALCULATED)	$8,527	$0	$7,273
	FEE (Snohomish County & Marysville)	$4,263	$0	$3,637

APPENDIX C

STUDENT GENERATION RATES (SGR)



DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
For the
Marysville School District

4/6/2010

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 three types of residential construction: Single family detached, multi-family *with 2 or more bedrooms, and multi-family with 1 or no bedroom. Attached condominiums, townhouses* and duplexes are included in the multi-family classification, and modular homes on owned land 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 2002 to 2008 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 2010. 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 3,459 single family units were compared with 11,461 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	163	0.047
1	164	0.047
2	157	0.045
3	165	0.048
4	168	0.049
5	163	0.047
6	153	0.044
7	147	0.042
8	130	0.038
9	144	0.042
10	124	0.036
11	109	0.032
12	114	0.033
K-5	980	0.283
6-9	574	0.166
10-12	347	0.100
K-12	1901	0.550

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

Multifamily Rates (2-plus Bedrooms): The records of 224 2-plus bedroom units were compared with 11,461 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	0.063
1	5	0.022
2	7	0.031
3	11	0.049
4	10	0.045
5	8	0.036
6	7	0.031
7	11	0.049
8	7	0.031
9	11	0.049
10	2	0.009
11	2	0.009
12	6	0.027
K-5	55	0.246
6-9	36	0.161
10-12	10	0.045
K-12	101	0.451

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

Multifamily Rates (1 or no Bedroom): The records of 7 1 or no bedroom units were compared with 11,461 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.

Exhibit A-7
Ord 10-097

MONROE SCHOOL DISTRICT NO. 103

CAPITAL FACILITIES PLAN
2010 - 2015

prepared for:

Snohomish County
Planning Department

and

City of Monroe

June 2010

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 fifteen (2010-2025) years, as well as a more detailed schedule and financing program for capital improvement over the next six years (2010-2015). 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 7,974 (October 1, 2009) 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 virtual 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. It also provides a graduate retrieval program through Shoreline Community College. The WAVA High School, the graduate retrieval program 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 aging school facilities, 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.

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.

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 headcount enrollment (October 1, 2009) at 7,974 students. Historical enrollment by year is shown in Figure 1. Figure 2 provides a comparison of student enrollment trends over the past 32 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 total student population within Snohomish County. Current student enrollment data is provided in Appendix A.

Figure 1
Historical Enrollment
Monroe School District

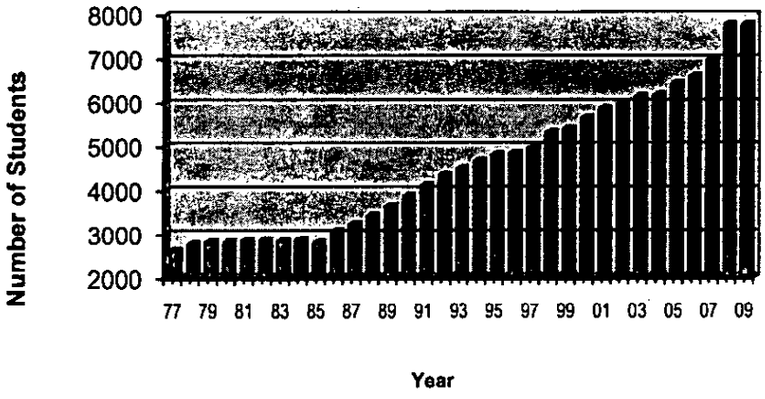
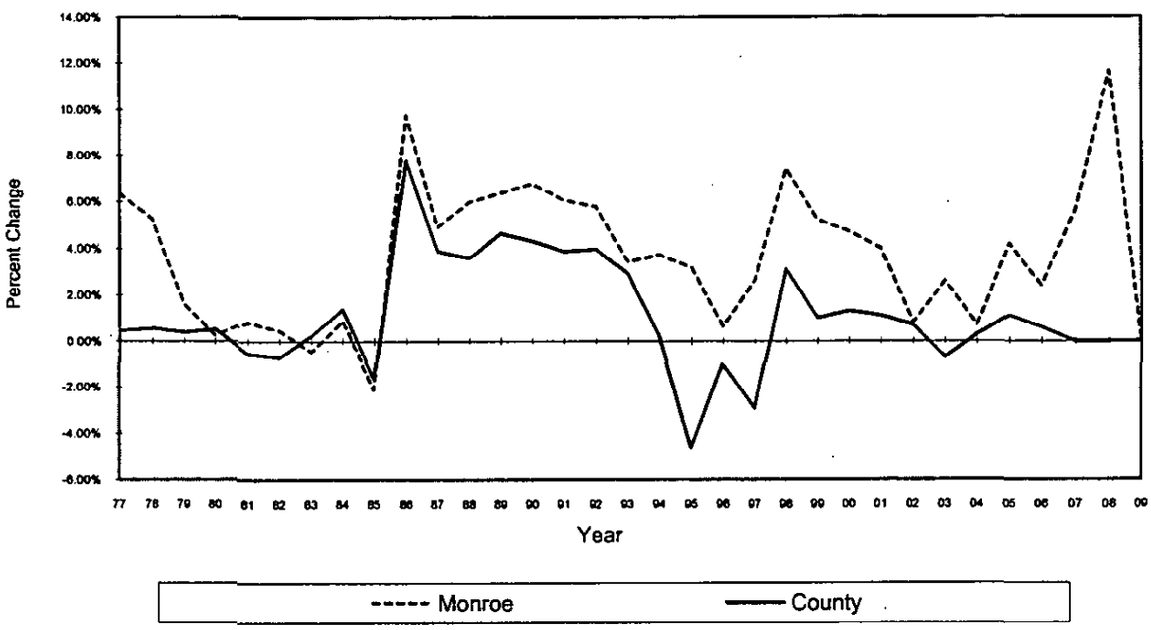


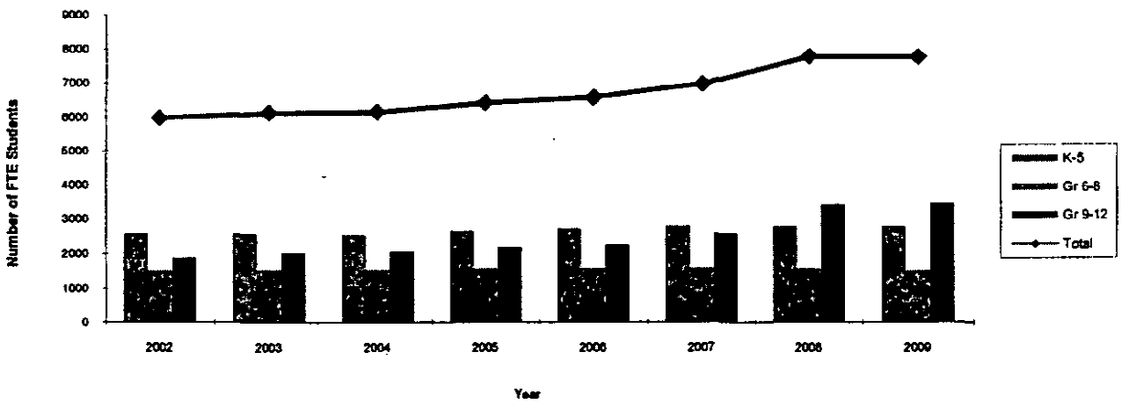
Figure 2
Comparison of Student Enrollment Trends
Monroe School District vs. Snohomish County



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 257 students between 2004 and 2009, an increase of 10.1%. At the middle school level (grades 6-8), enrollment fluctuated, increasing by 38 students and then returning to the 2004 level. Enrollment at the high school level (grades 9-12) increased by 19 students in programs requiring District housing, an increase of approximately 1%. Between 2004 and 2009, total District enrollment increased by 3.9% or 243 FTE students requiring local housing. It should be noted, however, that the total FTE student population served by the District since 2004 has grown from 6164 students to 7,776, an increase of 26.15%. 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 (2002-2009)



Source: Monroe School District & OSPI

Projected Student Enrollment 2010-2015

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.

Two enrollment forecasts were conducted for the Monroe School District and are shown in Table I. 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 A-2 (a).

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.

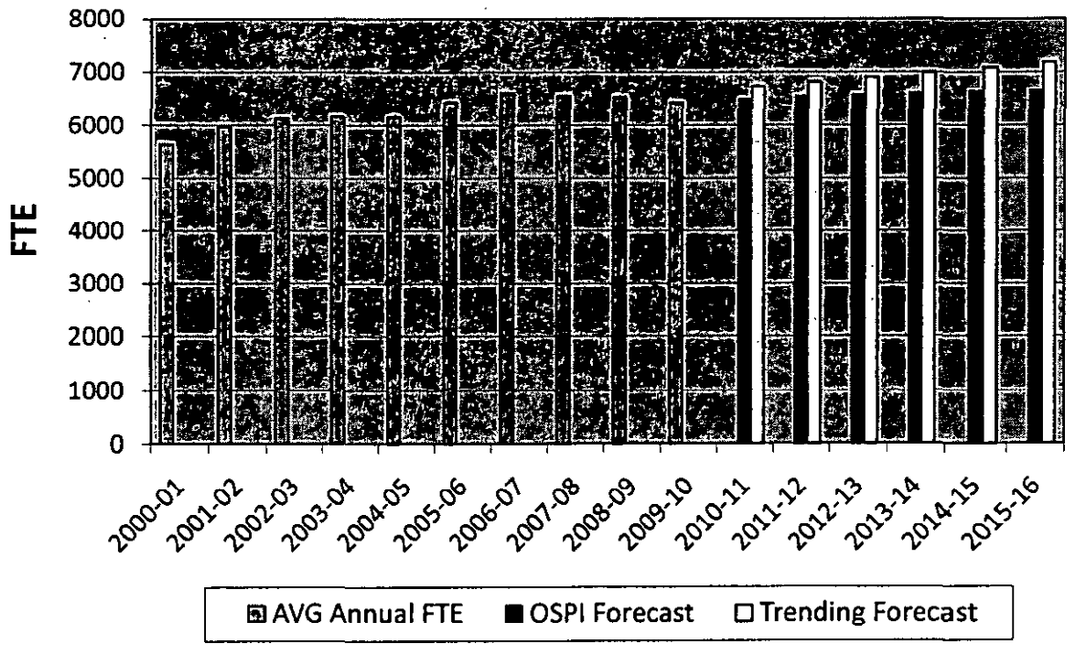
The ratio method traces the ratio of student enrollment to total population and assumes what this ratio will be in future years. On average, the student population between 2005

and 2009 averaged 18.24% of the total District population. Applying the OSPI projected FTE students to 2010 - 2015 the student population averaged 20.09% of the total District population.

Excluding programs that do not require housing (WAVA, the graduate retrieval and U3 Programs), the student to population ratio average is 18.24% and was applied to all succeeding years' OFM projections to provide updated projections for facility planning purposes. (See Appendix A-3)

Each forecast, when the exclusion is made for WAVA, the graduate retrieval and U3 programs, shows a continued growth of student population in the Monroe School District.

Figure 4
Comparison of FTE Student Enrollment Projections 2010-2015



For purposes of this Plan, the District has chosen to use the OSPI student population forecast model (excluding the WAVA, U-3 and graduate retrieval program) 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 2010-2015

Projection	2009	2010	2011	2012	2013	2014	2015	*2025*	Projected change 10-15	Projected change 10-15
Actual (10/1/09)	7776*									
OSPI Forecast	7776*	7639	7765	7676	7593	7606	7638	N/A	(138)	(1.78%)
Trending Based Forecast (Less WAVA, U-3, CC)	6408*	6721	6812	6904	6995	7086	7178	8092	770	12.0%
OSPI Forecast (Less "")	6408*	6471	6524	6552	6595	6617	6639	N/A	231	3.6%

- = Actual enrollment
- Source: OSPI, Monroe School District

Based on OSPI's model (adjusted for students not requiring housing), FTE student enrollment through 2015 is projected to increase approximately 10.3% or 155 students at the middle school level, and increase by 186 students 8.8% at the high school, and decrease by 110 students or 4% at the elementary level.

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 2010-2015
(WAVA , U3 and Shoreline CC Enrollment Excluded)

Grade Level	2009	2010	2011	2012	2013	2014	2015	Dif
Elementary K-5	2794	2781	2765	2745	2743	2704	2684	-110
Middle School 6-8	1506	1560	1621	1695	1673	1678	1661	155
High School 9-12	2108	2130	2138	2112	2180	2236	2294	186
Totals	6408	6471	6524	6552	6596	6618	6639	231

Kindergarten @ .5 FTE
Figures based on OSPI data: Report 1049 dated 11/23/09

2025 Student Enrollment Projections

Student enrollment projections beyond 2015 are highly speculative. Based on the OFM/County data (as revised in Table 1) for 2009 and projecting a student FTE population based on 18.24% of the projected District population, 8,092 students are projected for 2025.

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 2009-2010 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)	3528
Middle School (6-8)	1902
High School (9-12)	2662
District Total (K-12)	8092

*Underlying data for 2025 projections provided by Snohomish County Planning and Development Service (Excludes WAVA , U-3 and Shoreline CC program 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 non-traditional 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 and behavioral support
- 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 (computer labs can be stationary dedicated spaces, or mobile laptop labs).
- 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 800 to 850 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) as a part of the Frank Wagner Elementary complex (while separate buildings they 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), the U3 Program and a graduate retrieval program through Shoreline Community College 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 (2009) school facility inventory is summarized in Tables 4, 5 and 6.

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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.

Figure 5
Map Showing Locations of Existing School District Facilities

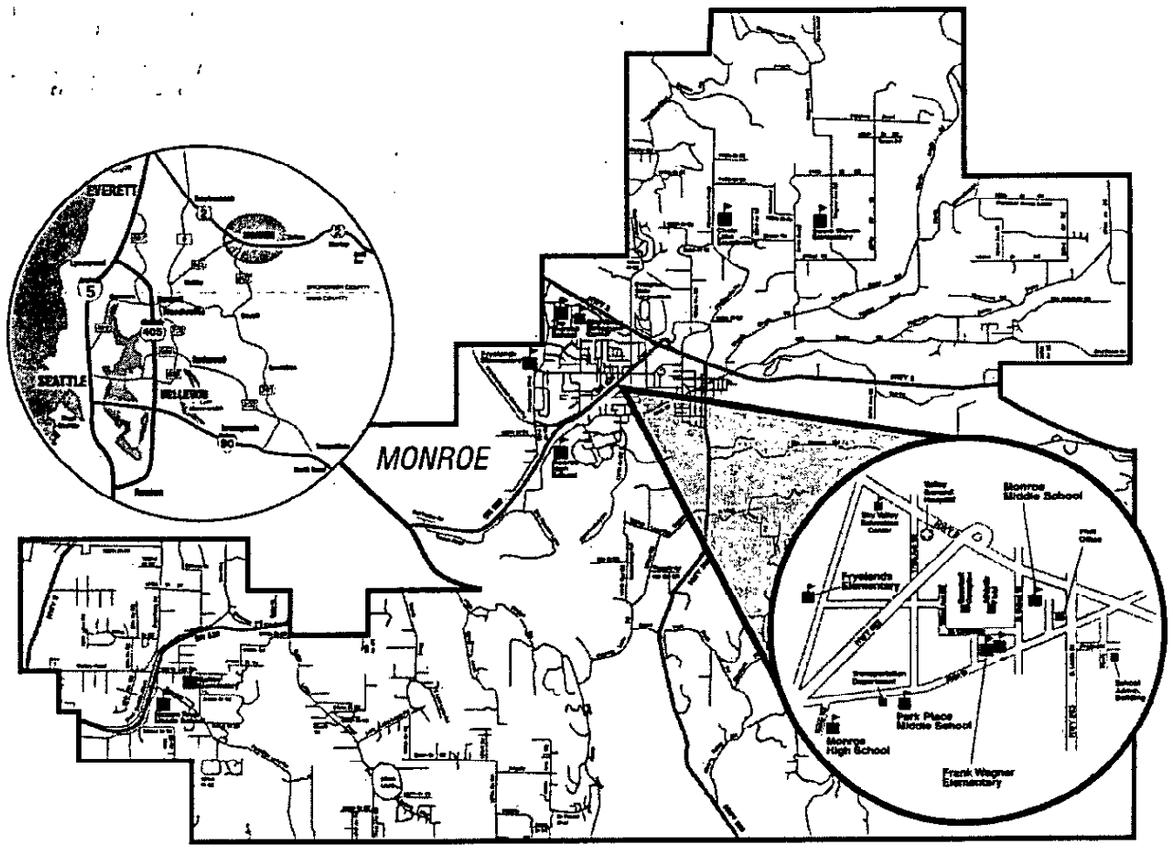

Table 4
Elementary School Capacity Inventory

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	50,230	25	481	564	2005	yes
Salem Woods	10.0	38,338	20	419	468	1980	no*
Totals	56.97	262,767	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	60,688	20	570	442	2005	yes
Totals	44.68	255,597	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	2,418	2			1998	no
Totals	33.0	211,840	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 31 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. 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
2009-2015

	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
	31	698	27,683

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 to meet long-range needs associated an increasing population in this area. Sites for schools north of Highway 2 should be purchased while property may still be available. Funds to purchase elementary school sites are not included in a bond issue to 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 2009 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+
Drop-out Retrieval Program	12+
Sky Valley Education Center	1-12

Table 10
2010 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		288		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	789	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 2015)

Existing Deficiencies

Current enrollment at each grade level is identified in Appendix A-3 which provides the actual enrollment at October 1, 2009. The District is currently over capacity at the elementary level (K-5) by 34 students, under capacity at the middle school level (6-8) by 526 students, and over capacity at the high school level (9-12) by 390 students. (WAVA, U3 and the drop-out retrieval program enrollments are not included as these programs do not require District housing.)

The District expects that 0.659 student will be generated from each new single family home in the District and two bedroom multi-family units will generate 0.492 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 under capacity at the elementary level (K-5) by 76 students, under capacity at the middle school level (6-8) by 370 students, and over capacity at the high school level (9-12) by 576 students if no capacity improvements are made by the year 2015.

The District's six-year capital improvement plan includes the capacity projects identified in Tables 13 and 14 to address existing and future needs.

Schools

Projected available student capacity was derived by subtracting projected FTE student enrollment from existing October, 2009 school capacity for 2010. 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 2010-2015
(Excludes WAVA & U3 Enrollment)

	Capacity Surplus or (Deficiency)							
Grade Span	2009	2010	2011	2012	2013	2014	2015	Program Capacity Numbers
Elementary (K-5)	-34	-21	-5	15	17	56	76	2760
Middle School (6-8)	526	501	410	336	358	353	370	2032
High School (9-12)	-390	-412	-420	-394	-462	-518	-576	1718

(-) indicates un-housed 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 high school level. Using 2009 as the base for determining existing deficiencies, the growth-related student increase is 47.69% 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 currently over capacity for student housing at the high school and elementary levels. This over capacity is related to growth.

Long Range Facility Needs (Years 2015 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 (2010-2015). 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 8,092 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	2009 Enrollment	Percent of 2009 Enrollment	2025 Projected Enrollment	Student Capacity In 2015	Projected Unhoused Students
Elementary K-5	2794	43.60%	3528	2760	-768
Middle 6-8	1506	23.50%	1902	2032	130
High School 9-12	2108	32.90%	2662	1718	-944
Total	6408	100.00%	8092	6510	-1582

Note: (-) indicates unhoused students (excludes WAVA, U3 and drop-out retrieval enrollment)

Table 12(b)
Long Range Projection of Unhoused FTE Students for Year 2025
(with the addition of classroom space identified in Tables 13 & 14)

Grade Span	2009 Enrollment	Percent of 2009 Enrollment	2025 Projected Enrollment	Student Capacity In 2015	Projected Unhoused Students
Elementary K-5	2794	43.60%	3528	2760	-768
Middle 6-8	1506	23.50%	1902	1377	-525
High School 9-12	2108	32.90%	2793	1858	-804
Total	6408	100.00%	8092	5995	-2097

Note: (-) indicates unhoused students (excludes WAVA, U3 and drop-out retrieval enrollment)

Middle School figures reflect the closure of Monroe Middle School. In order to provide capacity for these students, the District will have to construct additional classrooms at the elementary, middle 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 13. The primary source of funding for these projects will be from a bond issue to be placed before the electorate 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*
Bond, State Match, & Local			
MHS PE/Athletics (5 teaching stations)	2014	140	$7,951,874
		Total	$7,951,874

*Construction costs are based on architects' estimates 2007 including escalation

The Park Place Modernization will enable the District to go to a two middle school model allowing for more options for student electives and more cost efficiency in over-all operation. Monroe Middle School will be vacated as a middle school and used to address other District support facility needs.

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. 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 types of student 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.

