CITY OF MARYSVILLE

EXECUTIVE SUMMARY FOR ACTION

CITY COUNCIL MEETING DATE: November 26, 2012

<table>
<tr><td>AGENDA ITEM:
PA 12019 – Marysville School District CFP
PA 12020 – Lake Stevens School District CFP
PA 10021 – Lakewood School District CFP</td><td colspan="2">AGENDA SECTION:
New Business</td></tr>
<tr><td>PREPARED BY:
Chris Holland, Senior Planner</td><td colspan="2">APPROVED BY:</td></tr>
<tr><td rowspan="2">ATTACHMENTS:
1. PC Recommendation
2. Memo to PC, from Chris Holland, dated October 19, 2012
3. Marysville School District CFP
4. Lake Stevens School District CFP
5. Lakewood School District CFP
6. Adopting Ordinance</td><td colspan="2"></td></tr>
<tr><td>MAYOR</td><td>CAO</td></tr>
<tr><td>BUDGET CODE:</td><td colspan="2">AMOUNT:</td></tr>
</table>

DESCRIPTION:

Pursuant to Section MMC 22D.040.030(1), *Capital facilities plan required*, any district serving the City of Marysville shall be eligible to receive school impact fees upon adoption of a Capital Facilities Plan (CFP) as a sub-element of the Capital Facilities Element of the Marysville Comprehensive Plan. School District CFPs are reviewed and adopted on a biennial basis.

The Planning Commission (PC) held a public workshop on October 9, 2012 and a duly advertised public hearing on October 23, 2012 to review the Marysville, Lake Stevens and Lakewood School District's 2012 – 2017 CFPs, and received testimony from staff and the applicant. There was no public testimony provided at the public hearing.

Following the public hearing the PC made a motion to forward the Marysville, Lake Stevens and Lakewood School District 2012 – 2017 CFPs, to Marysville City Council for adoption by ordinance.

RECOMMENDED ACTION: Affirm the PC's Recommendation and adopt the Marysville, Lake Stevens and Lakewood 2012 – 2017 CFPs as a subelement of the Capital Facilities Element of the Marysville Comprehensive Plan.
COUNCIL ACTION:

CITY OF Marysville WASHINGTON

COMMUNITY DEVELOPMENT DEPARTMENT
80 Columbia Avenue • Marysville, WA 98270
(360) 363-8100 • (360) 651-5099 FAX

PC Recommendation - Marysville, Lake Stevens & Lakewood School Districts' 2012 - 2017 Capital Facilities Plan

The Planning Commission (PC) of the City of Marysville, having held a public hearing, on October 23, 2012, in review of a NON-PROJECT action amendment proposing adoption of the Marysville, Lake Stevens and Lakewood School Districts' 2012 – 2017 Capital Facilities Plans (CFPs) as a sub-element of the Capital Facilities Element of the Marysville Comprehensive Plan, and having considered the exhibits and testimony presented, does hereby enter the following findings, conclusions and recommendation for consideration by the Marysville City Council:

FINDINGS:

1. The proposal was submitted to the State of Washington Department of Commerce for 60-day notice of intent to adopt a comprehensive plan amendment under the Growth Management Act in accordance with RCW 36.70A.106.
2. A State Environmental Threshold Determination of Non-Significance (DNS) was issued by each school district, in accordance with Chapter 197-11 WAC, as follows:
   - Marysville School District: August 29, 2012
   - Lake Stevens School District: June 19, 2012
   - Lakewood School District: August 20, 2012
3. The PC held a public work session to review the NON-PROJECT action amendment to the Capital Facilities Element of the Marysville Comprehensive Plan, on October 9, 2012.
4. The PC held a duly-advertised public hearing on October 23, 2012 and received testimony from each Districts' representative, city staff, and other interested parties.
5. At the public hearing the PC reviewed and considered the Marysville, Lake Stevens and Lakewood School Districts' 2012 – 2017 CFPs and supplemental application materials and exhibits, including a staff recommendation.

CONCLUSIONS:

At the public hearing, held on October 23, 2012, the PC recommended adoption of the Marysville, Lake Stevens and Lakewood School Districts' 2012 – 2017 CFPs as a sub-element of the Capital Facilities Element of the Marysville Comprehensive Plan, as reflected in the PC minutes, attached hereto as **Exhibit A**.

RECOMMENDATION:

Forwarded to the Marysville City Council as a Recommendation of Approval to adopt the Marysville, Lake Stevens and Lakewood School Districts' 2012 – 2017 CFPs, as a sub-element of the Capital Facilities Element of the Marysville Comprehensive Plan, this ***23rd day of October, 2012***.