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 Park Place Middle School (former Monroe High School), new roofs and insulation at three schools, a play shed 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 and the recommendations of the Capital Facility Steering Committee, the District placed before the electorate a bond issue in April 2010. The bond failed. The District is considering placement of a bond issue on the ballot in 2012 for the modernization of Park Place Middle School and an addition to Monroe High School. (See 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.[1]

[1] 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 14, demonstrates how the Monroe School District intends to fund new construction and improvements to school facilities for the years 2010 through 2015. 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 (2010-2015)

Estimated Project Cost by Year (in $millions)										
Construction Project	2010	2011	2012	2013	2014	2015	Total	Bond/ Levy	State Match	Local*
Construction Projects (Growth Related)										
Monroe High School PE/Athletics (5 tchg stns)				4.70	3.25		7.95	4.40	3.18	.37
Construction Projects (Non-growth related)										
Park Place Modernization				22.00	18.81		40.81	26.29	14.52	
Total				**26.70**	**22.06**		**48.76**	**30.69**	**17.70**	**.37**

*Includes impact fees from Snohomish County and City of Monroe. Projected receipts are based on historical data and anticipated future mitigation fee collections.

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	2009-10					
Single-Family Detached	$3,909.00	$3,721.00	3,139.00	*	*	*	*	*
One-Bedroom Apartment	$18.00	$0	*	*	*	*	*	*
Two + Bedroom Apartment	$3,494.00	$2,419.00	1,383.00	*	*	*	*	*
Duplex/Townhouse Units	$3,494.00	$2,419.00	1,383.00	*	*	*	*	*

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*	*2009-2010*					
Single-Family Detached	$5,863.00	$5,581.00	4,708.00	*	*	*	*	*
One-Bedroom Apartment	$26.00	0	0	*	*	*	*	*
Two + Bedroom Apartment	$5,241.00	$3,637.00	2,075.00	*	*	*	*	*
Duplex/Townhouse Units	$5,241.00	$3,637.00	2,075.00	*	*	*	*	*

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".[1]

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

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

provided in Appendix C. The variables used to calculate the impact fees are described below.

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	0.336	0.143	0.179	0.659
Multiple Family, 1 bdrm				0.000
Multiple Family, 2+ bdrm	0.249	0.127	0.116	0.492

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 for 800 to 850 students, and new high schools to accommodate 1,600 to 1800 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 $180.17 (July, 2010) 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 66.61%. However, the money eventually received by the District would not actually be 66.61% 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 4.0 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 $1.06201406 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 $351,447 the average assessed value for multi-family units is $131,359 for 2+ bedroom units and $90,329 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	$2,534
Multi-Family (2+bedrooms)	$2,057
Multi-Family (one bedroom)	$0
Duplex/Townhouse Units	$2,057

Table 17(b)
Monroe School District
Proposed Impact Fee Schedule (25% Discount)
City of Monroe

Housing Type	Impact Fee Per Unit
Single-Family Detached	$3,767
Multi-Family (2+bedrooms)	$3,086
Multi-Family (one bedroom)	$0
Duplex/Townhouse Units	$3,086

Table 18
Impact Fee Variables Table
Monroe School District

Criteria Ele	mentary	Middle	*High School*
Site Acquisition Cost Element			
Site Needs (acres)			
Growth Related			
Cost per Acre			
Growth Related			
Additional Capacity			
Growth Related			
Student Factor			
Single Family			*0.179*
Multiple Family, 1 bedrm			*0*
Multiple Family, 2 bedrm			*.116*
School Construction Cost Element			
Estimated Construction Cost			*$7,951,874*
Growth Related			*$3,792,249*
Additional Capacity			*140*
Growth Related			*67*
Current Facility Square Footage			*209,432*
Relocatable Facilities Cost Element			
Existing Units			*31*
New Facilities Required Through 2015			*3*
Cost per unit			*$75,000*
Relocatable Facilities Cost			*$225,000*
Growth Related			*$107,303*
Relacatable Facilities Capacity/Unit			*30*
New Facilities Capacity			*90*
Growth Related			
Total Relocatable Facilities Capacity			*698*
--Permanent Capacity Percentage			*0%*
--Permanent Capacity			*0%*
Existing Portable Square Footage			*27,683*
State Match Credit			
Boeckh Index			*180.17*
School Space per Student (OSPI)			*130*
State Match Percentage			*66.17%*
Tax Payment Credit			
Interest Rate			*4.00%*
Loan Payoff (Years)			*10*
Property Tax Levy Rate			*0.001062014*
Average AV per DU Type	$351,447 (SF)	$90,329 (MF 1 bdrm)	*$131,359 (MF 2 bdrm)*
Growth-Related Capacity Percentage			*47.69%*
Discount (County)			*50%*
Discount (City)			*25%*

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, 2009

Headcount and f.t.e. enrollment per school unit and the enrollment for each District program included in its enrollment but not requiring housing: WAVA, U3 & Shoreline Community College Graduate Retrieval Program

A-2 OSPI Projected Enrollment through 2015 (Report 1049)

Includes all enrollment reported by District to state, including those students who do not require District housing.

A-3 Ratio to Population Forecast through 2015

Uses historical enrollment as a percentage of population to forecast future school population.

A-4 OSPI Projected Enrollment through 2015
Modified to exclude programs not requiring housing but using OSPI Appendix A-2 as the base.

Notes: Programs not requiring student housing:

Shoreline Community College
Graduate Retrieval Program

The Graduate Retrieval Program is a collaboration between Shoreline Community College and the Monroe School District to provide technical job training and basic skills to students, ages 16 – 21, who have been away from school for some time. Students complete high school and receive career preparation through a technical certificate or degree program.

WAVA

Washington Virtual Academies (WAVA) provides students in grades K-12 with a high-quality, tuition-free, online public school education option. WAVA works with the Monroe School District to provide this program.

Youth Re-Engagement Program

Youth Re-Engagement is a collaboration between Everett Community College and the Monroe School District to provide technical job training and basic skills to students between the ages of 16 and 21. Students complete high school and receive career preparation through a technical certificate or degree program.

APPENDIX A-1

MONROE SCHOOL DISTRICT

HEAD COUNT ENROLLMENT

10/1/2009

BILINGUAL: 432

	CLE	FWE	FRE	MBE	SWE	HRM	MNM	PPM	MHS	LIL	SVEC	Out of Dist. SPED	WAVA	U3	Shoreline CC CEO/LCN	TOTAL
K	85.00	104.00	80.00	58.00	70.00											397.00
1	83.00	100.00	96.00	76.00	75.00						102.00					532.00
2	103.00	85.00	84.00	65.00	85.00						63.00					485.00
3	103.00	113.00	84.00	72.00	74.00						70.00					516.00
4	108.00	96.00	96.00	70.00	98.00						61.00					529.00
5	105.00	111.00	88.00	77.00	78.00						74.00		1.00			534.00
6						100.00	157.00	141.00			78.00		2.00			478.00
7						108.00	140.00	196.00			64.00		2.00			510.00
8						104.00	158.00	168.00			92.00	1.00	12.00			535.00
9									436.00	4.00	77.00	1.00	232.00			750.00
10									475.00	16.00	49.00	1.00	277.00			818.00
11									407.00	36.00	65.00		161.00			669.00
12									382.00	120.00	49.00	2.00	112.00	214.00	342.00	1221.00
TOTAL	587.00	609.00	528.00	418.00	480.00	312.00	455.00	505.00	1700.00	176.00	844.00	5.00	799.00	214.00	342.00	7974.00

FTE ENROLLMENT

	CLE	FWE	FRE	MBE	SWE	HRM	MNM	PPM	MHS	LIL	SVEC	Out of Dist. SPED	WAVA	U3	Shoreline CC CEO/LCN	TOTAL
K	42.50	52.00	40.00	29.00	35.00											198.50
1	83.00	100.00	96.00	76.00	75.00						101.32					531.32
2	103.00	85.00	84.00	65.00	85.00						61.45					483.45
3	103.00	113.00	84.00	72.00	74.00						69.87					515.87
4	108.00	96.00	96.00	70.00	98.20						60.76					528.96
5	105.00	111.00	88.00	76.60	78.00						73.41		0.54			532.55
6						100.00	157.00	141.00			77.06		0.40			475.46
7						108.00	139.60	195.60			63.71		1.77			508.68
8						103.50	157.40	168.00			90.49	1.00	5.59			525.98
9									436.50	4.00	75.84	1.00	214.49			731.83
10									475.30	16.00	47.31	1.00	253.75			793.36
11									389.60	35.50	56.64		144.97			626.71
12									351.28	119.90	43.75	2.00	97.41	214.00	266.67	1095.01
TOTAL	544.50	557.00	488.00	388.60	445.20	311.50	454.00	504.60	1652.68	175.40	821.61	5.00	718.92	214.00	266.67	7547.68

APPENDIX A-2

OSPI Projected Enrollment through 2013 (Report 1049)

REPORT NO. 1049
Run on November 23, 2009

DETERMINATION OF PROJECTED ENROLLMENTS BY COHORT SURVIVAL

—ACTUAL ENROLLMENTS ON OCTOBER FIRST—						Average %	—PROJECTED ENROLLMENTS—					
2004	2005	2006	2007	2008	2009	Survival	2010	2011	2012	2013	2014	2015
406	436	436	407	410	397		400	396	391	387	383	378
436	515	532	566	537	532	128.07	508	512	507	501	496	491
460	453	512	520	518	485	96.57	514	491	494	490	484	479
475	487	457	527	522	516	101.93	494	524	500	504	499	493
473	496	507	457	530	529	102.08	527	504	535	510	514	509
490	492	505	514	460	534	101.72	538	536	513	544	519	523
508	518	499	513	510	478	102.37	547	551	549	525	557	531
3,248	3,397	3,448	3,504	3,487	3,471		3,528	3,514	3,489	3,461	3,452	3,404
3,045	3,179	3,230	3,301	3,282	3,273		3,328	3,316	3,294	3,268	3261	3,215
508	525	540	536	536	510	103.89	497	568	572	570	545	579
522	530	538	539	531	535	101.10	516	502	574	578	576	551
1,030	1,055	1,078	1,075	1067	1045		1013	1070	1146	1148	1121	1130
509	558	518	727	848	750	127.66	683	659	641	733	738	735
526	517	565	616	821	818	106.22	797	725	700	681	779	784
492	523	526	575	638	669	97.59	798	778	708	683	665	760
562	591	661	677	1127	1221	152.51	1020	1217	1187	1080	1042	1014
2,089	2,189	2,270	2,595	3,434	3,458		3,298	3,379	3,236	3,177	3,224	3,293
6,367	6,641	6,796	7,174	7,988	7,974		7,839	7,963	7,871	7,786	7,797	7,827
6,164	6,423	6,578	6,971	7,783	7,776		7,639	7,765	7,676	7,593	7,606	7,638

APPENDIX A-3

Monroe School District
Ratio to Population Forecast through 2013
(excluding WAVA and U3 programs)

	Student to Population Ratio							Projected Enrollments						
							Average %							
	2004	2005	2006	2007	2008	2009		2010	2011	2012	2013	2014	2015	2025
Population	34,071	34,631	35,191	35,751	36045	36338		36,839	37,340	37,841	38,342	38843	39,344	44,354
Kindergarten	406	436	436	407	410	397	0.061959	416	422	428	433	439	445	501
Grade 1	436	515	532	566	537	532	0.083028	558	566	573	581	588	596	672
Grade 2	460	453	512	520	518	485	0.075693	509	516	523	529	536	543	612
Grade 3	475	487	457	527	522	516	0.080531	541	549	556	563	571	578	652
Grade 4	473	496	507	457	529	529	0.082560	555	562	570	578	585	593	668
Grade 5	490	492	505	514	459	533	0.083028	558	567	573	581	588	596	672
Grade 6	508	518	499	513	509	476	0.074288	499	501	513	520	526	533	601
K-6 Head Count	3,248	3,397	3,448	3,504	3,484	3,468		3637	3682	3735	3785	3834	3884	4378
K-6 WK @ .5	3,045	3,179	3,230	3,301	3,279	3,270		3428	3471	3522	3568	3615	3661	4128
Grade 7	508	525	540	536	535	507	0.079126	532	539	546	553	561	568	640
Grade 8	522	530	538	539	527	523	0.081623	549	556	563	571	578	586	660
7-8 Headcount	1,030	1,055	1,078	1,075	1062	1030		1,080	1095	1110	1124	1139	1154	1301
Grade 9	509	558	518	558	543	515	0.080375	540	548	555	562	570	577	650
Grade 10	526	517	565	527	554	535	0.083496	561	569	576	584	592	599	676
Grade 11	492	523	526	573	490	505	0.078814	530	537	544	551	559	566	638
Grade 12	562	591	661	504	581	553	0.086305	580	588	596	604	612	619	698
9-12 Headcount	2,089	2,189	2,270	2,162	2,168	2,108		2211	2241	2271	2301	2331	2361	2662
K-12 Headcount	6,367	6,641	6,796	6,741	6,714	6,606		6928	7019	7116	7211	7305	7399	8341
K-12 W/K @ .5	6,164	6,423	6,578	6,538	6,509	6,408		6721	6812	6904	6995	7086	7178	8092
	(Adjusted for WAVA, U-3 & Shoreline)							(Projections 2010-25 exclude WAVA, U-3 and Shoreline)						
	0.180916	0.18547	0.186923	0.182876	0.180582	0.176331	**0.18244**	0.182424						
							2005-2009 Average	2010-2025 Average						

APPENDIX A-4

OSPI Projected Enrollment
through 2015 (Excluding WAVA, Graduate
Retrieval and U-3 Programs)

						Aver. %	—PROJECTED ENROLLMENTS—					
2004	2005	2006	2007	2008	2009	Survival	2010	2011	2012	2013	2014	2015
406	436	436	407	410	397		400	396	391	387	383	378
436	515	532	566	537	532	128.07	508	512	507	501	496	491
460	453	512	520	518	485	96.57	514	491	494	490	484	479
475	487	457	527	522	516	101.93	494	524	500	504	499	493
473	496	507	457	529	529	102.08	527	504	535	510	514	509
490	492	505	514	459	533	101.72	538	536	513	544	519	523
508	518	499	513	509	476	102.37	547	551	549	525	557	531
3,248	3,397	3,448	3,504	3,484	3,468		3,528	3,514	3,489	3,461	3,452	3,404
3,045	3,179	3,230	3,301	3,279	3,270		3,328	3,316	3,294	3,268	3261	3,215
508	525	540	536	535	507	103.89	497	568	572	570	545	579
522	530	538	539	527	523	101.10	516	502	574	578	576	551
1,030	1,055	1,078	1,075	1062	1030		1013	1070	1146	1148	1121	1130
509	558	518	558	543	515	101.26	530	523	508	581	585	583
526	517	565	527	554	535	100.47	517	532	525	511	584	588
492	523	526	575	490	505	97.41	521	504	518	511	497	569
562	591	661	504	581	553	111.24	562	580	561	577	569	553
2,089	2,189	2,270	2,595	2,168	2,108		2,130	2,138	2,112	2,180	2,236	2,294
6,367	6,641	6,796	7,174	6,714	6,606		6,671	6,722	6,747	6,789	6,809	6,828
6,164	6,423	6,578	6,971	6,509	6,408		6,471	6,524	6,552	6,595	6,617	6,639

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

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	K-5	1	13	27,500	12	227	239
Frank Wagner Ele West	K-5	3	16	46,418	36	458	494
Fryelands Elementary	K-5	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	6-8	5	22	84,997	60	673	733
Park Place Middle	6-8	3	42	109,912	36	923	959
Hidden River Middle	6-8	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

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	0.0	X	cost per acre	$58,000	/ capacity (# of students)	500	X	student factor	0.3360	=	$0	(elementary)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	150	X	student factor	0.1430	=	$0	(middle level)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	750	X	student factor	0.1790	=	$0	(high school)
					TOTAL SITE ACQUISITION COST					=	$0	

SCHOOL CONSTRUCTION COST

Total construction cost	$0	/			capacity (# of students)	500	X	student factor	0.3360	=	$0	(elementary)
Total construction cost		/			capacity (# of students)	750	X	student factor	0.1430	=	$0	(middle level)
Total construction cost	$3,792,249	/			capacity (# of students)	67	X	student factor	0.1790	=	$10,132	(high school)
											$10,132	
Total Square Feet of Permanent Space (District)	720,306	/	Total Square Feet of School Facilities	747,989						=	96.30%	
					TOTAL FACILITY CONSTRUCTION COST					=	$9,757	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost		/	24 facility size	x	student factor	0.3360	=	$0	(elementary)
Portable Cost		/	28 facility size	x	student factor	0.1430	=	$0	(middle level)
Portable Cost	$107,303	/	47 facility size	x	student factor	0.1790	=	$409	(high school)
								$409	
Total Square Foot of Portable Space	27,683	/	Total SQ Ft	747,989				3.70%	
					TOTAL RELOCATABLE COST ELEMENT		=	$15	

APPENDIX C-1 (continued)

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$180.17 X	OSPI Allowance	90 X State Match %	0.00% X	student factor	0.3360	=	$	-
Area Cost Allowance	$180.17 X	OSPI Allowance	117 X State Match %	0.00% X	student factor	0.1430	=	$	-
Area Cost Allowance	$180.17 X	OSPI Allowance	130 X State Match %	40.00% X	student factor	0.1790	=	$	1,677

(Area Cost Allowance refers to Boeckh Index)

TOTAL STATE MATCH CREDIT = $ 1,677

TAX PAYMENT CREDIT

[((1 + interest rate	0.0400)^	10 years to payoff bond)- 1	]/ (interest rate	0.0400 x				
(1 + interest rate	0.0400)^	10 years to payoff bond) x	0.001062014	capital levy rate x				
assessed value	$351,447					=	$3,027	

SUMMARY CALCULATIONS

SITE ACQUISITION COST		$0
FACILITY CONSTRUCTION COST	+	$9,757
RELOCATABLE FACILITIES COST(PORTABL	+	$15
(LESS STATE MATCH CREDIT)	-	($1,677)
(LESS TAX PAYMENT CREDIT)	-	($3,027)
SUBTOTAL		$5,067
Per Title 30.66C	x	50.00%
IMPACT FEE PER UNIT		**$2,534**

6/17/2010

APPENDIX C-2
Monroe School District
Multi Family 2+ Bedroom Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	500	X	student factor	0.2490	=	$0	(elementary)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	0	X	student factor	0.1270	=	$0	(middle level)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	0	X	student factor	0.1160	=	$0	(high school)
					TOTAL SITE ACQUISITION COST					=	$0	

SCHOOL CONSTRUCTION COST

Total construction cost		/			capacity (# of students)	500	X	student factor	0.2490	=	$0	(elementary)
Total construction cost	$0	/			capacity (# of students)	750	X	student factor	0.1270	=	$0	(middle level)
Total construction cost	$3,792,249	/			capacity (# of students)	67	X	student factor	0.1160	=	$6,566	(high school)
											$6,566	
Total Square Feet of Permanent Space (District)	720,306	/	Total Square Feet of School Facilities	747,989						=	96.30%	
					TOTAL FACILITY CONSTRUCTION COST					=	$6,323	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$0	/	24 facility size	x	student factor	0.2490	=	$0	(elementary)
Portable Cost		/	28 facility size	x	student factor	0.1270	=	$0	(middle level)
Portable Cost	$107,303	/	47 facility size	x	student factor	0.1160	=	$265	(high school)
								$265	
Total Square Foot of Portable Space	27,683	/	Total SQ Ft	747,989				3.70%	
					TOTAL RELOCATABLE COST ELEMENT		=	$10	

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$180.17 X	OSPI Allowance	90 X State Match %	0.00% X	student factor	0.2490	=	$	-
Area Cost Allowance	$180.17 X	OSPI Allowance	117 X State Match %	0.00% X	student factor	0.1270	=	$	-
Area Cost Allowance	$180.17 X	OSPI Allowance	130 X State Match %	40.00% X	student factor	0.1160	=	$	1,087
(Area Cost Allowance is the Boeckh Index)									
				TOTAL STATE MATCH CREDIT			=	$	1,087

TAX PAYMENT CREDIT

[((1 + interest rate	0.0400)^	10 years to payoff bond)- 1	]/ (interest rate	0.0400	x		
(1 + interest rate	0.0400)^	10 years to payoff bond) x	0.001062014	capital levy rate x			
assessed value	$131,359		TOTAL TAX PAYMENT CREDIT		=	$1,132	

SUMMARY CALCULATIONS

SITE ACQUISITION COST		$0
FACILITY CONSTRUCTION COST	+	$6,323
RELOCATABLE FACILITIES COST(PORTABL	+	$10
(LESS STATE MATCH CREDIT)	-	($1,087)
(LESS TAX PAYMENT CREDIT)	-	($1,132)
SUBTOTAL		$4,114
Per Title 30.66C	x	($2,057)
50% discount		
IMPACT FEE PER UNIT		**$2,057**

APPENDIX C-3
Monroe School District
Multi Family 1 Bedroom Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	0.0	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	$0	/			capacity (# of students)	520	X	student factor	0.0000	=	$0	(elementary)
Total construction cost	$0	/			capacity (# of students)		X	student factor	0.0000	=	$0	(middle level)
Total construction cost	$3,792,249	/			capacity (# of students)	67	X	student factor	0.0000	=	0	(high school)
											$0	
Total Square Feet of Permanent Space (District)	720,306	/	Total Square Feet of School Facilities	747,989						=	96.30%	
					TOTAL FACILITY CONSTRUCTION COST					=	$0	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost		/	24 facility size	x	student factor	0.0000		=	$0	(elementary)
Portable Cost		/	28 facility size	x	student factor	0.0000		=	$0	(middle level)
Portable Cost	$107,303	/	47 facility size	x	student factor	0.0000		=	$0	(high school)
									$0	
Total Square Foot of Portable Space	28,576	/	Total SQ Ft	747,989					3.82%	
					TOTAL RELOCATABLE COST ELEMENT			=	$0	

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$180.17	X	OSPI Allowance	90	X State Match %	0.00%	X	student factor	0.0000	= $ -
Area Cost Allowance	$180.17	X	OSPI Allowance	117	X State Match %	0.00%	X	student factor	0.0000	= $ -
Area Cost Allowance	$180.17	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	0.0400	)^	10 years to payoff bond)- 1	]/ (interest rate	0.0400	x			
(1 + interest rate	0.0400	)^	10 years to payoff bond) x	0.001062014	capital levy rate x				
assessed value	$90,329			TOTAL TAX PAYMENT CREDIT			=	$778	

SUMMARY CALCULATIONS

SITE ACQUISITION COST			$0
FACILITY CONSTRUCTION COST		+	$0
RELOCATABLE FACILITIES COST(PORTABL		+	$0
(LESS STATE MATCH CREDIT)		-	$0
(LESS TAX PAYMENT CREDIT)		-	($778)
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	0.0	X	cost per acre	$58,000	/ capacity (# of students)	500	X	student factor	0.3450	=	$0	(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					=	$0	

SCHOOL CONSTRUCTION COST

Total construction cost	$0	/			capacity (# of students)	500	X	student factor	0.3450	=	$0	(elementary)
Total construction cost		/			capacity (# of students)	750	X	student factor	0.1500	=	$0	(middle level)
Total construction cost	$3,792,249	/			capacity (# of students)	67	X	student factor	0.1780	=	$10,075	(high school)
											$10,075	
Total Square Feet of Permanent Space (District)	720,306	/	Total Square Feet of School Facilities	747,989						=	96.30%	
					TOTAL FACILITY CONSTRUCTION COST					=	$9,702	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$0	/	24 facility size	x	student factor	0.3450	=	$0	(elementary)
Portable Cost		/	28 facility size	x	student factor	0.1500	=	$0	(middle level)
Portable Cost	$107,303	/	47 facility size	x	student factor	0.1780	=	$406	(high school)
								$406	
Total Square Foot of Portable Space	27,683	/	Total SQ Ft	747,989				3.70%	
					TOTAL RELOCATABLE COST ELEMENT		=	$15	

APPENDIX C-4 (continued)

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$180.17 X	OSPI Allowance	90 X State Match %	0.00% X	student factor	0.3450	=	$	-
Area Cost Allowance	$180.17 X	OSPI Allowance	117 X State Match %	X	student factor	0.1500	=	$	-
Area Cost Allowance	$180.17 X	OSPI Allowance	130 X State Match %	40.00% X	student factor	0.1780	=	$	1,668

(Area Cost Allowance refers to Boeckh Index)

TOTAL STATE MATCH CREDIT = $ 1,668

TAX PAYMENT CREDIT

[((1 + interest rate	0.0400)^	10 years to payoff bond)- 1	]/ {interest rate	0.0400 x				
(1 + interest rate	0.0400)^	10 years to payoff bond) x	0.001062014	capital levy rate x				
assessed value	$351,447					=		$3,027

SUMMARY CALCULATIONS

SITE ACQUISITION COST		$0
FACILITY CONSTRUCTION COST	+	$9,702
RELOCATABLE FACILITIES COST(PORTABL	+	$15
(LESS STATE MATCH CREDIT)	-	($1,668)
(LESS TAX PAYMENT CREDIT)	-	($3,027)
SUBTOTAL		$5,022
Per Monroe Municipal Code Title 20.07	x	
25%		-1256
IMPACT FEE PER UNIT		**$3,767**

6/17/2010

APPENDIX C-5
Monroe School District
Multi Family 2+ Bedroom Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	500	X	student factor	0.2490	=	$0	(elementary)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	750	X	student factor	0.1270	=	$0	(middle level)
Acres needed	0.0	X	cost per acre	$58,000	/ capacity (# of students)	1,400	X	student factor	0.1160	=	$0	(high school)
					TOTAL SITE ACQUISITION COST					=	$0	

SCHOOL CONSTRUCTION COST

Total construction cost	$0	/			capacity (# of students)	500	X	student factor	0.2490	=	$0	(elementary)
Total construction cost		/			capacity (# of students)	750	X	student factor	0.1270	=	$0	(middle level)
Total construction cost	$3,792,249	/			capacity (# of students)	67	X	student factor	0.1160	=	$6,566	(high school)
											$6,566	
Total Square Feet of Permanent Space (District)	720,306	/	Total Square Feet of School Facilities	747,989						=	96.30%	
					TOTAL FACILITY CONSTRUCTION COST					=	$6,323	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost		/	24 facility size	x	student factor	0.2490		=	$0	(elementary)
Portable Cost		/	28 facility size	x	student factor	0.1270		=	$0	(middle level)
Portable Cost	$107,303	/	47 facility size	x	student factor	0.1160		=	$265	(high school)
									$265	
Total Square Foot of Portable Space	27,683	/	Total SQ Ft	747,989					3.70%	
					TOTAL RELOCATABLE COST ELEMENT			=	$10	

APPENDIX C-6
Monroe School District
Multi Family 1 Bedroom Residential Impact Fee Worksheet

SITE ACQUISITION COST

Acres needed	0.0	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	$0	/			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	$3,792,249	/			capacity (# of students)	67	X	student factor	0.0000	=	$0	(high school)
											$0	
Total Square Feet of Permanent Space (District)	722,104	/	Total Square Feet of School Facilities	747,989						=	96.54%	
					TOTAL FACILITY CONSTRUCTION COST					=	$0	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost		/	24 facility size	x	student factor	0.0000		=	$0	(elementary)
Portable Cost		/	28 facility size	x	student factor	0.0000		=	$0	(middle level)
Portable Cost	$107,303	/	47 facility size	x	student factor	0.0000		=	$0	(high school)
									$0	
Total Square Foot of Portable Space	27,683	/	Total SQ Ft	747,989					3.70%	
					TOTAL RELOCATABLE COST ELEMENT			=	$0	

CREDIT AGAINST COST CALCULATION-MANDATORY

STATE MATCH CREDIT

Area Cost Allowance	$180.17	X	OSPI Allowance	90	X State Match %	0.00%	X	student factor	0.0000	= $ -
Area Cost Allowance	$180.17	X	OSPI Allowance	117	X State Match %	0.00%	X	student factor	0.0000	= $ -
Area Cost Allowance	$180.17	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	0.0400	)^	10 years to payoff bond)- 1	]/ (interest rate	0.0400	x		
(1 + interest rate	0.0400	)^	10 years to payoff bond) x	0.001062014	capital levy rate x			
assessed value	$90,329			TOTAL TAX PAYMENT CREDIT			=	$778

SUMMARY CALCULATIONS

SITE ACQUISITION COST		$0
FACILITY CONSTRUCTION COST	+	$0
RELOCATABLE FACILITIES COST(PORTABL	+	$0
(LESS STATE MATCH CREDIT)	-	$0
(LESS TAX PAYMENT CREDIT)	-	($778)
SUBTOTAL		-$778
Per Monroe Municipal Code Title 20.07	x	
25% Discount		
IMPACT FEE PER UNIT		$0

6/13/2010

APPENDIX D

MONROE SCHOOL DISTRICT
STUDENT GENERATION RATES

Items found in Appendix D include the following:

D-1 Student Generation Rate Methodology & Calculation

DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
For the
Monroe School District

4/5/2010

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.

SGRs were calculated for two types of residential construction: Single family detached and multi-family with 2 or more bedrooms. Attached condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes on owned land 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 2002 to 2008 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 2010. 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:

210 Polk Street, Suite 6A • Port Townsend, WA 98368 • (360) 680-9014 • www.doyleconsult.com

Single Family Rates: The records of 1,492 single family units were compared with 7,432 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	69	0.046
1	87	0.058
2	93	0.062
3	85	0.057
4	93	0.062
5	75	0.050
6	69	0.046
7	78	0.052
8	67	0.045
9	68	0.046
10	80	0.054
11	64	0.043
12	55	0.037
K-5	502	0.336
6-8	214	0.143
9-12	267	0.179
K-12	983	0.659

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

Multifamily Rates (2-plus Bedrooms): The records of 189 2-plus bedroom units were compared with 7,432 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	7	0.037
1	9	0.048
2	8	0.042
3	9	0.048
4	6	0.032
5	8	0.042
6	8	0.042
7	6	0.032
8	10	0.053
9	7	0.037
10	6	0.032
11	7	0.037
12	2	0.011
K-5	47	0.249
6-8	24	0.127
9-12	22	0.116
K-12	93	0.492

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

Summary of Student Generation Rates*:

	K-5	6-8	9-12	K-12
Single Family	.336	.143	.179	.659
Multi-Family 2+ BR	.249	.127	.116	.492

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

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 11, 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 10 describes the forecasting method

2. Inventory of Existing Facilities, including:
   - the location and capacity of existing schools;
   - *See Chapter 5, pages 17, 18 & 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 18 & 19; 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 19 - 23
   - a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.; and
   - *See pages 19 & 20
   - information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.
     *See page 19
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 25, 26 & 27
   - the number of additional portable classrooms needed.
   - *See page 26
4. Forecast of Future Site Needs, including:
   - the number, size, and general location of needed new school sites.
   - *See page 27
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 29, Table 14
   - projected schedule for completion of these projects; and
   - *See page 29, 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 32-34, Table 15, Appendices C-1 through C-6
- 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 32; Appendix D for student generation rates
*See also pages 33 & 34; 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 26, Table 13 for cost projections
- *See page 32 and Appendix D for student generation rates
- *See Appendix C for calculations
- *See Page 35 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 28, 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.

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 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	#Classrooms Grade Span		Exceeding Class Size Guidelines
Chain Lake Elementary	21	K-5		5
Frank Wagner Campus				
East	15	K-5		3
West	25	K-5		3
Frylands Elementary	22	K-5	16	
Maltby Elementary	25	K-5		5
Salem Woods Elementary	23	K-5		4
Hidden River Middle School	20	6-8		7
Monroe Middle School	35	6-8		5
Park Place Middle School	48	6-8		0
Monroe High School	80	9-12	20	—
Total	314			68

(Note: Information provided by the Monroe School District. Reflects first period classes on October 1, 2009.)

The District meets its minimum educational service standards with 78.3% of its classes having enrollment at or below its established guidelines. (Refer to Minimum Educational Service Standards, page 16.)

APPENDIX G

ENVIRONMENTAL IMPACT

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, 2010-2015**

MONROE SCHOOL DISTRICT
Environmental Checklist Form

A. **BACKGROUND**

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

   Adoption of the Capital Facilities Plan, 2010-2015, 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 1,2010

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, 2010-2015, 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 2015. 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 2010-2015 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 15-year enrollment projections to quantify capital facility needs for years 2010-2025. 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, 2010

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, 2010-2015, 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.

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, 2010-2015. This Capital Facilities Plan has been developed in accordance with requirements of the State Growth Management Act and is a non-project proposal. The Plan 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 15-year enrollment projections to quantify capital facility needs for years 2010-2015.

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 therefore 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, WA 98272 by July 9, 2010.

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: June 14, 2010

PUBLISHED: The Herald June 17 and June 24, 2010
The Monroe Monitor June 22, 2010

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 2010-2015 Six-Year Capital Facilities Plan.

2. The incorporation of the Monroe School District's 2010-2015 Capital Facilities Plan into the Snohomish County Comprehensive Plan pursuant to the County requirements.

3. The adoption of the Monroe School District's 2010-2015 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).

Exhibit A-8
Ord D-097

MUKILTEO SCHOOL DISTRICT NO. 6

CAPITAL FACILITIES PLAN
2010 - 2015

Adopted:
Prepared: May 26, 2010

MUKILTEO SCHOOL DISTRICT NO. 6

CAPITAL FACILITIES PLAN
2010 - 2015

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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APPENDICES

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 (2010 – 2015).

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.

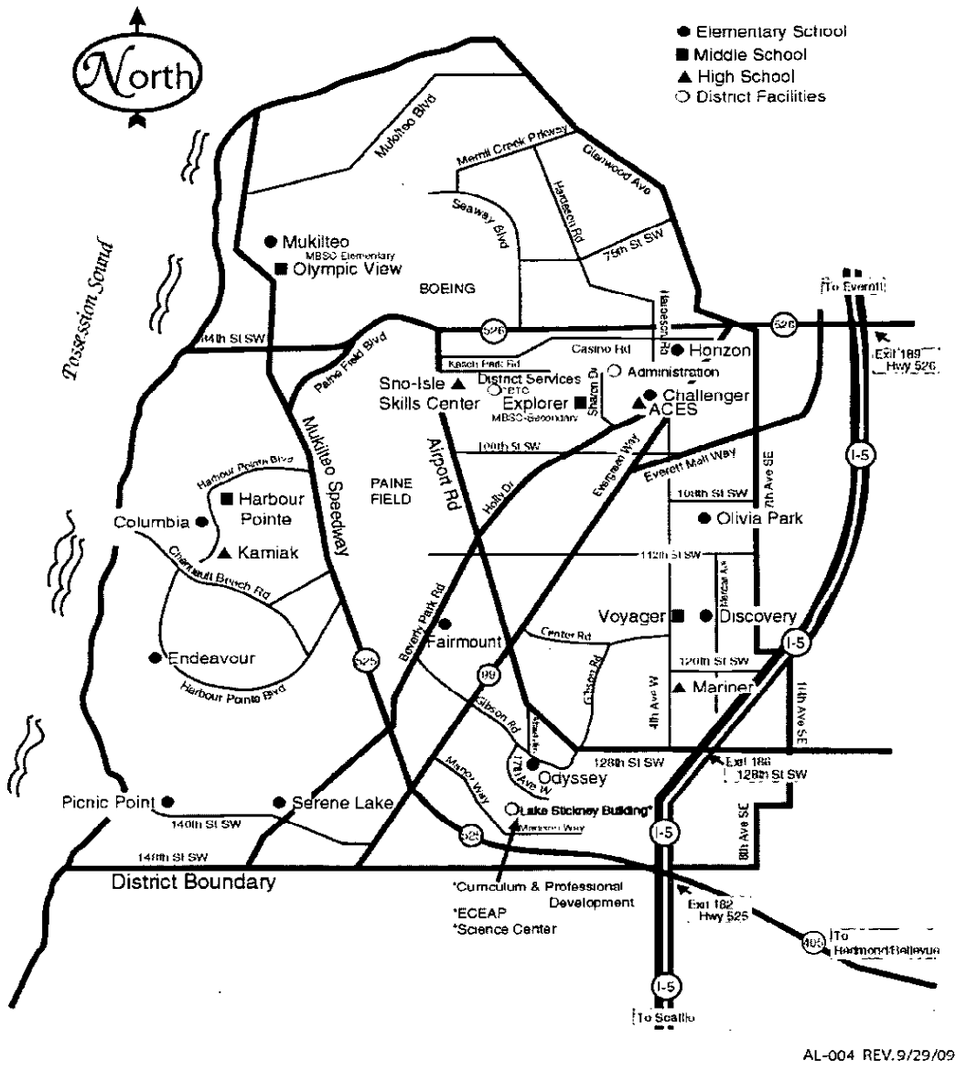
The District serves a student population headcount of 14196 (October 2009) with eleven elementary schools (grades K-5), four middle schools (grades 6-8), two comprehensive high schools (grades 9-12), and one alternative high school (grades 9-12). For the purposes of facility planning, this CFP considers 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 elementary and high schools. New shortfalls from growth are projected in both the near and long-term at the elementary level. Middle schools show additional deficiencies in 2014, high schools in 2015.
- 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.
- School choice is required by federal and state regulations. Students attending Title 1 funded schools in improvement may choose to attend schools which are not in improvement. The resulting shift in demographics may cause the receiving schools to reach capacity more quickly than anticipated. Conversely, the sending Title 1 schools may reach their capacities later than anticipated.

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.
- Schools should not exceed 700 headcount 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	8316
6-8	33	4500
9-12	33	5236

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. 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.[1] 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 83 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] Undersized classrooms and classrooms used for support activities (i.e. music, computer, learning support, physical therapy, etc.) do not add to capacity and are not included in room counts. 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	660	1989
Discovery	9.3	42,708	23	456	1988
Endeavour	9.4	55,939	20	408	1994
Fairmount	15	67,293	28	504	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**	**5436**	

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	2003
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	6	144
Fairmount	5	120
Horizon	5	120
Mukilteo	6	120
Odyssey	4	96
Olivia Park	3	72
Picnic Point	6	144
Serene Lake	4	96
Elem. Subtotal	***54***	***1272***
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	337
Mariner	8	170
HS Subtotal	***24***	***507***
TOTAL	**83**	**1880**

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 2010-2015

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 has contracted with a consultant to develop a methodology for projections. The consultant has an twenty-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 county 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 District will enroll about 12% of the birth cohort.

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, information about population growth due to new housing construction, and information about regional trends. 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 projected changes in the housing market. The enrollment derived from the cohort model is adjusted upward or downward to account for expected shifts in market for new homes, and to account for changes in the growth of regional school age populations.

Based on this projection methodology headcount enrollment is expected to increase to 14,883 by 2015. FTE enrollment is projected to increase to 14,204. Recognizing the uncertainty of the assumptions regarding growth, a higher growth model was also produced which predicts a headcount enrollment of 15,280 and an FTE enrollment of 14,595 by 2015.

A projection based on OFM population projections for Snohomish County was also produced. The District's October 2009 FTE enrollment (without the Skills Center) is 13,581. This is 2% of the estimated Snohomish County 2009 population of 704,300. Assuming that this percentage remains constant, and that the future population of the county aligns with the medium growth projection from the State, the District's FTE enrollment would grow to 15,166 FTE by 2015. An additional projection, using Snohomish County provided population data specific to the Mukilteo School District, results in slightly lower projection of 15,086 FTE by October of 2015.

A comparison of the FTE projections derived from the different methodologies is provided in Table 7. The table also includes a straight cohort survival model based on the trends of the past 5 years. This model is similar to the model that OSPI has typically used to create a forecast for all Districts. This forecast shows a result that is slightly higher than the District medium range forecast in 2015 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. (See Appendix B)

Table 7 – Projected Student Enrollment (2010 – 2015)

	FTE Projections	2009 Total	2010	2011	2012	2013	2014	2015	Total Change	% Change
1	Based on County Pop.	13,581	13,999	14,232	14,469	14,711	14,956	15,166	1,585	11.67%
2	Based on District Pop.	13,581	13,832	14,083	14,334	14,585	14,835	15,086	1,505	11.08%
3	Cohort Survival 5yr Avg.	13,581	13,565	13,663	13,810	14,037	14,244	14,535	954	7.02%
4	District Medium	13,581	13,522	13,537	13,618	13,799	13,956	14,205	624	4.59%
5	District High	13,581	13,612	13,713	13,851	14,088	14,295	14,595	1,014	7.47%

1. Assumes enrollment is a constant percent of the county population.
2. Assumes enrollment is a constant percent of the District population.
3. Cohort Survival Forecast
4. Based on projected births, cohort averages, new housing trends and regional information.
5. Based on projected births, cohort averages, new housing information, and regional trends; higher growth assumed.

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 15,924 by 2020 and 16,569 by 2025. The FTE enrollment is projected to be 15,207 by 2020 and 15,834 by 2025. This FTE enrollment estimate is broken down by level as follows:

Table 8 – Projected FTE Student Enrollment (2020 and 2025)*

Level	Project 2020	Project 2025
Elementary (K-5)	7,017	7,213
Middle (6-8)	3,789	3,843
High (9-12)	4,402	4,779
Total	15,207	15,834

*May not add to exact totals due to rounding.

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 (2010-2015). 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 (2015), additional classroom capacity will be needed as follows:

Table 9 – New Un-housed Students in 2015

Grade Span	Unhoused Students
Elementary (K-5)	787
Middle School (6-8)	91
High School (9-12)	2
Total (K-12)	**880**

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 2015 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 566 students, there is no deficiency at the middle school level, and has 565 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 .481 students will be generated from each new single family home in the District and that .429 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 District's enrollment projections, in Table 10, have been applied to the existing capacity and the District will be over capacity at the elementary level by 753 students, at the middle school level by 91 students and at the high school level by 567 students if no capacity improvements are made by the year 2015.

The District's six-year capital improvement plan to address these deficiencies is found in Table 11.