By: _____
Steve Leifer, Planning Commission Chair

COMMUNITY DEVELOPMENT DEPARTMENT
80 Columbia Avenue ◆ Marysville, WA 98270
(360) 363-8100 ◆ (360) 651-5099 FAX

MEMORANDUM

DATE: October 19, 2012

TO: Planning Commission

FROM: Chris Holland, Senior Planner

RE: School District Capital Facilities Plans – *PC Public Workshop*
PA 12019 – Marysville School District
PA 12020 – Lake Stevens School District
PA 12021 – Lakewood School District

CC: Gloria Hirashima, CD Director
Jim Baker, Marysville School District
Robb Stanton, Lake Stevens School District
Fred Owyen, Lakewood School District

Pursuant to MMC 22D.040.030(1), any district serving the City of Marysville shall be eligible to receive school impact fees upon adoption by Marysville City Council of a capital facilities plan (CFP) for the district as a sub-element of the Capital Facilities Element of the Marysville Comprehensive Plan. District's CFP are reviewed and adopted on a biennial basis.

Upon receipt of a district's CFP the Community Development Department must determine:

1. That the analysis contained within the CFP is consistent with current data developed pursuant to the requirements of the GMA.
2. That any school impact fee proposed in the district's CFP has been calculated using the formula contained in MMC 22D.040.050 Table 1.
3. That the CFP has been adopted by the District's board of directors.

Based on a review of the district's CFP it appears each plan has been prepared pursuant to the requirements of the GMA (RCW 36.70A), the impact fees have been calculated using the formula contained in MMC 22D.040.050 Table 1 and the CFP's have been adopted by each district's board of directors.

The following is a breakdown of current and proposed impact fees, as outlined in the district's CFP, applying the 50% discount pursuant to MMC 22D.040.050(1):

Marysville School District	2010 - 2015 (current)	2012 - 2017 (proposed)	Difference
Single-family	$4,263.00	**$1,879.00**	-$2,384.00
Multi-family (studio or one bedroom unit)	$0.00	$0.00	$0.00
Multi-family (two or more bedroom unit)	$3,637.00	**$2,882.00**	-$755.00

Lake Stevens School District	2010 - 2015 (current)	2012 - 2017 (proposed)	Difference
Single-family	$4,532.00	**$4,692.00**	**+$160.00**
Duplex/Townhouse	$3,035.00	**$2,915.00**	-$120.00
Multi-family (studio or one bedroom unit)	$0.00	$0.00	$0.00
Multi-family (two or more bedroom unit)	$3,035.00	**$2,915.00**	-$120.00
Lakewood School District	**2010 - 2015 (current)**	**2012 - 2017 (proposed)**	**Difference**
Single-family	$1,780.00	**$892.00**	-$888.00
Multi-family (studio or one bedroom unit)	$0.00	$0.00	$0.00
Multi-family (two or more bedroom unit)	$1,379.00	**$396.00**	-$983.00

Staff respectfully requests the Planning Commission forward a recommendation of approval for the Marysville, Lake Stevens and Lakewood School Districts' 2012 – 2017 CFPs to the City Council for adoption as a sub-element of the Capital Facilities Element of the Marysville Comprehensive Plan.

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2012-2017

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

Adopted: September 17, 2012

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2012-2017

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

BOARD OF DIRECTORS

Chris Nation, President
Wendy Fryberg, Vice President
Dr. Tom Albright
Cindy Erickson
Pete Lundberg

SUPERINTENDENT

Dr. Larry Nyland

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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 (2012-2017).

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 10,875 (October 1, 2011 FTE enrollment) with eleven elementary schools (grades K-5), four middle level schools (6-8), and two 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 Tulalip 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 opened the Marysville Getchell Campus, housing four separate 9-12 small learning communities, 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.