Table 10 - Projected Student FTE Capacity (2010 - 2015)

Elementary

	2009*	2010	2011	2012	2013	2014	2015	2025
Existing Capacity	5436	5436	5436	5436	5436	5436	5436	6036
Added Capacity							600	
Total Capacity	5436	5436	5436	5436	5436	5436	6036	6036
Enrollment	6002	6042	6184	6308	6449	6638	6789	7213
Surplus (Deficiency)	-566	-606	-748	-872	-1013	-1202	-753	-1177
Less 2009 Existing Deficiency	-566	-566	-566	-566	-566	-566	-566	-566
New Development Deficiency	0	-40	-182	-306	-447	-636	-187	-611

Middle School

	2009*	2010	2011	2012	2013	2014	2015	2025
Existing Capacity	3369	3369	3369	3369	3369	3369	3369	3369
Added Capacity								
Total Capacity	3369	3369	3369	3369	3369	3369	3369	3369
Enrollment	3235	3239	3309	3351	3364	3411	3460	3843
Surplus (Deficiency)	134	130	60	18	5	-42	-91	-474
Less 2009 Existing Deficiency	0	0	0	0	0	0	0	0
New Development Deficiency	0	130	60	18	5	-42	-91	-474

High School

	2009*	2010	2011	2012	2013	2014	2015	2025
Existing Capacity	3779	3779	3779	3779	3779	3779	3779	3779
Added Capacity								
Total Capacity	3779	3779	3779	3779	3779	3779	3779	3779
Enrollment	4344	4331	4219	4191	4274	4246	4346	4779
Surplus (Deficiency)	-565	-552	-440	-412	-495	-467	-567	-1000
Less 2009 Existing Deficiency	-565	-565	-565	-565	-565	-565	-565	-565
New Development Deficiency	0	13	125	153	70	98	-2	-435

*Actual FTE Enrollment for the 09/10 School Year as of October 2009.

** 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 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 2016. 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 Table 11 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2009-2015. 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	*	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Land Sales	Impact Fees	Future Source
Purchase land for future development	HS	$-	$-	$-	$-	$-	$13.75	$13.75	x	x	x	x	x
New Elementary School	E	$-	$-	$-	$-	$-	$30.0	$30.0	x	x	x	x	x
Total		$-	$-	$-	$-	$-	$43.75	$43.75					

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	*	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Land Sales	Impact Fees	Future Source
Improve learning and support facilities, modernize systems	D	$3.5	$3.2	$3.2	$5.1	$5.1	$4.0	$24.0	x	x	x		x

* 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 12.

Table 12 - Student Generation Rates[2]

Unit Type	Elementary	Middle School	High School	TOTAL
Single Family	0.238	0.114	0.130	0.481
Multi-Family (1 Bedroom)	0.015	0.004	0.004	0.023
Multi-Family (2+ Bedrooms)	0.228	0.100	0.101	0.429

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.

[2] Complete data is contained in Appendix C. Numbers may not total due to rounding.

State Match Credit Variables

1. Construction Cost Allocation - currently $180.17 for new construction projects approved in July of 2010.
2. District 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 47.48% 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 1, 2010 the current interest rate is 4.00%.
2. Levy Rate - current bond levy rate is $1.36 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 $379,415 for single family dwelling units; $99,755 for one-bedroom multi-family dwelling units; and $145,067 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	$	2408
Multi-Family (1 Bedroom)	$	0
Multi-Family (2+ Bedroom)	$	3529

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 2010-2015
(District Estimate)

FTE High Forecast

Projection Converted to FTE

Grade level	Oct-09	Oct-10 (1)	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15
K	528	560	549	579	593	602	592
1	1094	1117	1186	1162	1226	1255	1275
2	1107	1093	1132	1202	1177	1243	1272
3	1084	1121	1099	1138	1209	1184	1250
4	1069	1086	1115	1094	1133	1202	1178
5	1120	1066	1104	1133	1112	1151	1222
6	1082	1130	1076	1114	1144	1122	1162
7	1023	1081	1140	1085	1123	1153	1131
8	1130	1027	1094	1153	1097	1136	1167
9	1080	1143	1041	1108	1168	1112	1151
10	1104	1075	1130	1029	1095	1154	1099
11	1034	1053	1007	1058	964	1026	1081
12	1125	1060	1042	996	1047	954	1015
Total	**13580**	**13612**	**13713**	**13851**	**14088**	**14295**	**14595**
School Type							
K-5(2)	6032	6042	6184	6308	6449	6638	6789
6-8	3231	3239	3309	3351	3364	3411	3460
9-12	4364	4331	4219	4191	4274	4246	4346
Total	13580	13612	13713	13851	14088	14295	14595

Notes:

Prepared by Consultant Les Kendrick 2010

(1) Actual student enrollment as of Oct. 2009

(2) Assumes half day attendance for kindergarten students

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DETERMINATION OF PROJECTED ENROLLMENTS

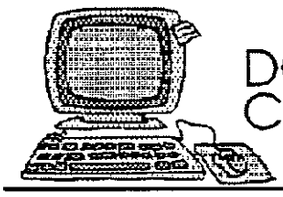
BY COHORT SURVIVAL KK LINEAR PROJECTION

MUKILTEO DISTRICT NO. 006 SNOHOMISH COUNTY NO. 31

	ACTUAL ENROLLMENTS ON OCTOBER FIRST						AVER. %	PROJECTED ENROLLMENTS					
	2004	2005	2006	2007	2008	2009	SURVIVAL	2010	2011	2012	2013	2014	2015
KINDERGARTEN	1,051	980	1,025	1,038	1,067	1,056		1,066	1,075	1,083	1,092	1,100	1,109
GRADE 1	1,027	1,144	1,032	1,098	1,100	1,097	106.01	1,119	1,130	1,140	1,148	1,158	1,166
GRADE 2	1,033	1,030	1,145	1,037	1,128	1,107	100.84	1,106	1,128	1,139	1,150	1,158	1,168
GRADE 3	1,053	1,023	1,051	1,159	1,064	1,085	100.21	1,109	1,108	1,130	1,141	1,152	1,160
GRADE 4	1,055	1,046	1,038	1,046	1,126	1,070	99.60	1,081	1,105	1,104	1,125	1,136	1,147
GRADE 5	1,104	1,069	1,054	1,029	1,081	1,120	100.80	1,079	1,090	1,114	1,113	1,134	1,145
GRADE 6	1,098	1,112	1,076	1,078	1,043	1,083	101.04	1,132	1,090	1,101	1,126	1,125	1,146
K-6 HEADCOUNT	7,421	7,404	7,421	7,485	7,609	7,618		7,692	7,726	7,811	7,895	7,963	8,041
K-6 W/K @ 1/2	6,896	6,914	6,909	6,966	7,076	7,090		7,159	7,189	7,270	7,349	7,413	7,487
GRADE 7	1,147	1,122	1,138	1,055	1,124	1,024	101.00	1,094	1,143	1,101	1,112	1,137	1,136
GRADE 8	1,125	1,148	1,131	1,144	1,065	1,131	100.59	1,030	1,100	1,150	1,107	1,119	1,144
7-8 HEADCOUNT	2,272	2,270	2,269	2,199	2,189	2,155		2,124	2,243	2,251	2,219	2,256	2,280
GRADE 9	1,228	1,127	1,178	1,148	1,126	1,104	101.27	1,145	1,043	1,114	1,165	1,121	1,133
GRADE 10	1,154	1,193	1,109	1,143	1,127	1,123	98.09	1,083	1,123	1,023	1,093	1,143	1,100
GRADE 11	1,454	1,424	1,549	1,398	1,400	1,401	125.21	1,408	1,356	1,406	1,281	1,369	1,431
GRADE 12	1,497	1,472	1,512	1,525	1,499	1,509	104.17	1,459	1,465	1,413	1,465	1,334	1,426
9-12 HEADCOUNT	5,333	5,216	5,348	5,214	5,152	5,137		5,093	4,987	4,956	5,004	4,967	5,090
K-12 HEADCOUNT	15,026	14,890	15,038	14,898	14,950	14,910		14,909	14,956	15,018	15,118	15,186	15,411

APPENDIX C

STUDENT GENERATION FACTOR REVIEW



DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
for the
Mukilteo School District

4/13/2010

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. Attached condominiums, townhouses and duplexes are included in the multi-family classification since they are not considered "detached". Manufactured homes on owned land 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 2002 through December 2008. 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 April 2010. 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 2,857 single family detached units were compared with data on 14,906 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	123	0.043
1	115	0.040
2	115	0.040
3	108	0.038
4	101	0.035
5	117	0.041
6	109	0.038
7	115	0.040
8	101	0.035
9	115	0.040
10	89	0.031
11	81	0.028
12	85	0.030
K-5	679	0.238
6-8	325	0.114
9-12	370	0.130
K-12	1374	0.481

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 were obtained when possible. 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, 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 1,739 multi-family 2+ BR units were compared with data on 14,906 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	57	0.033
1	80	0.046
2	80	0.046
3	73	0.042
4	47	0.027
5	60	0.035
6	56	0.032
7	57	0.033
8	61	0.035
9	41	0.024
10	40	0.023
11	50	0.029
12	44	0.025
K-5	397	0.228
6-8	174	0.100
9-12	175	0.101
K-12	746	0.429

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 474 multi-family 0-1 BR units were compared with data on 14,906 students registered in the District, and the following matches were found by grade level: K-5 = 7, 6-8 = 2, and 9-12 = 2. This resulted in the following SGR's by grade level*:

	K-5	6-8	9-12	K-12
Multi-Family 0-1 BR	.015	.004	.004	.023

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

	K-5	6-8	9-12	K-12
Single Family	**.238**	**.114**	**.130**	**.481**
Multi-Family 2+ BR	**.228**	**.100**	**.101**	**.429**
Multi-Family 0-1 BR	**.015**	**.004**	**.004**	**.023**

***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
JURISDICTIONS: SNOHOMISH COUNTY, CITY OF MUKILTEO, CITY OF EVERETT
IMPACT FEE CALCULATION PREPARED MAY, 2010

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	0.238	0.015	0.228	$ -	$ -	$ -
Middle	17.5	$ -	750	0.114	0.004	0.1	$ -	$ -	$ -
High	25	$ 550,000	1500	0.13	0.004	0.101	$ 1,192	$ 37	$ 926
							$ 1,192	$ 37	$ 926

School Construction Cost:
Facility Cost/Facility CapacityX Student Generation Factor X % Permanent square 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	92%	$ 30,000,000	600	0.238	0.015	0.228	$ 10,948	$ 690	$ 10,488
Middle	99%	$ -	-	0.114	0.004	0.1	$ -	$ -	$ -
High	96%	$ -	-	0.13	0.004	0.101	$ -	$ -	$ -
							$ 10,948	$ 690	$ 10,488

Temporary Facility Cost:
Facility cost/facility capacity X Student Generation Factor X % Temporary square 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	8%	130,000	24	0.238	0.015	0.228	$ 103	$ 7	$ 99
Middle	1%	130,000	21	0.114	0.004	0.1	$ -	$ -	$ -
High	4%	130,000	23	0.13	0.004	0.101	$ 29	$ 1	$ 23
							$ 133	$ 7	$ 122

State School Construction Assistance
Construction Allocation X SPI Footage X District Match X Student Generation Factor

	Const. Allocation	SPI footage	District Match %	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR (1)	Cost/ MFR (2+)
Elementary	180.17	90	47.48%	0.238	0.015	0.228	$ 1,832	$ 115	$ 1,755
Middle	180.17	117	-	0.114	0.004	0.1	$ -	$ -	$ -
High	180.17	130	47.48%	0.13	0.004	0.101	$ 1,446	$ 44	$ 1,123
							$ 3,278	$ 160	$ 2,879

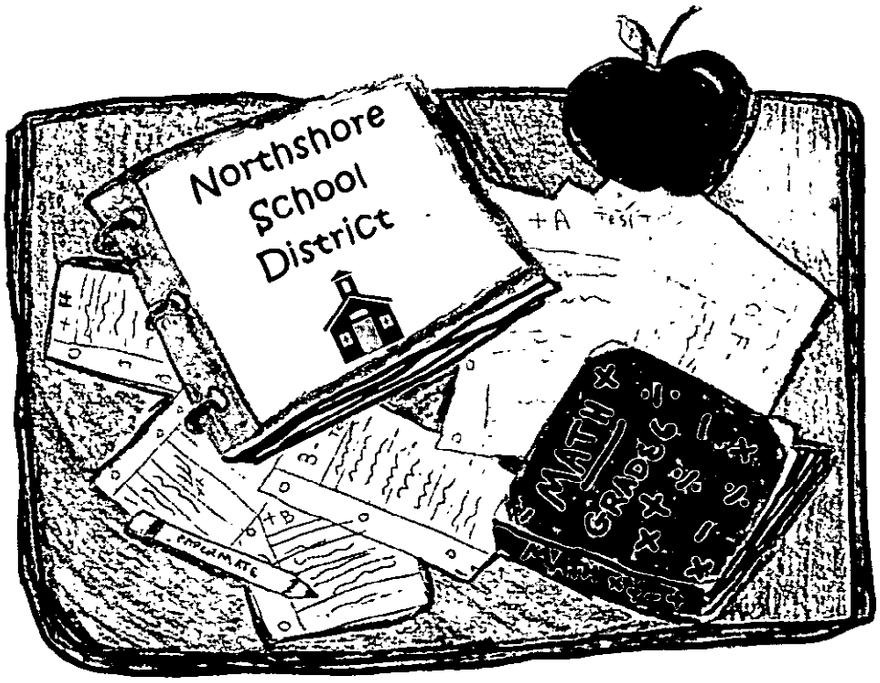
Tax Payment Credit

	SFR	MFR (1)	MFR (2+)
Average Assessed Value	$379,415	$99,755	$145,067
Capital Bond Interest Rate	4.00%	4.00%	4.00%
Years Amortized	10	10	10
Property Tax Levy Rate	0.00136	0.00136	0.00136
Tax Payment Credit	$4,179	$1,099	$1,598

Fee Summary:	SFR	MFR (1)	MFR (2+)
Site Acquisition Cost	$ 1,192	$ 37	$ 926
Permanent Facility Cost	$ 10,948	$ 690	$ 10,488
Temporary Facility Cost	$ 133	$ 7	$ 122
State Construction Assistance	$ -3,278	$ -160	$ -2,879
Tax Payment Credit	$ -4,179	$ -1,099	$ -1,598
FEE (AS CALCULATED)	$ 4,815	$ -525	$ 7,059
FEE DISCOUNT 50%	$ 2,408	$ -262	$ 3,529
FINAL FEE	**$ 2,408**	**$ 0**	**$ 3,529**

Exhibit A-9
Ord 10-097

2010 CAPITAL FACILITIES PLAN



NORTHSHORE SCHOOL DISTRICT NO. 417
3330 MONTE VILLA PARKWAY
BOTHELL, WASHINGTON 98021-8972
"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

BOARD OF DIRECTORS

Dawn McCravey	**President**
Julia Lacey	**Vice-President**
Todd Banks	**Director**
Sandy Hayes	**Director**
Janet Quinn	**Director**

Larry Francois, Superintendent

Adopted 5/11/10

TABLE OF CONTENTS

Executive Summary

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 CFP 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 (2010-2025), and a more detailed schedule and financing program for capital improvement over the next six years (2010-2016).

This CFP 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 18,469[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 District is currently re-examining a kindergarten through fifth grade, sixth through eighth grade for junior high and ninth through twelfth for high school, but it is in its preliminary stages. 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 and maximize service levels in the most cost effective way possible, the District maintains approximately ten - fifteen percent of its total classroom capacity in relocatables (portables).

[1]Full-time equivalents/October 2009 census.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Northshore Enrollment Projections: 2010-2025[2]

Introduction

In general, enrollment growth in the Puget Sound has been slower in the past decade than in the previous decade. 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. The District has followed that trend with headcount enrollment declining by 627 students since October 2006. The biggest losses in the District in recent years have been seen at the junior high and high school level as the smaller elementary classes from the past few years have moved up. Elementary enrollment, on the other hand, has begun to stabilize, remaining at or around 9,000 (full time equivalents-FTE) for the past 3 years.

For District projections, regional trends were modified to include population and housing growth, and any market share losses or gains due to private schools. 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.

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.

---

[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 12 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 2009 is divided by the total births in King and Snohomish counties in 2004 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 has been used by OSPI to predict enrollment for all districts in the state. In past years OSPI has used a 5-year cohort average for grades 1-12 and a linear extrapolation method at kindergarten. In 2008 OSPI commissioned a study to evaluate the effectiveness of this method for predicting enrollment. The report recommended the use of the "birth-to-k" method for predicting kindergarten enrollment and the use of a housing adjustment factor for districts that are likely to be impacted by large numbers of new housing developments. Formal projections using these updated methods have not yet been issued by OSPI. These recommendations, if implemented, would result in a methodology that is similar to, though not exactly the same as, the method used by the District for its 6 year projection. The District method considers the cohort trends, birth-to-k ratios, and housing information, but also takes account of service area trends, the potential impact of private school enrollment, and regional population trends to calibrate the enrollment projection.

Table 2-1 shows a projection for Northshore using a 5-year average cohort projection model with a 5-year average of the birth-to-k ratios for predicting kindergarten. This forecast was originally produced as a headcount forecast and then converted to an FTE forecast based on a comparison of FTE to headcount enrollment at each grade for the past 3 years. This forecast predicts a gradual increase in FTE enrollment over the next 6 years, with growth primarily at the elementary level.

TABLE 2-1

Forecast Based on Cohort Survival and Birth-to-K Ratios (5 year Averages)

October FTE	Actual	Projections					
Grade	09/10*	10/11	11/12	12/13	13/14	14/15	15/16
K	661	656	695	719	730	726	725
1	1,397	1,414	1,410	1,486	1,537	1,560	1,551
2	1,356	1,442	1,463	1,459	1,538	1,591	1,615
3	1,401	1,366	1,461	1,483	1,478	1,558	1,612
4	1,397	1,416	1,389	1,487	1,509	1,504	1,585
5	1,487	1,407	1,433	1,405	1,504	1,526	1,521
6	1,420	1,505	1,430	1,456	1,429	1,529	1,551
7	1,516	1,445	1,537	1,460	1,487	1,459	1,561
8	1,466	1,540	1,474	1,568	1,490	1,517	1,489
9	1,630	1,473	1,550	1,483	1,578	1,499	1,527
10	1,579	1,675	1,517	1,595	1,527	1,624	1,543
11	1,590	1,530	1,624	1,470	1,547	1,480	1,574
12	1,570	1,516	1,459	1,549	1,402	1,475	1,412
Total K-6	9,118	9,205	9,281	9,495	9,725	9,994	10,161
Total 7-9	4,612	4,459	4,561	4,511	4,555	4,475	4,576
Total 10-12	4,738	4,721	4,600	4,615	4,476	4,579	4,529
District Total	18,469	18,385	18,442	18,621	18,755	19,049	19,266
		-84	57	179	133	294	218
		-0.5%	0.3%	1.0%	0.7%	1.6%	1.1%

Note: Figures include SAS, Home School Network and other Special Programs.

The cohort method displayed in Table 2-1 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, regional population trends, and even trends in service area and private school enrollment can sometimes provide for a more accurate forecast. New home construction and sales, for example, have declined dramatically in Northshore and the rest of the region since 2007. A 5-year average of historical trends from the past 5 years could well miss the significance of this trend going forward. Data from New Home Trends, for example, indicates that new home sales in Northshore in 2009 were about half of what they were between 2005 and 2007.

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 as well as any expected effect from private schools. 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 somewhat different from the cohort model. Overall, enrollment is predicted to decline through 2011 and then gradually increase from 2011 to 2015. Similar to the cohort forecast the growth is expected to be concentrated at the elementary level. Elementary enrollment is predicted to grow from 9,118 FTE in October 2009 to 9,971 FTE by October 2015. Junior high enrollment is projected to decline to 4,327 FTE by 2014 before starting to increase again. High school enrollment is projected to decline from 4,738 FTE in 2009 to 4,386 FTE in 2015.

TABLE 2-2

FTE Forecast
Facilities Forecast -- OCTOBER MEDIUM

October FTE	Actual	Projections					
Grade	09/10*	10/11	11/12	12/13	13/14	14/15	15/16
K	661	660	700	724	735	730	729
1	1,397	1,392	1,402	1,479	1,531	1,554	1,544
2	1,356	1,428	1,432	1,444	1,523	1,576	1,600
3	1,401	1,348	1,434	1,439	1,451	1,531	1,584
4	1,397	1,407	1,367	1,456	1,461	1,474	1,555
5	1,487	1,391	1,413	1,375	1,464	1,470	1,482
6	1,420	1,480	1,397	1,420	1,381	1,471	1,477
7	1,516	1,428	1,500	1,417	1,440	1,401	1,492
8	1,466	1,534	1,456	1,532	1,447	1,471	1,431
9	1,630	1,465	1,542	1,465	1,541	1,455	1,479
10	1,579	1,660	1,501	1,581	1,502	1,580	1,492
11	1,590	1,512	1,598	1,446	1,522	1,446	1,521
12	1,570	1,501	1,434	1,516	1,372	1,445	1,373
Total K-6	9,118	9,106	9,144	9,337	9,547	9,806	9,971
Total 7-9	4,612	4,427	4,498	4,413	4,428	4,327	4,402
Total 10-12	4,738	4,674	4,532	4,543	4,396	4,471	4,386
District Total	18,469	18,207	18,175	18,293	18,371	18,604	18,760
		-262	-32	118	78	233	156
		-1.4%	-0.2%	0.6%	0.4%	1.3%	0.8%

Note: Figures include SAS, Home School Network and other Special Programs.

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 2016 and 2025 will have slightly better population and housing growth than is expected between 2010 and 2015. 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 the State's Office of Financial Management (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 expected population and housing growth in future years. This factor was based on an analysis of future population growth for neighborhoods in and around the District obtained from the Puget Sound Regional Council.

Using this methodology the District's enrollment shows continued growth from 2015 to 2025. FTE enrollment in 2020 is projected to be 20,270 and projected FTE enrollment for 2025 is predicted to be 21,181 FTE. Elementary enrollment is expected to grow more dramatically between 2015 and 2025 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 grandchildren of baby boomers reach school age. 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.

TABLE 2-3
Projected FTE Enrollment

	2015	2020	2025
Elementary:	9,971	10,635	10,956
Jr. High:	4,402	5,044	5,173
High School:	4,386	4,591	5,052
Total:	18,759 FTE	20,270 FTE	21,181 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. This requires 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 (See Table 3-1) 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 54, 27, 24, or 12 FTE, depending on room size, to arrive at a total Design Capacity for the site. 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). A second example is the Dual Language program with two dedicated classrooms at each grade level in addition to the regular education classrooms. These classes have a scheduled use of 24 students per room.

Special teaching stations and programs offered by the Northshore School District at specific school sites include:

TABLE 3-1
Programs and Teaching Stations

	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
Learning Assistance Program (LAP)	X	X
English Language Learners (ELL)	X	X
Dual Language (DL)	X	
Home School	X	X
Alternative Senior High School		X
Career Technical Education		X
International Baccalaureate (IB) and Advanced Placement (AP)		X
School-to-Work		X
Running Start		X
College in the High School		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; this 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 (CLC)	8	8	8
Integrated - Regular & Special Ed(15 regular & 6 special ed students)	21	NA	NA

Special Education	8 (Sorenson & Woodmoor)	NA	NA
Vocational	NA	27	27
Dual Language Assuming 2 classes Per grade level	24	NA	NA

Snohomish County has requested that the District's plan include a measurement of the current levels of service 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 31, 2009.

TABLE 3-3
Average Students Per Scheduled Teaching Station

Grade Level	# of Teaching Stations	FTE Capacity	Calculated Standard of Service (1)	FTE Enrollment	Average FTE/Teaching Station
K – 6	489	11,202	22.9	9,118	18.6
7 – 9	247	6,371	25.8	4,612	18.7
10 – 12	237	5,829	24.6	4,738	19.9
Total		23,402		18,469	

(1) Capacity divided by the # of teaching Stations

SECTION 4 -- CAPITAL FACILITIES INVENTORY

Under the Growth Management Act, a public entity must periodically determine its capacity by conducting an inventory of its capital facilities. This section summarizes the capacity owned and operated by the Northshore School District including permanent classrooms, relocatable classrooms (portables), developed school sites, undeveloped land and support facilities.

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 high school (grades 10-12), a Home School program and an early childhood center.

TABLE 4-1
Elementary School Capacity Inventory (Including Relocatables)

2009 Inventory

	# of Rooms		Capacity		# of Students/Room		Relocatables
School	Schedule	Design	Schedule	Design	Schedule	Design	% of Scheduled
Elementary Schools							
Arrowhead	19	25	427	598	22.5	23.9	6%
Bear Creek	22	22	499	502	22.7	22.8	0%
Canyon Creek	28	35	642	825	22.9	23.6	7%
Cottage Lake	20	23	427	550	21.4	23.9	0%
Crystal Springs	25	29	573	669	22.9	23.1	17%
East Ridge	21	27	499	646	23.8	23.9	5%
Fernwood (Note 1)	28	29	660	681	23.6	23.5	22%
Frank Love	21	29	499	670	23.8	23.1	5%
Hollywood Hill	21	27	463	645	22.0	23.9	0%
Kenmore	22	27	525	646	23.9	23.9	4%
Kokanee	28	34	640	766	22.9	22.5	8%
Lockwood	23	30	544	718	23.7	23.9	4%
Maywood Hills	25	27	598	646	23.9	23.9	12%
Moorlands	28	34	643	790	23.0	23.2	6%
Shelton View	21	24	485	562	23.1	23.4	4%
Sunrise	19	26	428	622	22.5	23.9	6%
Wellington	27	29	642	682	23.8	23.5	11%
Westhill	21	27	455	622	21.7	23.0	0%
Woodin	25	29	593	668	23.7	23.0	20%
Woodmoor	45	47	960	1,113	21.3	23.7	0%
Subtotal	489	580	11,202	13,621	22.9	23.5	7%
JR High Schools							
Canyon Park	46	48	1,228	1,282	26.7	26.7	4%
Kenmore	41	50	1,037	1,351	25.3	27.0	0%
Leota	40	47	1,005	1,254	25.1	26.7	4%
Northshore	40	41	1,014	1,107	25.4	27.0	5%
Skyview	43	46	1,102	1,234	25.6	26.8	7%
Timbercrest	37	38	985	1,072	26.6	28.2	0%
Subtotal	247	270	6,371	7,300	25.8	27.0	4%
High Schools							
Bothell	73	81	1,901	2,123	26.2	26.4	0%
Inglemoor	82	83	2,059	2,179	25.1	26.3	7%
Woodinville	63	66	1,609	1,741	25.5	26.4	4%
Subtotal	218	230	5,569	6,043	25.6	26.3	4%
Alternative School	19	23	260	314	13.7	13.7	8%
Total K-12 ALL	973	1,103	23,402	27,278	24.1	24.7	5%

Note 1: Figures for Fernwood don't reflect the capacity addition currently in progress

RELOCATABLE CLASSROOM FACILITIES (Portables)

To achieve efficient facility utilization, the District maintains about ten - 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.

A typical portable classroom provides capacity for 24 students at the elementary level and 27 at the secondary level. Relocatables are used for special programs and other needs. The District has 133 relocatable classrooms (portables), of which 92 are used as classrooms housing students for scheduled classes or for pull out programs. Within the financial capabilities of the District, the intent is to minimize the size of the second group. Their actual use may reflect loads that are less than the standards of service identified in Section 3. Other relocatables are utilized for daycare, PTA, Conference Rooms/Resource Rooms which are not counted as Scheduled Capacity. Approximately twenty three relocatables are utilized for these purposes. A summary of relocatables is presented in Table 4-2.

TABLE 4-2
Relocatable Classroom Facilities

School	Total # of Portables	Note 1 Scheduled	Schedule Student Capacity	Design Student Capacity	Note 2 "Pull Out" Programs
Elementary Schools					
Arrowhead	6	1	24	144	2
Bear Creek	-	-	-	-	-
Canyon Creek	8	2	45	192	3
Cottage Lake	-	-	-	-	-
Crystal Springs	8	4	96	192	2
East Ridge	5	1	24	120	-
Fernwood	6	6	144	144	-
Frank Love	5	1	24	120	2
Hollywood Hill	2	-	-	48	-
Kenmore	5	1	23	120	4
Kokanee	6	3	48	144	3
Lockwood	2	1	24	48	-
Maywood Hills	4	3	72	96	1
Moorlands	5	2	36	120	1
Shelton View	3	1	21	72	1
Sunrise	5	1	24	120	2
Wellington	4	3	68	96	1
Westhill	5	1	1	120	1
Woodin	6	5	117	144	1
Woodmoor	-	-	-	-	-
Subtotal	85	36	791	2,040	24
JR High Schools					
Canyon Park	4	2	54	108	-
Kenmore	7	1	1	189	2
Leota	9	2	39	243	-
Northshore	4	3	51	108	1
Skyview	4	3	81	108	1
Timbercrest	1	-	-	27	1
Total Junior Highs	29	11	226	783	5
High Schools					-
Bothell	6	-	-	162	3
Inglemoor	6	6	144	162	-
Woodinville	5	5	72	135	-
SAS	2	2	20	54	
Total High Schools	19	13	236	513	3
Total K-12 ALL	133	60	1,253	3,336	32

Note 1: Excluded from Scheduled Capacity are portables used for OPTP/LAP/Science Labs/Computer Labs/Admin/ASB

Note 2: "Pull Out" programs include the above but exclude day care/ PTA/resource/Conference Rooms/Counseling/storage

Other Facilities and Land

In addition to schools, the Northshore School District owns and operates facilities which either provide operational support to the schools or are surplus properties. An inventory of those facilities is provided in Table 4-3 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. Property that has been sold to the City of Bothell has "sold" next to the respective name. Ownership of these buildings and related land will transfer on August 1, 2010.

Table 4-3
Inventory of Support Facilities

Facility Name	Status	Building Area (Sq Feet)	Site Size (Acres)
Downtown Properties		80,000	26
Ricketts Building	Sold		
W.A. Anderson Building	Sold		
Transportation	Sold		
Maintenance	Sold		
Warehouse	Sold		
Pop Keeney Stadium			
Administrative Center (Monte Villa)		49,373	5
Support Services Building & Warehouse	Warehouse under conversion for relocation of alternative school program (SAS)	41,913 44,919	5
Paradise Lake Site			26
Warehouse	Previously leased to DHL, currently vacant	44,786	2
New Transportation Site	Under construction		13

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

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 recommends 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.

If enrollment increases in the Canyon Creek and Fernwood area continue, additional capacity added in the last several years through permanent facility additions, changes in service areas and additional relocatables will need to be supplemented with additional capacity. Possible alternatives continue to be reviewed including possible service area changes, additional capacity additions as well as other possibilities. As an additional fallback, the 2010 bond included funds for planning a new elementary site. This would allow the option of including in the 2014 bond a request for funds for the construction of a new elementary school to service this area.

Due to the need to provide planning time and space for teacher preparation, some facilities will only support a design capacity utilization of 85%. In secondary schools where recent modernizations have added more teacher preparation space, the utilization percentage should be higher. Those schools projected by 2014 to have either a high design capacity utilization (75% or more) or those projected to have a low capacity utilization (55% or less) are overlaid on a District map in Table 5-3.

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, review feeder patterns 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

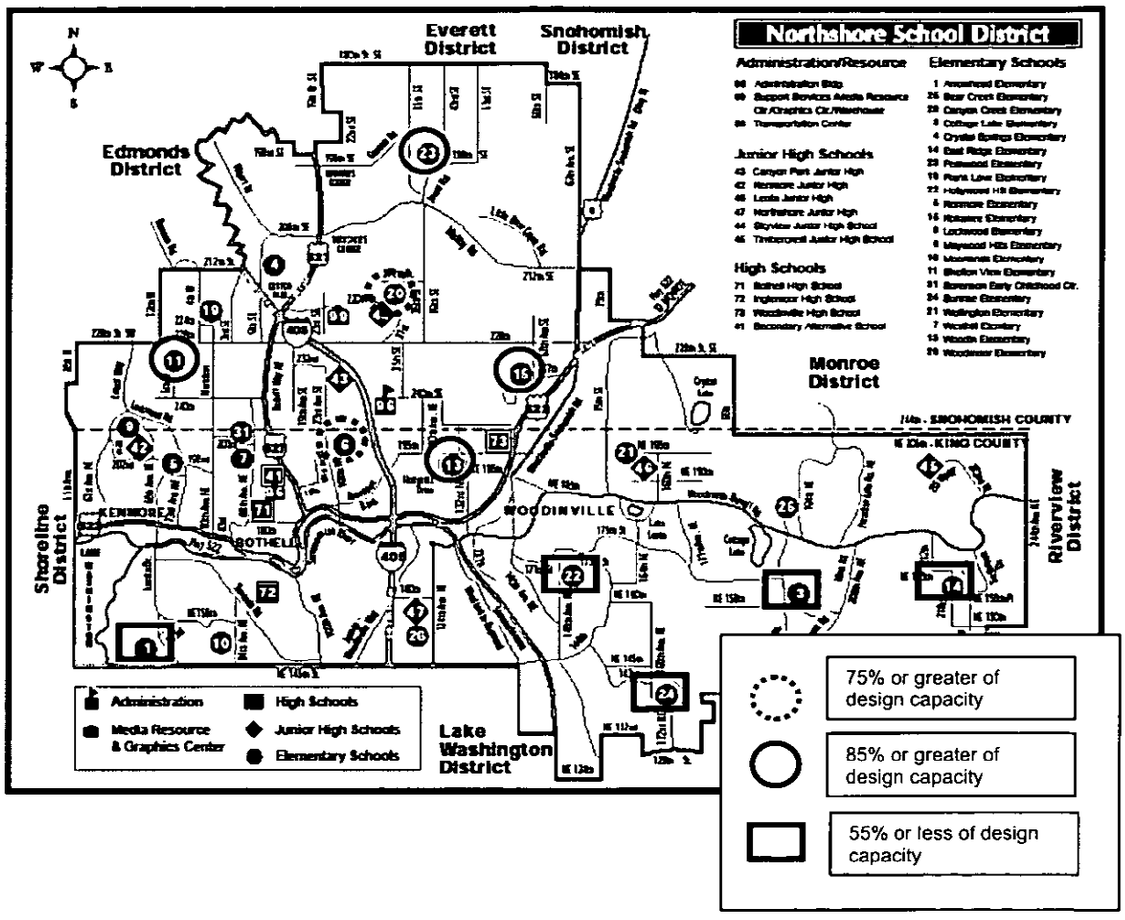
	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Elementary Enrollment	9,118	9,106	9,144	9,337	9,547	9,806	9,971
Scheduled Permanent Capacity - Existing	10,411	10,411	10,507	10,507	10,507	10,507	10,507
Scheduled Capacity in New Permanent Facilities		96					600
Schedule Capacity in Relocatables	791	791	791	791	791	791	791
# of Relocatables included in Scheduled Capacity	36	36	36	36	36	36	36
Total Scheduled Capacity with Relocatables	11,202	11,298	11,298	11,298	11,298	11,298	11,898
Surplus Capacity	2,084	2,192	2,154	1,961	1,751	1,492	1,927
Junior High Enrollment	4,612	4,427	4,498	4,413	4,428	4,327	4,402
Scheduled Permanent Capacity - Existing	6,145	6,145	6,145	6,145	6,145	6,145	6,145
Scheduled Capacity in New Permanent Facilities							
Schedule Capacity in Relocatables	226	226	226	226	226	226	226
# of Relocatables included in Scheduled Capacity	11	11	11	11	11	11	11
Total Scheduled Capacity with Relocatables	6,371	6,371	6,371	6,371	6,371	6,371	6,371
Surplus Capacity	1,759	1,944	1,873	1,958	1,943	2,044	1,969
High School Enrollment	4,738	4,674	4,532	4,543	4,396	4,471	4,386
Scheduled Permanent Capacity - Existing	5,593	5,593	5,593	5,593	5,593	5,593	5,593
Scheduled Capacity in New Permanent Facilities							
Schedule Capacity in Relocatables	236	236	236	236	236	236	236
# of Relocatables included in Scheduled Capacity	13	13	13	13	13	13	13
Total Scheduled Capacity with Relocatables	5,829	5,829	5,829	5,829	5,829	5,829	5,829
Surplus Capacity	1,090	1,155	1,296	1,286	1,432	1,357	1,442
Total Enrollment	18,469	18,207	18,175	18,293	18,371	18,604	18,760
Scheduled Permanent Capacity - Existing	22,149	22,149	22,245	22,245	22,245	22,245	22,245
Scheduled Capacity in New Permanent Facilities	-	96	-	-	-	-	600
Schedule Capacity in Relocatables	1,253	1,253	1,253	1,253	1,253	1,253	1,253
# of Relocatables included in Scheduled Capacity	60	60	60	60	60	60	60
Total Scheduled Capacity with Relocatables	23,402	23,498	23,498	23,498	23,498	23,498	24,098
Surplus Capacity	4,933	5,291	5,323	5,205	5,127	4,894	5,338

TABLE 5-2
Capacity Utilization

	Sites Approaching Full Capacity				Enrollment					Capacity	
	90%		90%	75%						2009	2009
School	Oct 09 Enrollment 90% or more than Scheduled Capacity	Oct 09 Enrollment 90% or more than Design Capacity	Oct 14 Enrollment 90% or more than Scheduled Capacity	Oct 14 Enrollment 75% or more than Design Capacity	Oct. 2009	Oct. 2008	Oct. 2014 Projected	Average (04 - 09)	Average (98 - 03)	Schedule	Design
Arrowhead	-	-	-	-	317	350	266	371	399	427	598
Bear Creek	-	-	-	76%	395	385	378	376	379	499	502
Canyon Creek	-	-	-	78%	553	524	642	501	437	642	825
Cottage Lake	-	-	-	-	289	300	281	322	399	427	550
Crystal Springs	-	-	-	77%	486	477	514	505	543	573	669
East Ridge	-	-	-	-	380	415	300	446	535	499	646
Fernwood	-	-	>= 90%	93%	534	512	723	549	548	660	681
Frank Love	-	-	-	-	412	401	474	378	426	499	670
Hollywood Hill	-	-	-	-	336	322	316	346	405	463	645
Kenmore	-	-	-	-	435	439	464	422	445	525	646
Kokanee	-	-	>= 90%	91%	505	527	700	467	439	640	786
Lockwood	-	-	-	-	446	448	465	451	529	544	718
Maywood Hills	-	-	-	77%	481	502	499	487	520	598	646
Moorlands	-	-	-	-	532	544	569	543	575	643	790
Shelton View	-	-	>= 90%	96%	391	355	539	338	340	485	562
Sunrise	-	-	-	-	332	352	284	358	418	428	622
Wellington	-	-	-	-	505	526	492	530	541	642	682
Westhill	-	-	-	-	401	416	424	433	397	455	622
Woodin	-	-	-	87%	521	476	583	448	405	593	668
Woodmoor	-	-	-	-	815	781	809	787	825	960	1,113
Total Elementary Schools	-	-	-	-	9,063	9,051	9,722	9,060	9,503	11,202	13,621
Canyon Park	-	-	-	-	753	728	710	797	830	1,228	1,282
Kenmore	-	-	-	-	743	718	637	772	826	1,037	1,351
Leota	-	-	-	-	712	699	681	673	737	1,005	1,254
Northshore	-	-	-	-	717	752	663	849	902	1,014	1,107
Skyview	-	-	-	-	834	865	860	870	869	1,102	1,234
Timbercrest	-	-	-	-	785	719	730	712	749	985	1,072
Total Junior Highs	-	-	-	-	4,544	4,480	4,281	4,674	4,913	6,371	7,300
Bothell	-	-	-	-	1,587	1,651	1,492	1,620	1,483	1,901	2,123
Inglemoor	-	-	-	-	1,715	1,810	1,479	1,822	1,687	2,059	2,179
Woodinville	-	-	-	-	1,195	1,203	1,266	1,277	1,395	1,609	1,741
Total High Schools	-	-	-	-	4,497	4,664	4,237	4,719	4,565	5,569	6,043
Other					365	426	364	448	422	260	314
Total K-12	-	-	-	-	18,469	18,621	18,604	18,901	19,404	23,402	27,278

Total Enrollment Including SAS/Other

Table 5-3
Sites with 2014 High and Low Design Capacity Utilization



Long-term Facility Needs (Year 2025)

If a new elementary school is constructed in the high growth north central area of the District, sufficient capacity will exist within the District at all grade levels through the year 2025. A long-term projection of unhoused students and facilities needs is shown in Table 5-4 below. As with any long term projections, many assumptions and estimates must be made which are subject to change.

TABLE 5-4
Long-term Projection of Enrollment and Facility Needs Year 2025

Grade Level	FTE Enrollment	Capacity
Elementary	10,956	11,890
Jr. High	5,173	6,371
High School	5,052	5,829
Totals	21,181	24,098

SECTION 6 -- GROWTH RELATED PROJECTS

Planned Improvements - Construction to Accommodate New Growth

In Snohomish County, growth is expected to continue while enrollment in other areas will be flat or declining. Insufficient residential growth to offset graduating classes and other normal elements affecting demographic attrition will be the primary cause.

Projected continued growth through 2015 in the Fernwood, Canyon Creek and Kokanee elementary schools will fully utilize recent capacity increases from capital projects and boundary adjustments that moved students to adjoining schools. While other options continue to be reviewed, this CFP includes the construction of a new elementary school.