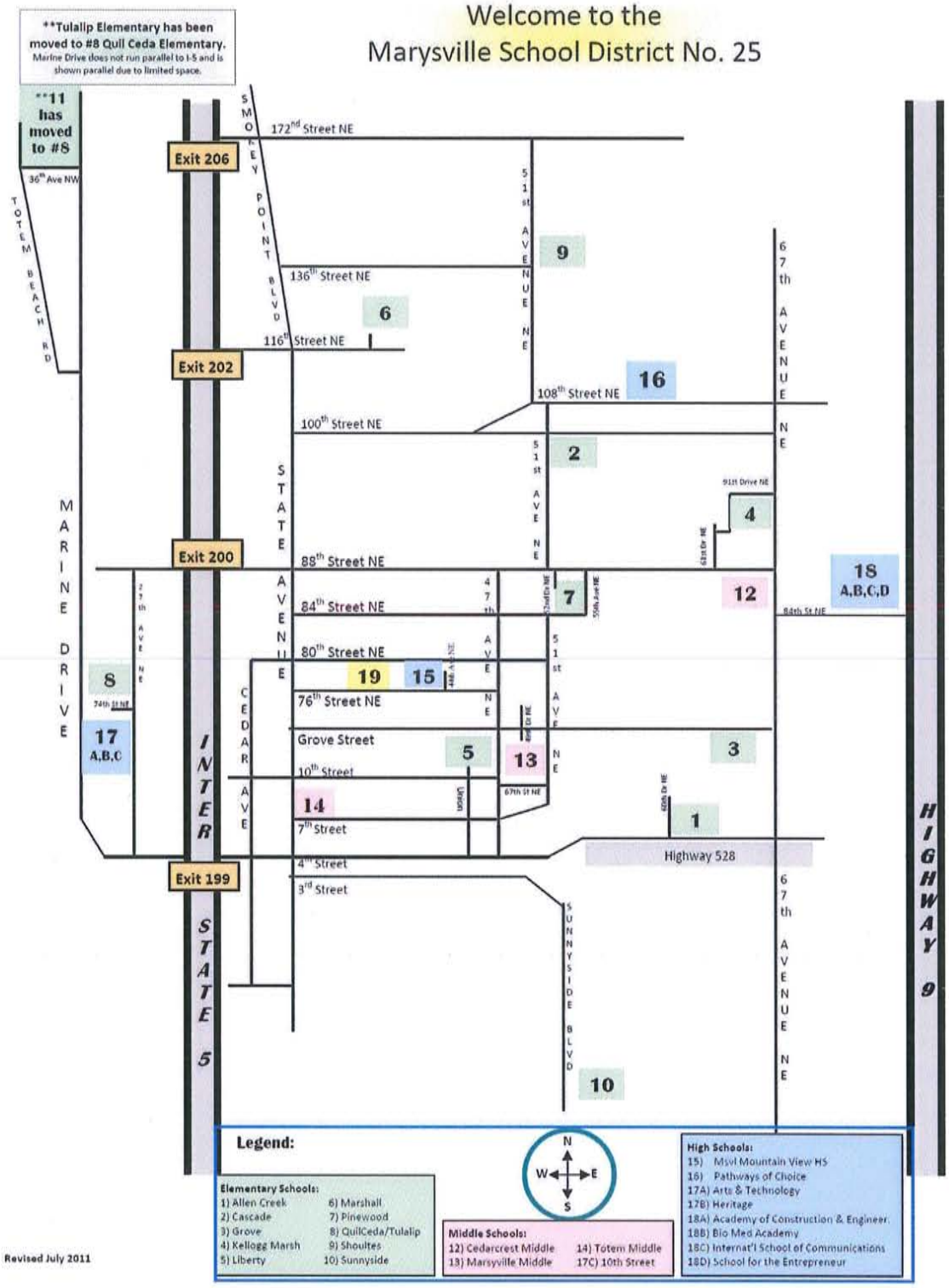
The District continues to face challenges related to the capacity and the condition of its facilities. The opening of Grove Elementary School, the Marysville Tulalip Campus, and the Marysville Getchell Campus help to alleviate some of these concerns. However, the District expects continued growth-related enrollment increases at the elementary level. Also of concern is the condition of its facilities. All schools need technology support upgrades (electrical and network). Eight elementary schools (Cascade, Kellogg Marsh, Grove, Liberty, Marshall, Pinewood, Shoultes, and Sunnyside), two middle schools (Marysville and Totem), and two high school (Marysville Pilchuck and Marysville Getchell) need improvements. 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 the construction of Marysville Getchell High School and 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.

Welcome to the Marysville School District No. 25



Elementary Schools

1 Allen Creek Elementary 360-653-0660
6505 60th Drive NE Janelle McFalls, Principal
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 Teresa Iyall-Williams, Principal
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 (360) 653-0647
6510 Grove Street Jeanne Tennis, Principal
Take Exit #199. Turn east on 4th Street. Follow to State Street and turn left. Follow State approximately 1/2 mile to Grove Street. Turn right on Grove and follow approx. 1.0 miles. School is on the right.