Long term projections indicate growth with the District possibly experiencing an increase of up to 2,700 new students in the next fifteen years. The District will continue to monitor the multitude of factors that shape our capacity needs, e.g. instructional delivery, the economy, changes in planned land use, permit activity, and birth rates in order to help ensure needed instructional space is available when and where needed.

Planned Improvements – To Existing Facilities

Construction projects planned through 2014 include the replacement of facilities at two older sites where facilities are failing and no longer meet instructional program needs. In a number of other sites where the existing facility layout meets instructional needs and building structural integrity is relatively good, individual buildings systems are targeted for replacement or modernization to extend the life of the overall site. Other planned projects include renovating play fields and athletic fields, providing and upgrading technology, replacing/ upgrading building systems, and relocating our Transportation Center. See Section 7 for a list of projects.

Modernizations/Building Improvement Programs

The modernization at Bothell High School was completed in the fall of 2008. In 2009, modernizations of varying scopes were completed at Woodinville High School (Phase I), and Kenmore Junior High (Phase II). Capacity additions at Canyon Creek Elementary were completed the Fall of 2009 and additions at Fernwood Elementary capacity additions are projected for completion in the Fall of 2010. Phase II of the Woodinville High Modernization and Phase III of the Kenmore Junior High Modernization are expected to be completed by 2013. The relocation of the alternative program (SAS) and Transportation will be complete by the Fall of 2010. Planned modernizations or the replacement of one or more major building system (Building Improvement Program – BIP) are planned for Bear Creek Elementary, Crystal Springs Elementary, Shelton View Elementary, Canyon Creek Elementary and Leota Junior High.

New Facilities and Additions

Planning for needed new elementary capacity is included in the 2010 bond with construction funding planned for the 2014 bond.

TABLE 6-1
Planned Construction Projects – Growth Related

Project	Estimated Completion Date	Projected Student Capacity Added
New Elementary School – Growth Corridor	2016	550 - 650
Fernwood Elementary	2010	96

Six Year Capital Instructional Facilities Construction Schedule

2010/2011 Construction

Fernwood Elementary Phase I Modernization
Alternative Program (SAS)
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects
Woodinville High School Phase II Modernization

2011/2012 Construction *

Kenmore Junior High Phase III Modernization
Woodinville High School Phase II Modernization (Continuation)
Field Improvements
Technology Improvements
Special Projects

2012/2013 Construction *

Woodinville High School Phase II Modernization (Continuation)
Kenmore Junior High Phase III Modernization (Continuation)
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects

2013/2014 Construction *

New Elementary School – Growth Corridor
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects

2014/2015 *

New Elementary School – Growth Corridor
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects

2015/2016*

New Elementary School – Growth Corridor
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects

Note: All projects in bold indicate growth-related improvements.
*Projects in 2011 thru 2016 are subject to passage of the corresponding bond by voters and approval of the Board with the submission of the 2014 bond/levy recommendations

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. A proposed bond of 149.2 million is being presented to voters in February 2010. Revenues from these bonds 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 financial assistance is available for qualifying school construction projects however these funds may not be received until two to three years after a matched project has been completed. This forces the District to finance the complete project with local funds. Site acquisition and site improvements are not eligible to receive matching funds. These funds as with all State funded programs have been reduced.

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 the collection of impact fees in 2010/2011. See the discussion regarding the impacts of growth in Section 6. The District may request impact fees in future CFP 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.

The School District's planning for bond issues is outlined 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 unpredictable, they 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
Facilities Plan Budget

2010 CAPITAL FACILITIES PLAN BUDGET
$s in 000s

	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
MODERNIZATIONS/BUILDING SYSTEMS REPLACMENT						
Woodinville High Modernization Phase II	20,000	52,000				
Kenmore Jr High Modernization Phase III	1,000	12,000	13,000			
Pop Keeney	2,000	2,000				
SAS	5,000 *					
Transportaton	7,000 *					
Fernwood Elementary	5,000					
Building Improvement Program	4,594	4,824	5,065	5,318	5,584	5,863
NEW CONSTRUCTION						
New Elementary School Growth Corridor-Planning/Design			1,000	1,500		
New Elementary School Growth Corridor-Construction						10,000
Technology	2,320	2,436	2,558	2,686	2,820	2,961
Fields	697	732	768	807	847	890
Code Compliance / Small Works	1,507	1,582	1,661	1,745	1,832	1,923
Site Purchase	465	488	513	538	565	593
Overhead	1,020	1,071	1,125	1,181	1,240	1,302
Bond Expenses	746	-	746	-	-	-
Special Projects	1,103 *	1,216 *	1,277 *	1,341 *	1,408	1,478
TOTAL:	52,452	78,349	27,713	15,115	14,296	25,011
BOND EXPENDITURES:	30,500	78,349	27,713	15,115	14,296	25,011

* Indicates partial or full funding from a source other than bond proceeds
Assumes 5% annual escalation

The financing plan in Table 8-2 addresses only the growth-related projects from Section 7.

TABLE 8-2
Financing Plan – Growth Projects

$s in 000s	09/10	10/11	11/12	12/13	Total	Local Funds	State Financial Assistance	Impact Fees/Mit Payments
New Elementary School – Growth Corridor			1,000	1,500	2,500	2,500		
Fernwood Elementary	5,000							

SECTION 9 -- IMPACT FEES

School Impact Fees under the Washington State Growth Management Act

The Growth Management Act (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.[1]

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 to be reimbursed to the District, property taxes and capital project funds to be proposed for future bond measures. Credit may also be given for construction projects that will be built to accommodate current unhoused students.

The District has recently made several boundary adjustments to increase District wide facility utilization and accommodate planned growth. The District is evaluating the impact of these changes, and may at a later point in the next six years seek the collection of impact fees for growth related projects. The District will upgrade this CFP to reflect the new information.

Impact Fee Schedules

The impact fee calculations in accordance with the formulas applicable to all jurisdictions are shown below:

TABLE 9-1
Impact Fee Schedule – All Jurisdictions

Housing Type	Impact Fee per Unit
Single-family	$0
Multi-family	$0
Multi-family (2+ Bedroom)	$0

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

APPENDIX A

DEFINITIONS

Throughout the Capital Facilities Plan a number of terms are used which are defined as follows:

Boeckh Index. WAC 392-343-060 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 attending half-day programs 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.

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)

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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.

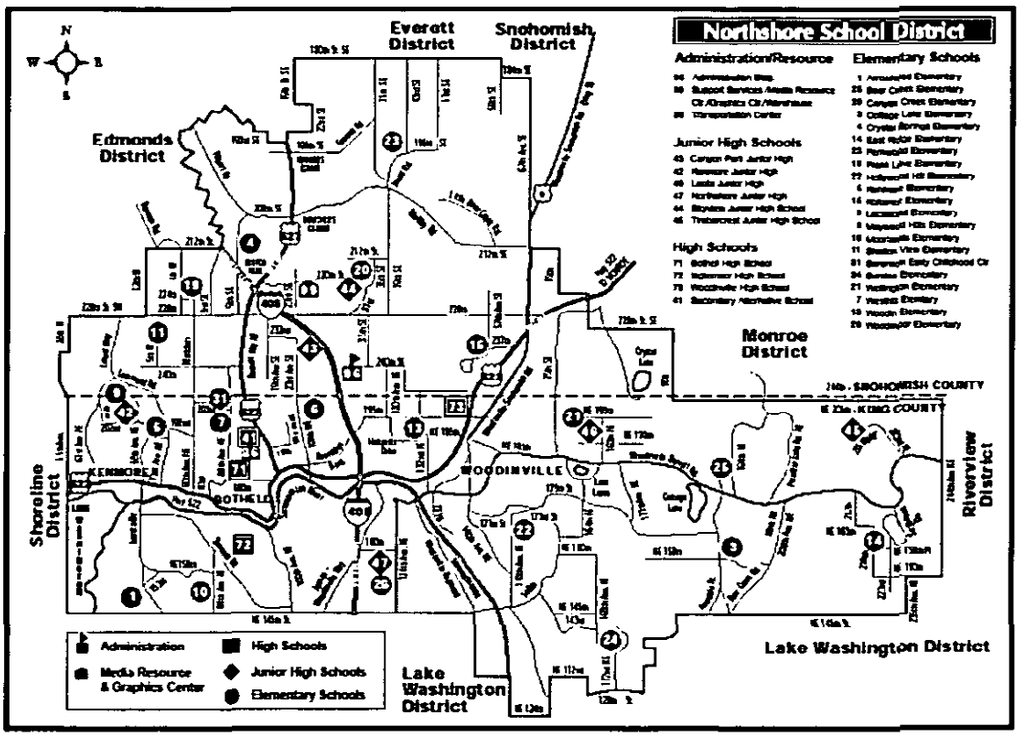
typically generated by each housing type. Student Factors are calculated based on a survey of all new residential units permitted by jurisdictions within the District during the most recent five-year period.

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.

APPENDIX B


Northshore School District
Administration/Resource
Elementary Schools
Junior High Schools
High Schools
Everett District
Snohomish District
Edmonds District
Monroe District
Shoreline District
Riverview District
Lake Washington District
Lake Washington District
WOODINVILLE
BOTHELL
KENMORE
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 2008 CFP. The significant changes reflected in the 2010 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 2010 through 2016 and new long range projections for the year 2025.

Section 3 – District Standard of Service:

Table 3-3 was updated.

Section 4 - Capital Facilities Inventory:

Tables 4-1, 4-2 and 4-3 were revised to reflect reallocation of classroom utilization, movement of relocatable classrooms and design/schedule capacity as well as the sale of surplus District property.

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 added to overlay those specific sites where projected 2014 enrollment indicates high/low design capacity utilization.

Table 5-4 was updated to the year 2025.

Section 6 - Growth Related Projects:

Table 6-1 updated for the possible construction of a new elementary school in the District's northern growth corridor and the capacity addition in progress at Fernwood Elementary.

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

Student Factors section removed.

Exhibit A-10
Ord 10-097

Snohomish School District

1601 Avenue D
Snohomish, Washington 92890
(360) 563-7330

CAPITAL FACILITIES PLAN

2010 – 2015

Adopted
September 8, 2010

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 2010-2015.

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 2008 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

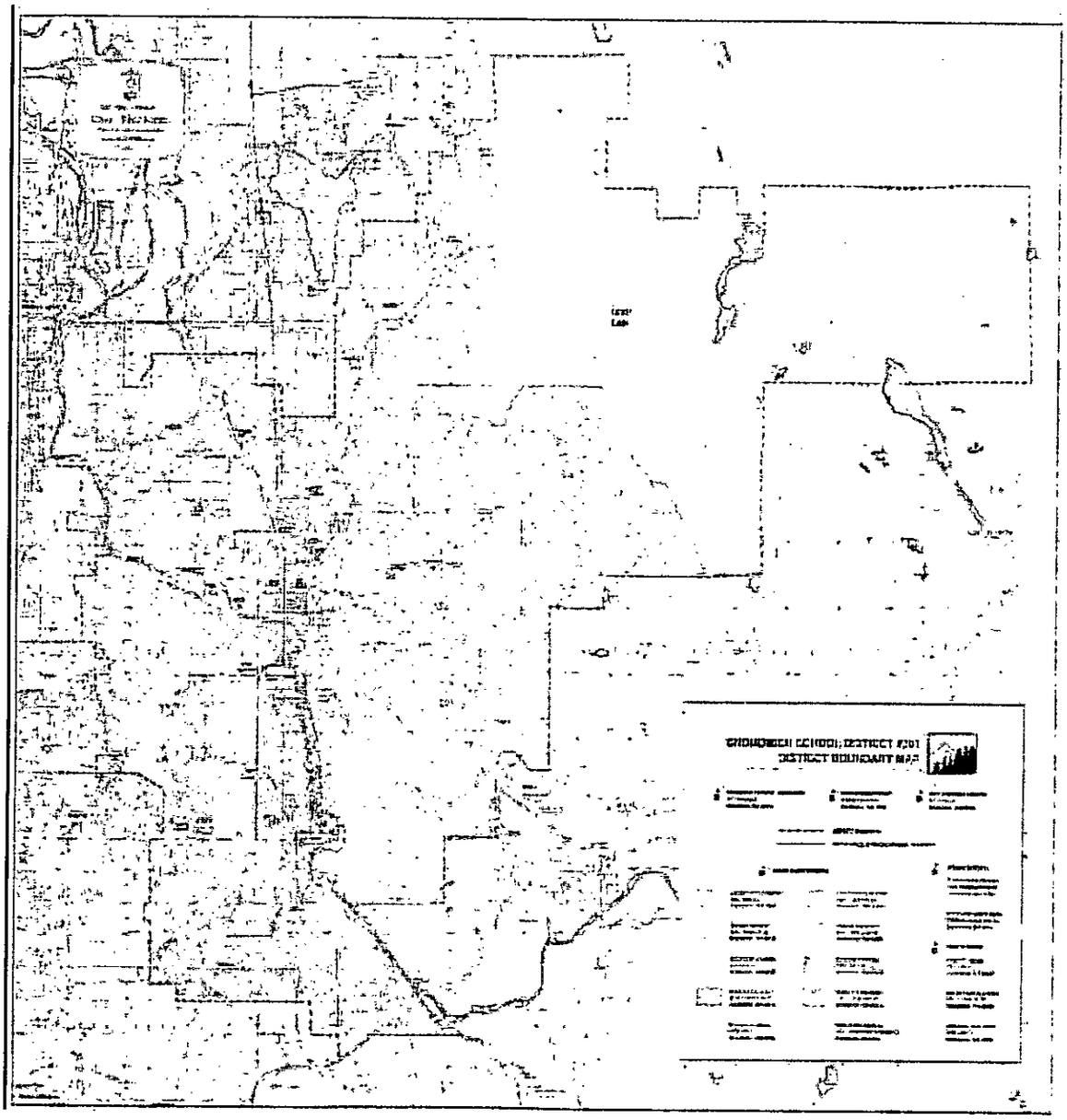
The Snohomish School District serves a population of about 9,514[1] students in kindergarten through grade 12. The City of Snohomish has a population of approximately 9,145 people while the County encompasses a larger population of 704,300 people. The District is located 35 miles north of Seattle in the heart of the Puget Sound region of Washington.

The District has preschool and ECEAP programs, ten elementary schools (one grades K-2, one grades 3-6 and eight grades K-6), two middle schools (grades 7 and 8), two high schools (grades 9-12), and one alternative school (grades 9-12) (AIM), and a Parent Partnership Program (PPP) (grades K-12).

The District opened Glacier Peak High School in the fall of 2008. The District's voters approved a 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.

[1] October 1, 2009 FTE. 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[1]



[1] Please contact the District's Business Office at (360) 563-7240 for a copy of the map in color.

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 (one grades K-2, one grades 3-6 and eight grades K-6), two (2) middle schools (grades 7-8), and two high schools (grades 9-12). Machias and Riverview Elementary Schools are currently being renovated and expanded. The District has an additional facility, the Maple Avenue Campus (the former "Freshman Campus"), which is used as interim capacity to accommodate the District's renovation program. Specifically, the Maple Avenue Campus currently houses students from Machias and Riverview Elementary Schools while those two schools are being modernized and will house students from Valley View Middle School when its modernization begins in 2011. The District has not designated long-term use of the Maple Avenue Campus.

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. For purposes of school capacity inventory, Table 1 assumes that Machias and Riverview Elementary Schools are operating at pre-renovation capacity (since the schools are functioning in this manner at the Maple Avenue Campus). Future updates to this Plan will include post-renovation capacity information.

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	516	1990	yes
Cathcart	13.0	39,478	20	460	660	1994	yes
Central Primary	6.4	46,127	18	374	424	1994	yes
Dutch Hill	15.0	40,860	19	437	587	1985	yes
Emerson	7.9	42,595	20	460	510	1989	yes
Little Cedars	11.4	69,178	27	621	721	2007	yes
Machias (4)	10.0	44,173	19	437	437	1992	yes
Riverview (4)	10.0	42,046	21	483	483	1992	no
Seattle Hill	11.6	40,860	19	437	612	1982	yes
Totem Falls	10.0	44,433	22	506	756	1991	yes
Total		**453,882**		**4,606**	**5,706**		

(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.
(4) Currently housed in the Maple Avenue Campus facility pending completion of renovation activities.

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	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)
Snohomish H.S.	30.0	253,335	73	1,818	2,068	2009	no
Glacier Peak H.S.	51.0	244,968	65	1,500	1,500	2008	yes
AIM Alternative(4)	3.25	13,036		100	100	2008	no
Total		**511,339**		**3,418**	**3,668**		

(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.
(4) Note that the AIM Alternative High School is housed in the larger Parkway Facility. The Parkway Facility has both programmatic and non-programmatic uses including the Parent Partnership Program, transition programs, and the District's Capital Projects Department. The information here is specific to the AIM Alternative High School and not the entire Parkway Facility.

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	125	Centennial	7	175
Cathcart	8	200	Valley View	8	200
Central Primary	2	50	**Total**	**15**	**375**
Dutch Hill	6	150			
Emerson	2	50			
Machias	0	0	**HIGH SCHOOL**		
Riverview	0	0	Snohomish High	10	250
Seattle Hill	7	175	Glacier Peak	0	0
Totem Falls	10	250	**Total**	**10**	**250**
Little Cedars	4	100			
Total	**44**	**1,100**	**GRAND TOTAL**	**69**	**1,725**

**Does not include 6 portables at Maple Avenue Campus.*

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
Parkway Campus	6,502*	3.25
District Warehouse	3,936	**
Hal Moe Pool	17,926	1.2

**Does not include education-related square footage.*
***Located on the same site as Cathcart Elementary School.*

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 District currently does not lease any facilities.

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 2009 reflects a continuation in growth with the exception of a slight dip in 2007. The District experienced a 2% increase in enrollment in each of the years 2008 and 2009. 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, 2009 FTE enrollment was 9,514. 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 2021. *See Appendix A.* The average growth factor applied for the six year period of this Plan is 0.90% 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 2005 (the most 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 9,946 (FTE) is expected in 2015. In other words, the District expects the enrollment of 432 additional students between 2009 and 2015. *See* Table 6.

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. Between 1990 and 2009, the District's enrollment constituted approximately 18.1% of the District's total population. Assuming that, between 2010 and 2015, the District's enrollment will continue to constitute 18.1% of the District's population, using OFM/County data, the District projects a total enrollment of 10,479 students in 2015. *See* Table 6.

Table 6 Comparison of Student Enrollment FTE Projections 2009-2015									
Projection	October 2009*	2010	2011	2012	2013	2014	2015	Projected Change 2009-2015	Percent Change 2009-2015
County/OFM**	9,514	9,674	9,834	9,994	10,154	10,315	10,479	965	10.10%
District	9,514	9,596	9,629	9,668	9,769	9,897	9,946	432	4.54%
County Population Projection							57,897		
Student to Population Ratio	18.1%								

*Actual Oct 2009 FTE

**Based on 2025 GMA Population Forecasts by School District, as adopted by the Snohomish County Council on December 20, 2006 and as amended by the Snohomish County Council on August 12, 2009.

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 2015 school year are highly speculative. Using OFM/County data as a base, the District projects a 2025 student population of 12,036. This assumes that the District's enrollment will continue to constitute 18.1% 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 2009	Projected Enrollment 2025**
Elementary (K-6)	4,586	5,801
Middle School (7-8)	1,575	1,998
High School (9-12)	3,353	4,237
TOTAL (K-12)	**9,514**	**12,036**

Note: Snohomish County Planning and Development Services 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 2010 and 2025.

SECTION 5: CAPITAL FACILITIES NEEDS

Facility Needs (2010-2015)

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 (2010-2015).

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 2009. This table shows actual space needs and the portion of those needs that are "growth related" for the years 2010-2015.

Table 9-A
Additional Capacity Needs
2010-2015

Grade Span	2009*	2010	2011	2012	2013	2014	2015	Pct. Growth Related
Elementary (K-6)								
Total	--**	---	---	1	93	204	197	
Growth Related	--	--	--	1	93	204	197	100%
Middle School (7-8)								
Total	434**	471	470	505	472	414	502	
Growth Related	--	37	36	71	38	--	68	14.0%
High School								
Total	35**	91	122	--	--	--	--	
Growth Related	--	56	87	--	--	--	--	--%

* Actual 2009 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 (2015-2016), additional permanent classroom capacity will be needed as follows:

Table 9-B
Estimated Unhoused Students (2015-2016)*

Grade Span	Unhoused Students (Growth Related)	Unhoused Students (Non-Growth Related)
Elementary (K-6)	197	197
Middle School (7-8)	68	434
High School (10-12)	--	--
TOTAL UNHOUSED (K-12)	265	631

*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 constructed a new elementary school that opened in the fall of 2007 and constructed a second high school, Glacier Peak, which opened 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 middle school student population (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 purchased an existing building, the "Parkway Building", and renovated one-half of it to house its AIM Alternative High School and Transition programs and the Parent Partnership Program. 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 2015-2016 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 recently opened Little Cedars Elementary School # 10 with a permanent capacity of 621, with 27 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. Future updates to this Plan will evaluate whether this project is growth-related (based on the then-current enrollment projections and capacity needs). The project is mentioned in this planning document as information. Capacity related to Elementary School # 11 is not included as a part of the programmed improvements in Table 11 and that costs related to this school are not included in the impact fee formula. The District will, over the course of this planning period, attempt to identify and secure property for that school based upon service area needs and will consider using one of the two undeveloped sites currently in District ownership (see page 12). An ideal site has 10 to 15 usable acres.

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 437 and 483 respectively. Current project budgets anticipate replacing these two 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. These are projects planned within the six years of this Plan.

High Schools

The District opened Glacier Peak High School, with a capacity of 1,500 students 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

The District will purchase portables as needed (See Table 10). However, it remains a District goal to house all students in permanent facilities.

The Maple Avenue 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.

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 School Construction Assistance

State School Construction Assistance funding comes 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 School Construction Assistance funds for

specific capital projects based on a prioritization system. The District is eligible for State School Construction Assistance funds for new schools at the 58.33% percentage level. The District expects to receive some State School Construction Assistance funds for the construction of the Elementary School No. 11 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 2010-2015. The financing components include two bond issues (one approved, one to be proposed), impact fees, and State School Construction Assistance 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.

Note that impact fee funding is included in both secured and unsecured funding sources in Table 10.

Table 10
Capital Facilities Plan
2010 - 2015

	Estimated Project Cost by Year - $ in millions										
	2010	2011	2012	2013	2014	2015					
Improvements Adding Student Capacity (in thousands)							Total Cost	Bond/Levy/Impact Fee	Secured Other	Unsecured Future	Projected State Match
Elementary Schools											
New Elementary No. 11					$6,685	$43,394	$ 50,079	$ -	$ -	$ 50,079	$ -
Machias Expansion	$ 2,444	$ 3,741					$ 6,185	$ 6,185	$ -	$ -	$ -
Riverview Expansion	$ 2,536	$ 7,756					$ 10,292	$ 10,292	$ -	$ -	$ -
							$ -	$ -	$ -	$ -	$ -
Middle Schools											
Valley View Expansion	$ 12,189	$ 22,039					$ 34,228	$ 34,228	$ -	$ -	$ -
									$ -	$ -	$ -
Centennial Expansion	$ 7,729	$ 12,074					$ 19,803	$ 19,803	$ -	$ -	$ -
High Schools											
								$ -	$ -	$ -	$ -
							$ -	$ -	$ -	$ -	$ -
TOTALS	$ 24,898	$ 45,610	$ -	$ -	$ 6,685	$ 43,394	$ 120,587	$ 70,508	$ -	$ 50,079	$ -

	Estimated Project Cost by Year - $ in millions										
	2010	2011	2012	2013	2014	2015					
Improvements NOT Adding Student Capacity (in thousands)							Total Cost	Secured Bond/Levy	Secured Other	Unsecured Future	Projected State Match
Elementary Schools											
Machias Replacement/(NIL)	$ 11,932	$ 18,263					$ 30,195	$ 30,195	$ -		$ -
Riverview Replacement (NIL)	$ 2,350	$ 5,257	$ 23,269				$ 30,876	$ 30,876	$ -		$ -
Middle Schools											
Valley View Modernization	$18,285	$33,057					$51,343	$51,343			
Centennial Modernization	$1,364	$2,131					$3,495	$3,495			
High Schools											
Snohomish High School Renovation I	$ 59,051	$ 25,650					$ 84,701	$ 75,791	$ -	$ -	$ 9,000
Other											
New Community Aquatic Facility	$ 2,240	$ 12,060	$ 5,687				$ 19,987	$ -	$ -	$ 19,987	$ -
District-wide Capital Improvements	$ 3,410						$ 3,410	$ -	$ -	$ 3,410	$ -
Technology to Improve Student Learning	$ 1,725	$ 2,865	$ 1,410	$ -	$ -	$ -	$ 6,000	$ -	$ -	$ 6,000	$ -
TOTALS	$ 100,357	$ 99,283	$ 30,366	$ -	$ -	$ -	$ 230,007	$ 191,700	$ -	$ 29,397	$ 9,000

Table 11
Projected Student Capacity
2010-2015
(After Programmed Improvements)

Elementary School Surplus/Deficiency

	2010	2011	2012	2013	2014	2015
Existing Capacity[1]	4,606	4,606	4,606	4,886	4,886	4,886
Added Capacity			280*			
Enrollment[2]	4,576	4,578	4,607	4,699	4,810	4,803
Surplus (Deficiency)	30	28	279	187	76	83

*Includes capacity additions at Machias and Riverview Elementary Schools.

Middle School Surplus/Deficiency

	2010	2011	2012	2013	2014	2015
Existing Capacity	1,141	1,141	1,141	1,850	1,850	1,850
Added Capacity			709*			
Enrollment	1,612	1,611	1,646	1,613	1,555	1,643
Surplus (Deficiency)	(471)	(470)	204	237	295	207

*Capacity additions at Valley View and Centennial Middle Schools.

High School Surplus/Deficiency

	2010	2011	2012	2013	2014	2015
Existing Capacity*	3,318	3,318	3,318	3,318	3,318	3,318
Added Capacity						
Enrollment	3,409	3,440	3,048	3,091	3,138	3,249
Surplus (Deficiency)	(91)	(122)	(270)	227	180	69

*Includes capacity at Glacier Peak High School, which opened in the fall of 2008. Does not include the 100 student capacity existing at the Aim Alternative High School given that it is special program capacity.

[1] Does not include temporary (portable) capacity

[2] See Appendix A for complete breakdown of enrollment projections

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. 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	.395
Middle	.101
Senior	.170
Total	**.666**

Student Generation Factors – Multi Family (1 Bdrm)

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

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.081
Middle	.023
Senior	.040
Total	**.144**

Projected Student Capacity per Facility

Elementary (Machias exp.)	163
Middle (Valley View & Centennial exp.)	709

Net Site Acreage per Facility

New Facility Construction Cost/Average

Elementary – Machias Expansion	$6,185,000
Middle – Centennial (expansion)	$19,803,300
Middle – Valley View (expansion)	$34,228,000

Permanent Facility Square Footage

Elementary		453,882
Middle		160,010
Senior		511,399
Total	**96.4%**	**1,125,291**

Temporary Facility Square Footage

Elementary		20,560
Middle		9,180
Senior		12,270
Total	**3.6%**	**42,010**

Total Facility Square Footage

Elementary		474,442
Middle		169,190
Senior		523,669
Total	**100.00%**	**1,167,301**

Average Site Cost/Acre

Temporary Facility Capacity/Cost

State Funding Assistance

Funding Assistance Percentage	58.33%

Construction Cost Allocation

Current CCA	180.17

District Average Assessed Value

Single Family Residence	$368,021

District Average Assessed Value

Multi Family (1 Bedroom)	$90,329

District Average Assessed Value

Multi Family (2+ Bedroom)	$131,359

SPI Square Footage per Student

Elementary	90
Middle	117
Senior	130

District Debt Service Tax Rate (2010)

Current/$1,000	$2.487

General Obligation Bond Interest Rate (2010)

Current Bond Buyer Index	4.00%

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
2010

Housing Type	Impact Fee Per Dwelling Unit
Single Family	$4,732
Multi-Family (1 Bedroom)	$0
Multi-Family (2+ Bedroom)	$463

APPENDIX A

POPULATION AND ENROLLMENT DATA

Table A-1

HISTORICAL STUDENT ENROLLMENT 2002-2009
ACTUAL ENROLLMENTS ON OCTOBER 1st*

GRADES	2002	2003	2004	2005	2006	2007	2008	2009
K	324	301	305	318	303	303	332	291
1st Grade	647	686	633	689	678	641	622	705
2nd Grade	613	651	701	674	717	695	669	647
3rd Grade	653	616	669	740	694	725	714	687
4th Grade	716	680	655	703	739	721	739	738
5th Grade	692	732	719	703	716	745	733	756
6th Grade	723	705	728	761	728	734	776	762
7th Grade	713	737	760	777	781	732	744	809
8th Grade	717	729	759	780	807	788	756	766
9th Grade	722	773	765	791	782	807	826	836
10th Grade	706	709	759	758	774	811	840	906
11th Grade	735	671	686	728	744	761	815	885
12th Grade	556	674	649	635	681	660	714	726
Total Enrollment	**8,518**	**8,665**	**8,789**	**9,058**	**9,144**	**9,124**	**9,280**	**9,514**

* FTE enrollment.

Table A-2

PROJECTED STUDENT ENROLLMENT (FTE) 2010-2015
Based on Modified Cohort Survival*

GRADES	ESTIMATE FTE 2010-2011	ESTIMATE FTE 2011-2012	ESTIMATE FTE 2012-2013	ESTIMATE FTE 2013-2014	ESTIMATE FTE 2014-2015	ESTIMATE FTE 2015-2016
K	314	318	327	342	323	327
1st Grade	620	671	682	700	732	693
2nd Grade	734	645	701	713	732	765
3rd Grade	664	755	666	723	735	755
4th Grade	701	682	778	686	746	758
5th Grade	758	720	703	802	707	768
6th Grade	785	787	750	732	835	737
K-6 Total	**4,576**	**4,578**	**4,607**	**4,699**	**4,810**	**4,803**
7th Grade	782	809	813	775	757	863
8th Grade	830	802	833	838	798	780
6-8 Total	**1,612**	**1,611**	**1,646**	**1,613**	**1,555**	**1,643**
9th Grade	804	871	842	874	879	838
10th Grade	866	835	905	875	908	913
11th Grade	921	883	851	923	892	926
12th Grade	818	851	816	787	853	824
9-12 Total	**3,409**	**3,440**	**3,415**	**3,458**	**3,531**	**3,500**
Total Enrollment	**9,596**	**9,629**	**9,668**	**9,769**	**9,897**	**9,946**

*See Section 4 for further details.

Table A-3
AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN
(Modified Cohort Enrollment Projections)

Enrollment by Grade Span**	2009*	2010	2011	2012	2013	2014	2015
Elementary (K-6)	4,586	4,576	4,578	4,607	4,699	4,810	4,803
Middle School (7-8)	1,575	1,612	1,611	1,646	1,613	1,555	1,643
High School (9-12)	3,353	3,409	3,440	3,415	3,458	3,531	3,500
TOTAL	**9,514**	**9,596**	**9,629**	**9,668**	**9,769**	**9,897**	**9,946**

Percentage by Grade Span	2009	2010	2011	2012	2013	2014	2015
Elementary (K-6)	48%	48%	48%	48%	48%	49%	48%
Middle School (78)	17%	17%	17%	17%	17%	16%	17%
High School (9-12)	35%	35%	35%	35%	35%	35%	35%
TOTAL**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100.%**

*Actual October 2009 FTE Student Population
**FTE Student Population

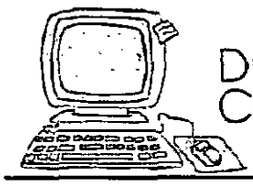
AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN
(COUNTY/OFM Enrollment Projections)

Enrollment by Grade Span	2009*	2010	2011	2012	2013	2014	2015
Elementary (K-6)	4,586	4,643	4,720	4,797	4,874	5,054	5,030
Middle School (7-8)	1,575	1,645	1,672	1,699	1,726	1,651	1,781
High School (9-12)	3,353	3,386	3,442	3,498	3,554	3,610	3,668
TOTAL**	**9,514**	**9,674**	**9,834**	**9,994**	**10,154**	**10,315**	**10,479**

*Actual October 2009 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

8/31/2010

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.

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. Attached condominiums, townhouses and duplexes are included in the multi-family classification, and modular homes on owned land 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 2002 to 2008 within the Snohomish 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 2010. 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:

210 Polk Street, Suite 6A • Port Townsend, WA 98368 • (360) 680-9014 • www.doyleconsult.com

Single Family Rates: The records of 2,689 single family units were compared with 9,840 registered students in the District, and the following count of matches and calculated rates were found*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	143	0.053
1	173	0.064
2	137	0.051
3	161	0.060
4	153	0.057
5	143	0.053
6	153	0.057
7	136	0.051
8	136	0.051
9	124	0.046
10	118	0.044
11	132	0.049
12	83	0.031
K-6	1063	0.395
7-8	272	0.101
9-12	457	0.170
K-12	1792	0.666

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

Multifamily Rates (2-plus Bedrooms): The records of 299 2-plus bedroom units were compared with 9,840 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	0.010
1	5	0.017
2	4	0.013
3	3	0.010
4	2	0.007
5	2	0.007
6	5	0.017
7	5	0.017
8	2	0.007
9	4	0.013
10	1	0.003
11	4	0.013
12	3	0.010
K-6	24	0.080
7-8	7	0.023
9-12	12	0.040
K-12	43	0.144

*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 9,840 registered students in the District, and no matches were found.

APPENDIX C

SCHOOL IMPACT FEE CALCULATIONS

SCHOOL IMPACT FEE CALCULATIONS

DISTRICT	Enonomun School District
YEAR	2010

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	$	675	0.395	0.000	0.060	$0	$0	$0
Middle			709	0.101	0.000	0.023	$0	$0	$0
High	0.00	$0	1,500	0.170	0.000	0.040	$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	96.40%	$ 6,184,000	165	0.395	0.000	0.060	$14,446	$0	$2,926
Middle	96.40%	$ 4,031,300	709	0.101	0.000	0.023	$7,420	$0	$1,670
High	96.40%	$	1,500	0.170	0.000	0.040	$0	$0	$0
						TOTAL	$21,866	$0	$4,616

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	3.60%	$	24	0.395	0.000	0.060	$0	$0	$0
Middle	3.60%	$	50	0.101	0.000	0.023	$0	$0	$0
High	3.60%		30	0.170	0.000	0.040	$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	$ 180.17	90	56.33%	0.395	0.000	0.060	$3,736	$0	$757
Middle	$ 180.17	117	56.33%	0.101	0.000	0.023	$1,242	$0	$283
Sr High	$ 180.17	0	56.33%	0.170	0.000	0.040	$0	$0	$0
					TOTAL		$4,978	$0	$1,039

	SFR	MFR (1)	MFR (2+)
Tax Payment Credit:			
Average Assessed Value	$368,000	$90,000	$131,350
Capital Bond Interest Rate	4.00%	4.00%	4.00%
Net Present Value of Average Dwelling	$2,984,980	$732,649	$1,065,439
Years Amortized	10	10	10
Property Tax Levy Rate	$2.49	$2.49	$2.49
Present Value of Revenue Stream	$7,424	$1,822	$2,650

Fee Summary:	Single Family	Multi-Family (1)	Multi-Family (2+)
Site Acquisition Cost:	$0	$0	$0
Permanent Facility Cost	$21,866	$0	$4,616
Temporary Facility Cost	$0	$0	$0
State Match Credit	($4,978)	$0	($1,039)
Tax Payment Credit	($7,424)	($1,822)	($2,650)
FEE (AS CALCULATED)	$9,465	($1,822)	$926
FEE (AS DISCOUNTED)	$4,732	$0	$463

Exhibit A-11
Ord 10-097

Sultan School District # 311

Capital Facilities Plan

2010 – 2015

FINAL: June 18, 2010

Sultan School District No. 311
Capital Facilities Plan
2010-2015

For Inclusion in the
Snohomish County Comprehensive Plan

BOARD OF DIRECTORS

Craig Roesler
Patty Fountain
Tracy Cotterill
Russ Sumpter
Steve Fox

SUPERINTENDENT

Dan Chaplik

For information on the Sultan School District Facilities
Plan contact the Business Office (360) 793-9800

Sultan School District
514 4th Street
Sultan, Washington 98294

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 _____, 2010, and authenticated by the signatures affixed below:

_____ President

_____ Vice President

_____ Director

_____ Director

_____ Director

ATTEST:

BY: _____
Dan Chaplik, Secretary, Board of Directors

Title Page
Resolution

Table of Contents

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 (2010-2015).

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.

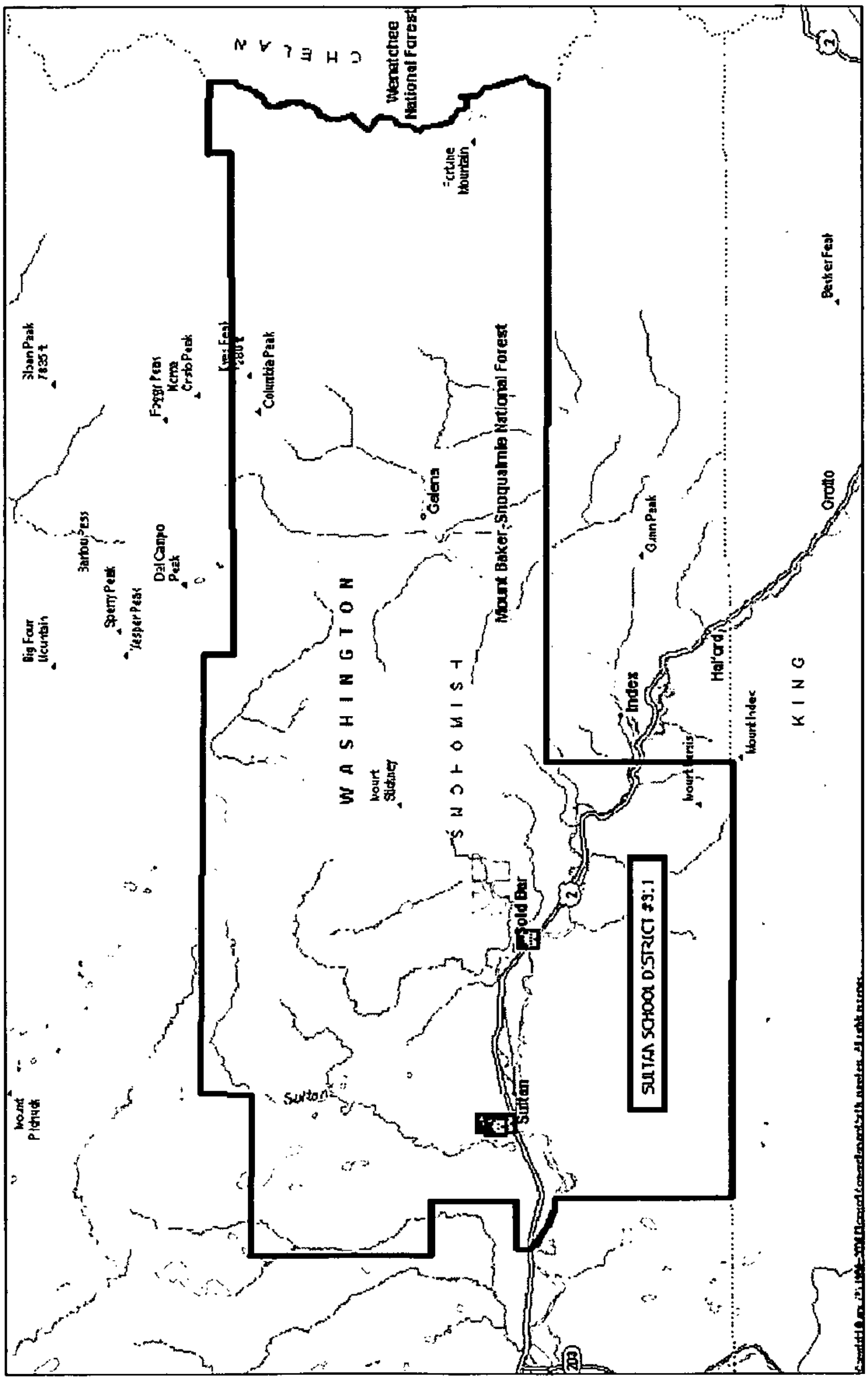
- The calculation methodology for impact fees also complies with the criteria and the formulas established by the County and the City.

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 has two elementary schools (grades K-5), one middle school (grades 6-8), one high school (grades 9-12) and an Alternative Program offsite (grades 11-12). The District serves a student population of approximately 2,070.55 (October 1, 2009 FTE) in kindergarten through twelfth grade, includes the cities of Sultan and Gold Bar as well as unincorporated rural areas of Snohomish County, and has an estimated population of 13,328 residents (Snohomish County 2025 GMA Population Forecast by School District, 2009 Census Estimate). The District is located 47 miles northeast of Seattle, Washington nestled in the foothills of the Cascade Mountain range.


SULTAN SCHOOL DISTRICT #311
WASHINGTON
SNOHOMISH
KING
CHELAN
Wenatchee National Forest
Mount Baker-Snoqualmie National Forest
Index
Gold Bar
Sultan
Galena
Grotto

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 more than one residential dwelling unit, attached and/or detached, residing on a single tax parcel.

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 on a single tax parcel.