4 Kellogg Marsh Elementary 360-653-0643
6325 91st Street NE Sharon Anderson, Principal
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 Scott Irwin, Principal
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 Michelle Gurnee, Principal
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 Breeze Williams, Principal
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/Tulalip Elementary 360-653-0890
2415 74th Street NE Kristen DeWitte, Principal
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 Chris Sampley, Principal
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 Blvd. Sharon Stone, Principal
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: moved to Quil Ceda Elementary #8 Sep 2011*

Rev 7/2011

Middle Schools (Grades 6-8)

10th Street 360-653-0665
See #17C below for school location. Shawn Stevenson, Principal

12 Cedarcrest Middle School 360-653-0850
6400 88th Street NE Shella Gerrish, Principal
Take exit #200. Turn east on 88th St. NE. Follow approx. 1.5 miles. School is on the right.

13 Marysville Middle School 360-653-0615
4923 67th Street NE Susan Hegeberg, Principal
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.

14 Totem Middle School 360-653-0610
1605 7th Street Robert Kalahan, Principal
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) - Learning Communities

15 Marysville Mountain View High School 360-653-0628
4317 76th Street NE Dawn Bechtholdt, Principal
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.

16 Marysville-Pilchuck Campus 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.
Pathways of Choice - Andrew Frost, Principal

17 Marysville Tulalip Campus (Renamed June 2011)*
(*formerly Marysville Secondary Campus)
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.

17 A Marysville Arts & Technology -Terri Kaltenbach, Principal 360-653-0664
17 B Heritage (Grades 9-12) -Shelly Lacy, Director 360-653-0690
17 C 10th Street (Grades 6-8) -Shawn Stevenson, Principal 360-653-0665

18 Marysville Getchell Campus (Opened fall 2010)
8301 84th Street NE
Take Exit #200. Turn east on 88th St. NE. Follow approx. 1.5 miles. Turn right on 67th Ave NE then take next left onto 84th St NE. Follow for approx. 1.0 miles. School is on the left.

18 A Acad. of Const. & Eng. - Shawn Stevenson, Principal 360-657-6374
18 B Bio Med Academy -Judith Murdock, Principal 360-629-1891
18 C Intn'l School of Comm - Angela Hansen, Principal 360-653-0695
18 D School for the Entrepreneur - Dave Rose, Principal 360-651-5702

Administrative Offices - Service Center

19 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 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	25	27	30
Grades 6 – 8	25	30	32
Grades 9 – 12	25	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 25 students.
- Special education for students may be provided in regular classes when inclusion is possible and in self-contained classrooms when this is the most appropriate option available.

Middle and Junior High Schools:

- Average class size for grades 6-8 should not exceed 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 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).

The District reported the following information to Snohomish County in 2011 to demonstrate compliance with the minimum educational service standards:

LOS Standard	**MINIMUM LOS# Elementary**	**CURRENT LOS Elementary [2]**	**MINIMUM LOS Middle**	**CURRENT LOS Middle**	**MINIMUM LOS High**	**CURRENT LOS High[2]**
Marysville No. 25	29	20.5	32	26.4	34	28.7
Maximum average class size						

The District determines the minimum service level by adding the number of students per regular classroom at each grade level and dividing that number by the number of teaching stations.

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 65 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	21.0	496
Cascade	9.5	38,923	21.0	496
Grove	6.2	54,000	24.0	566
Kellogg Marsh	12.8	47,816	21.0	496
Liberty	9.1	40,459	20.0	472
Marshall	13.7	53,063	14.0	330
Pinewood	10.5	40,073	17.0	401
Quil Ceda	10.0	47,594	27.0	637
Shoultes	9.5	40,050	16.0	378
Sunnyside	10.4	39,121	22.0	519
TOTAL	**102.7**	**448,693**	**203**	**4,791**

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

** Regular classrooms.

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	29.0	725
Marysville Middle	21.0	99,617	32.0	800
Marysville Tulalip Campus*** (6-8)	***	15,000	7.0	175
Totem	15.2	124,822	30.0	750
TOTAL	**63.2**	**322,567**	**98**	**2,450**

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

** Regular classrooms.

** *The Marysville Tulalip 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 Tulalip 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	56.0	1,400
Marysville Getchell	38.0	193,000	61.0	1,525
Marysville Tulalip Campus*** (9-12)	39.4	70,000	19.0	475
Mountain View	2.4	18,350	8.0	200
TOTAL	**162.8**	**540,383**	**144**	**3,600**

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

** Regular classrooms.

** *The Marysville Tulalip 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 Tulalip 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	7	0	165
Cascade	3	2	71
Kellogg Marsh	5	2	118
Liberty	6	2	142
Marshall	3	3	71
Pinewood	3	4	71
Quil Ceda	3	3	71
Shoultes	5	3	118
Sunnyside	4	5	94
SUBTOTAL	**39**	**24**	**921**

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	5	0	125
Mountain View	2	0	52
SUBTOTAL	**7**	**0**	**177**

TOTAL	**65**	**28**	**1,573**

* Each portable is 600 square feet.
**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
Highway 9 Site	53.00

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 2012 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.