***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 700 students. However, actual capacity of an individual school may vary depending on the educational program(s) 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 MountainView Fellowship Church, 211 6th Street, Sultan, WA 98294. Rent is $3,000 per month for 3,276 s.f. of space. It serves grades 11&12, had a headcount of 57 in the 09/10 school year, and is known as Sky Valley Options Alternative High School. SVO students have personalized educational plans and as such it makes it difficult to count these students in terms of FTE's therefore these students are calculated based on headcounts. 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 most 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 lunch room/food services, restrooms, library space, , hallways, or a severe reduction in playground area or parking area, 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, pieces 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, one high school, and an alternative high school. Currently the elementary schools accommodate grades K-5, the middle school serves grades 6-8 and the high school and alternative 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	Bldg Area	Teaching Stations	Interim Capacity
Gold Bar Elementary	7,168 sf	8	202
Sultan Elementary	7,176 sf	8	202
TOTAL	**14,344 sf**	**16**	**404**

Middle School	Bldg Area	Portable Classrooms	Interim Capacity
Sultan Middle School	4,484 sf	5	150
TOTAL	**4,484 sf**	**5**	**150**

High School	Bldg Area	Portable Classrooms	Interim Capacity
Sultan High School	8,076 sf	9	288
TOTAL	**8,076 sf**	**9**	**288**

GRAND TOTAL	**26,904 sf**	**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**

Additional Land Inventory

The District owns a 40 acre site which is proposed to be a future new middle school. The District does not own any other possible school sites.

Section 5: Student Enrollment Projections

Student Enrollment Projections 2010 - 2015

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 rate statistics in Snohomish County and population growth for the area are essential yearly activities in the ongoing management of the capital facilities plan. Any plans for new facilities can be delayed if enrollment projections and the economy indicate a downturn. 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 for enrollment projections.

1. The Office of Superintendent of Public Instruction (OSPI) projections (considered a lagging indicator) are based upon a modified "cohort survival method" which uses historical enrollment data from the previous 5 years to forecast the number of students who will be attending school in the following years, also known as a Linear Projection. The cohort survival method is primarily based on a student "headcount" and not a Full-Time Equivalent or "FTE". This can be dramatically different when a kindergartener is calculated as a .5 FTE for half day kindergarten, and doesn't take into account eleventh and twelfth graders enrolled in the Alternative High School program who attend school for a partial school day, calculated at .5, .6, .75, etc. FTE but as 1 student for the headcount. Table 4 reflects the adjustment to the cohort survival report released by OSPI counting kindergarteners as a .5 FTE but does not breakdown the FTE count for eleventh and twelfth graders who attend as a partial FTE.
2. The Office of Financial Management (OFM)/Snohomish County "ratio method" comes from estimates based upon Snohomish County population estimates for people residing within the Sultan School District, both within the corporate City limits of Sultan and Gold Bar as well as unincorporated parts of Snohomish County. The ratio method acknowledges that some kindergarteners, eleventh and twelfth graders attend school less than full time and are based on FTE's only and not headcounts.

OSPI and OFM enrollment projections are reflected in Table 4.

Table 4
Comparison of Projected FTE Student Enrollments
OSPI Cohort Survival Method vs. OFM/County Ratio Method
2009-2015

Method	2009*	2010	2011	2012	2013	2014	2015	Projected Change 2009-2015	Percent Change 2009-2015
OSPI Cohort Survival	2,071	2,062	2,020	2,015	1,973	1,973	1,947	(124)	-5.99%
OFM/County Ratio	2,071	2,130	2,191	2,253	2,317	2,383	2,451	380	18.37%

* Actual FTE enrollment, October 2009.

Based upon the "cohort survival methodology," the District's enrollment will decline by a total of 124 students by October 2015, a decrease of 5.99% from 2009 enrollment levels. OFM's "ratio method" uses student to area population based enrollment projections calculated 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 2009, the District's enrollment constituted approximately 15.54% of the total population in the Sultan School District service area. Assuming that between 2009 and 2015 the District's FTE enrollment will continue to constitute 15.54% of the Sultan School District service area population, and using OFM/County data, a total enrollment of 2,451 students is projected for 2015. This is an increase of 380 students, an 18.37% change.

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.

The Sultan School District has chosen to follow the cohort survival enrollment projections as opposed to the ratio method enrollment projections during this planning period. Although the cohort survival method is more conservative, this decision was based on extensive research by district staff that indicates the cohort survival enrollment figures are closer to actual enrollment numbers, based on the official October FTE count each year. This decision will be revisited in future updates to the CFP.

Enrollment Projections - 2025

Although student enrollment projections beyond 2015 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.

See Table 5.

Using the OSPI linear based cohort survival method, an estimated student population of 1,833 (FTE) is projected for 2025. Based on the actual count of 2,071 (FTE) for October 1, 2009, the 2025 estimate represents an 11.5% decrease from the current 2009 FTE enrollment levels.

Table 5
Projected FTE Enrollment for 2025

Grade Span	2009*	2025
Elementary (K-5)	862	777
Middle School (6-8)	502	463
High School (9-12)	707	593
District Total	2,071	1,833

* Actual FTE Enrollment, October 2009

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 (2009-2015).

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 2009 Enrollment Capacity

Grade Span	Unhoused Students*
Elementary Level (K-5)	27
Middle Level (6-8)	(128*)
High School Level (9-12)	67

*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 2015, the end of the six year forecast period:

Table 7
Unhoused Students – 2015

Grade Span	Unhoused Students*
Elementary Level (K-5)	5
Middle Level (6-8)	(130*)
High School Level (9-12)	(35*)

*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 2015 are included in Table 8 and include:

- No new renovations or additions are determined to be needed at this time.

Note that it is not the District's policy to include portable classrooms when determining future capital facility needs; therefore interim capacity provided by relocatable classrooms is not included. (Information on portable 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 – 2010 through 2015

Elementary School -- Surplus/Deficiency

	2009*	2010	2011	2012	2013	2014	2015
Existing Capacity	835	835	835	835	835	835	835
Added Permanent Capacity	0	0	0	0	0	0	0
Total Capacity**	835	835	835	835	835	835	835
Enrollment	862	858	842	860	858	843	840
(+) Surplus or (-) Deficiency**	-27	-23	-7	-25	-23	-8	-5

*Actual October 1, 2009 FTE enrollment
**Does not include added portable capacity

Middle School Level -- Surplus/Deficiency

	2009*	2010	2011	2012	2013	2014	2015
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	511	503	492	487	483	500
(+) Surplus or (-) Deficiency**	+128	+119	+127	+138	+143	+147	+130

*Actual October 1, 2009 FTE enrollment
**Does not include added portable capacity

High School Level -- Surplus/Deficiency

	2009*	2010	2011	2012	2013	2014	2015
Existing Capacity	640	640	640	640	640	640	640
Added Permanent Capacity	0	0	0	0	0	0	0
Total Capacity**	640	640	640	640	640	640	640
Enrollment	707	693	673	661	628	645	605
(+) Surplus or (-) Deficiency**	-67	-53	-33	-21	+12	-5	+35

*Actual October 1, 2009 FTE enrollment
**Does not include added portable 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 27 students and at the high school by 67 students, but has space available for 128 students at the middle school level.

The District expects that 0.392 students will be generated from each new single family home in the District and that 0.369 students will be generated from each new multi-family unit with 2 or more bedrooms. The Student Generated Rate study was completed by Michael J. McCormick, FAICP in April, 2010, based on information obtained from Snohomish County Planning & Development Services for new construction single family and multiple family housing with 2 or more bedrooms, in the preceding 5 year period. Please refer to Table 10 and Appendix B.

The following is a brief outline of projects needed to accommodate unhoused students in the Sultan School District through the year 2015. The planned improvements will address both existing deficiencies and projected new growth.

Elementary Schools

By 2015, current enrollment projections indicate that the K-5 level will only have 5 unhoused FTE students and therefore will not need additional permanent housing space to meet capacity needs.

Middle Schools

The 2015 FTE student projection for the middle school is 500. The current capacity of the middle school is 630 FTE students. The District acquired a piece of property in Gold Bar, WA in 2002 for a proposed new middle school but current enrollment projections do not support proceeding with this project at this time. The School Board will continue to monitor enrollment projections and economic conditions before making a decision on the use of the undeveloped Reiter Road property.

High School

The 2015 projected enrollment of 605 FTE's is short of the total permanent capacity of 640 FTE's available at the high school level. Due to the use of rented space to accommodate the Alternative High School program off-site, the District will be pursuing options to acquire permanent space to house the Sky Valley Options students. SVO students do not attend school on a full basis and are counted as a partial FTE. 2 half time SVO students would only be 1 FTE but if they were both at school at the same time, 2 chairs and desks would be needed for their workspace. The difference between FTE's and the headcount is affected dramatically based on individual students' educational plans. To accommodate this growing program, the district will be thoroughly exploring program success rate and program enrollment before any decisions are made to expand and locate in a permanent facility.

Interim Classroom Facilities (Portables)

During the six years of this planning period, the District will not purchase portables classrooms but will instead relocate portables if necessary. It remains a District goal to house all students in permanent facilities.

Forecast of Future Facility Needs through 2025

Based upon OSPI FTE declining enrollment projections through the year 2025 (see Table 5), the Sultan School District does not anticipate any new construction projects that will be square foot enhancing or expanding at this time. The Reiter Road property will continue as an asset to the Sultan School District and its future will be determined at a later time.

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 70% of the project's cost for those aspects of school construction that the State is willing to match. The 2010 average for school districts located in Snohomish County is 53.02%.

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. Since June, 2007, the Sultan School District's matching ratio is 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.

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. 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 2010 through 2015. 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/ 2 or more bedrooms
3. Multi-family/studio or 1-bedroom;

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 2010 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 Rates
The Student Generation Rates (SGR's) are the average number of students generated by each housing type – in this case, single-family detached dwellings and multiple-family attached 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 rate 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 B.

The SGR's for the Sultan School District are shown on Table 9.

Table 9
Student Generation Rates

	Elementary (K-5)	Middle School (6-8)	High School (9-12)	Total (K-12)
Single Family	0.196	0.098	0.098	0.392
Multi-Family, 2+ Bdrm	0.158	0.088	0.123	0.369
Multi-Family, 1 Bdrm	0.000	0.000	0.000	0.000

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 10 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 10-year General Obligation Bond and is derived from the bond buyer index. The current assumed interest rate is 4% (March 2010).

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 2010 property tax levy rate for the Sultan School District is .22525551.

Average Assessed Value
This figure is based on the District's average assessed value for each type of dwelling unit per tax parcel (single-family detached home and multiple-family attached or detached homes). 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.

- $235,784 single-family residential dwellings
- $131,359 multi-family with two or more bedroom units, and
- $90,329 multi-family with one-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%.

Table 10
Capital Facilities Plan
2010-2015

Improvements Adding Capacity (Costs in Millions)

Project	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levys	State Match	Impact Fees	Future Sources
Elementary											
Site Acquisition								X		X	X
Construction								X	X	X	X
Purchase Portables										X	X
Middle School											
Site Acquisition								X		X	X
Construction								X	X	X	X
Purchase Portables										X	X
High School											
Site Acquisition								X		X	X
Construction								X	X	X	X
Purchase Portables										X	X

Improvements Not Adding Capacity (Costs in Millions)

Project	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Impact Fees	Future Sources
Transportation Facility								X			X
District Office Renovation								X			X

Total Improvements (Costs in Millions)

	2010	2011	2012	2013	2014	2015	Total Cost	Bonds/ Levy	State Match	Impact Fees	Future Sources
Elementary								X		X	X
Middle School								X		X	X
High School								X		X	X
Districtwide Improvements								X			X
TOTALS											

Table 11
Impact Fee Variables

Criteria	Elementary School	Middle School	High School
Site Acquisition Cost Element			
Site Needs (acres)			
Cost Per Acre			
Total Land Cost			
Additional Capacity	400	540	700
Student Generation Factors			
Single Family	*0.196*	*0.098*	*0.099*
Multiple Family 2+ Bdrm	0.158	0.088	0.123
Multiple Family 1 Bdrm	0.000	0.000	0.000
School Construction Cost Element			
Additional Capacity			
Current Facility Square Footage	86,384	66,912	71,876
Sq. Ft. After Construction			
Estimated Facility Construction Cost			
Portable Facilities Cost Element			
Existing Units	16	5	9
Cost Per Unit (furnished)	120,000	$120,000	$120,000
Portable Facilities Capacity/Unit	28	30	32
Total Portable Facilities Capacity	448	150	288
Existing Portable Square Footage	14,344	4,484	8,076
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%	0%	0%
Tax Payment Credit			
Interest Rate	4%	4%	4%
Loan Payoff (Years)	10	10	10
Property Tax Levy Rate	.2252551	.2252551	.2252551
Average AV per DU Type	$235,784 (Single Family)	$131,359 (MF 2+ bdrm)	$90,329 (MF 1 bdrm)
County Required Discount Rate	50%	50%	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 12
School Impact Fees – 2010 - 2015

Housing Type	Impact Fee Per Unit
Single Family Residential (detached)	$0
Multi-Family (2+ bdrms) (attached)	$0
Multi-Family (studio or 1 bdrm) attached	$0

Appendix A
Enrollment Projections

Sultan School District #311
OFM/County Ratio Method for calculating FTE student enrollment projections

	2009*	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2033	2024	2025
Kindergarten	66	68	70	72	74	76	78	80	82	84	86	88	90	92	94	96	98
Grade 1	156	160	165	170	175	180	185	189	193	198	202	207	212	217	222	227	232
Grade 2	154	158	163	168	172	177	182	187	191	195	200	205	209	214	219	224	229
Grade 3	141	145	149	153	158	162	167	171	175	179	183	187	192	196	201	205	210
Grade 4	177	182	187	193	198	204	210	214	219	224	230	235	241	246	252	258	264
Grade 5	168	173	178	183	188	193	199	203	208	213	218	223	228	234	239	245	250
K-5	862	887	912	938	965	992	1,020	1,044	1,068	1,093	1,119	1,145	1,172	1,199	1,227	1,255	1,285
Grade 6	157	161	166	171	176	181	186	190	195	199	204	209	213	218	223	229	234
Grade 7	185	190	196	201	207	213	219	224	229	235	240	246	251	257	263	269	276
Grade 8	160	165	169	174	179	184	189	194	198	203	208	213	217	223	228	233	238
6-8	502	516	531	546	562	578	594	608	622	637	652	667	682	698	714	731	748
Grade 9	200	206	212	218	224	230	237	242	248	254	260	266	272	278	285	291	298
Grade 10	165	170	175	180	185	190	195	200	205	209	214	219	224	229	235	240	246
Grade 11	173	178	183	188	194	199	205	210	214	219	225	230	235	241	246	252	258
Grade 12	169	174	179	184	189	194	200	205	209	214	219	224	230	235	241	246	252
9-12	707	727	748	769	791	814	837	856	876	897	918	939	961	983	1,006	1,030	1,054
TOTAL	**2,071**	**2,130**	**2,191**	**2,253**	**2,317**	**2,383**	**2,451**	**2,508**	**2,567**	**2,627**	**2,688**	**2,751**	**2,815**	**2,880**	**2,947**	**3,016**	**3,086**

* Actual FTE Enrollment for October 1, 2009, taken from SSD form P223 for OSPI

Calculations for the County/OFM enrollment figures were based on the 2025 Growth Management Act (GMA) Population Forecasts by School District based on the Reconciled 2025 Population Targets Recommended by the Snohomish County Tomorrow Steering Committee on May 24, 2006. This report shows the 2015 Forecast for the Sultan School District area population to be 15,776 and by 2025 the area population to be 19,856. It was determined that Sultan School District enrollment comprises approximately 15.54% of the Sultan School District area population with an annual increase of 2.85% through 2015 and an annual increase of 2.33% from 2015 through 2025.

Sultan School District / OSPI Cohort Survival Method Enrollment Projections through 2025

	2009*	Multiplier	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarten	133		135	134	133	132	131	130	129	128	127	126	125	124	123	122	121	120
Grade 1	156	108.05%	144	146	145	144	143	142	140	139	138	137	136	135	134	133	132	131
Grade 2	154	106.12%	166	153	155	154	153	151	150	149	148	147	146	144	143	142	141	140
Grade 3	141	103.52%	159	171	158	160	159	158	157	155	154	153	152	151	150	148	147	146
Grade 4	177	101.04%	142	161	173	160	162	161	160	158	157	156	155	154	152	151	150	149
Grade 5	168	101.21%	179	144	163	175	161	164	163	161	160	159	158	157	155	154	153	152
K-5	929		925	909	927	924	909	905	899	892	885	878	871	864	858	851	844	837
Based on Kdg as .5 FTE	863		858	842	860	858	843	840	834	828	821	815	809	802	796	790	783	777
Grade 6	157	101.50%	171	182	146	165	178	164	166	165	164	163	161	160	159	158	156	155
Grade 7	187	98.41%	155	168	179	144	163	175	161	164	162	161	160	159	158	156	155	154
Grade 8	160	99.07%	185	153	166	177	143	161	173	160	162	161	160	159	157	156	155	154
6-8	504		511	503	492	487	483	500	501	489	488	485	481	478	474	470	467	463
Grade 9	200	99.18%	159	184	152	165	176	142	160	172	158	161	160	158	157	156	155	154
Grade 10	165	100.25%	201	159	184	152	165	176	142	160	172	159	161	160	159	158	156	155
Grade 11	184	90.39%	149	181	144	166	138	149	159	128	145	156	144	146	145	144	142	141
Grade 12	189	100.11%	184	149	181	144	167	138	150	159	128	145	156	144	146	145	144	143
9-12	738		693	673	661	628	645	605	611	620	604	621	620	608	607	602	598	593
TOTAL Headcount	2,171		2,129	2,085	2,079	2,039	2,037	2,010	2,010	2,000	1,978	1,984	1,973	1,950	1,938	1,923	1,908	1,893
TOTAL FTE	2,105		2,061	2,018	2,013	1,973	1,972	1,945	1,946	1,936	1,914	1,921	1,910	1,888	1,877	1,862	1,848	1,833

The Office of Superintendent of Public Instruction's (OSPI) Cohort Survival method is primarily based on a student "headcount" and not a Full Time Equivalent or "FTE." This can be dramatically different when a kindergartener is calculated as a .5 FTE for half day kindergarten, and doesn't take into account eleventh and twelfth graders enrolled in the Alternative High School program who attend school on a less than full time basis, calculated as a .5, .6, .75, etc. FTE but is calculated as 1 for the headcount.

* Form P223 submitted to OSPI by the SSD reflects that actual FTE's for October 1, 2009 for the 2009/2010 school year is 2,071 students.

Appendix B
Student Generation Rates

Michael J. McCormick FAICP
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April 29, 2010

Memorandum

To: Marianne Naslund
Sultan School District

From: Mike McCormick

Re: 2010 Sultan School District Student Generation Rates (SGR)

This memorandum contains the 2010 Student Generation Rates (SGR) for both single family and multiple family residential development 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, 2004,2006 and 2008 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 permitted in the most recent five calendar year period for which data is available.[2] The primary sources of information are Snohomish County and the Sultan School District.

The process of analysis involved gathering the residential development data for the most recent five-year period from the county. The addresses of each of these developments were matched with student addresses from this school year provided by the school district. The results were aggregated to show the number of students in each of the grade groupings for each type of residential development.

[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. This was the case for single family residential development. There are very few multiple family residential developments within the boundaries of the school district in this period. In an effort to have a usable number of units, all multiple family from in the immediately previous 2008 analysis were used. This only totaled 57 units. There are no multiple family units in the unincorporated portions of the district in the 2005 to 2009 permit data.

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The source of the development activity is permit data provided by the county. 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 (2009-2010) produced a 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[3]	Multiple Family[4]		
		All	1-bedroom[5]	2 or More
K through 5	0.196	0.158	0.000	0.158
6 through 8	0.098	0.088	0.000	0.088
9 through 12	0.098	0.123	0.000	0.123
Total	0.392	0.369	0.000	0.369

The SGR were calculated on a 100% sample of all single and multi-family constructed in the five-year intervals. The data contain all residential development activity.

Attachments: Table—2010 Sultan School District Student Generation Rates

[3] A total of 358 single family residential units constructed between 2005 and 2009 were identified within the school district boundary. There are a total of 140 students from these units.

[4] A total of 57 multi-family units (two or more units per structure) were constructed between 2000 and 2006. There are a total of 21 students from these units.

[5] There are no new one bedroom multiple family units in the district. All multiple family units 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.

2010 Sultan SD Student Generation Rates

SINGLE FAMILY

	# of students	SGR
Elementary -- K through 5	70	0.196
Middle School -- 6 through 8	35	0.098
High School -- 9 through 12	35	0.098
Total	140	0.392

MULTIPLE FAMILY

	# of students	SGR
Elementary -- K through 5	9	0.158
Middle School -- 6 through 8	5	0.088
High School -- 9 through 12	7	0.123
Total	21	0.369

Grade	SF Combined #	MF Combined #
K	14	1
1	15	1
2	9	4
3	8	0
4	12	3
5	12	0
6	7	0
7	14	4
8	14	1
9	10	3
10	9	2
11	9	2
12	7	
Total	140	21
Total Units	358	57

Appendix C
Impact Fee Calculations