District enrollment has declined in recent years, 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 at the elementary level over the next six years. Using the modified cohort survival projections, a total

enrollment of 10,744 (FTE)[1] is expected in 2017. In other words, the District projects a decline in enrollment by 131 students between 2011 and 2017. *See* Table 10. However, elementary enrollment is projected to have continued growth with an addition of 145 students. *See* Table 14.

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. Between 1990 and 2011 the District's enrollment constituted approximately 17.8% of the District's total population. Assuming that, between 2012 and 2017, the District's enrollment will continue to constitute 17.8% of the District's population, using OFM/County data, the District projects a total enrollment of 13,945 students in 2017. *See* Table 10.

Table 10
Projected Student Enrollment (FTE)*
2012-2017

Projection	*2011**	*2012*	*2013*	*2014*	*2015*	*2016*	*2017*	*Actual Change*	*Percent Change*
OFM/County	10,875	11,387	11,899	12,411	12,923	13,435	13,945	3,070	28.2%
District	10,875	10,838	10,840	10,816	10,810	10,801	10,744	(131)	(1.2)%

*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 11,279 students in 2012. When the kindergarten enrollment for 2012 is multiplied by 0.5, the total K-12 enrollment for 2012 is 10,838.

** Actual FTE enrollment (October 1, 2011).

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 11,007 FTE students in 2025. This is based on the District's enrollment projections updated in 2011. *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
2025

Grade Span	*Projected FTE Enrollment*
Elementary (K-5)	4,988
Middle Level School (6-8)	2,563
High School (9-12)	3,456
TOTAL (K-12)	**11,007**

Assuming that the District's enrollment will continue to constitute 17.8% 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)	7,226
Middle Level School (6-8)	3,716
High School (9-12)	5,008
TOTAL (K-12)	**15,950**

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 (2012-2017). 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 2011 Enrollment/Capacity

Grade Span	*Unhoused Students/(Housed Students)*
Elementary Level (K-5)	(48)
Middle Level (6-8)	158
High School Level (9-12)	(76)

The method used to define future capacity needs assumes that:

- Capacity additions at Cascade and Liberty Elementary Schools are complete by the fall of 2016.

Assuming these capacity additions, Table 13 identifies the additional permanent classroom capacity that will be needed in 2017, the end of the six year forecast period:

Table 13
Unhoused Students – 2017

Grade Span	*Unhoused Students/(Housed Students)*
Elementary Level (K-5)	(67)
Middle Level (6-8)	30
High School Level (9-12)	(225)

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 2017 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.) Current deficiencies are shown in Table 12.

Table 14
Projected Student Capacity – 2012 through 2017

Elementary School -- Surplus/Deficiency

	*2011**	*2012*	*2013*	*2014*	*2015*	*2016*	*2017*
Existing Capacity	4,791	4,791	4,791	4,791	4,791	4,791	4,955
Added Permanent Capacity	0	0	0	0	0	164***	0
Total Capacity**	4,791	4,791	4,791	4,791	4,791	4,955	4,955
Enrollment	4,743	4,718	4,762	4,837	4,843	4,867	4,888
Surplus (Deficiency)**	48	73	29	(46)	(52)	88	67

*Actual October 2011 FTE enrollment
**Does not include added relocatable capacity
***Additions at Cascade and Liberty

Middle School Level -- Surplus/Deficiency

	*2011**	*2012*	*2013*	*2014*	*2015*	*2016*	*2017*
Existing Capacity	2,450	2,450	2,450	2,450	2,450	2,450	2,450
Added Permanent Capacity	0	0	0	0	0	0	0
Total Capacity**	2,450	2,450	2,450	2,450	2,450	2,450	2,450
Enrollment	2,608	2,616	2,545	2,495	2,470	2,457	2,480
Surplus (Deficiency)**	(158)	(166)	(95)	(45)	(20)	(7)	(30)

*Actual October 2011 FTE enrollment
**Does not include added relocatable capacity

High School Level -- Surplus/Deficiency

	*2011**	*2012*	*2013*	*2014*	*2015*	*2016*	*2017*
Existing Capacity	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Added Permanent Capacity	0	0	0	0	0	0	0
Total Capacity**	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Enrollment	3,524	3,504	3,532	3,484	3,497	3,477	3,375
Surplus (Deficiency)**	76	96	68	116	103	123	225

*Actual October 2011 FTE enrollment
**Does not include added relocatable capacity.

SECTION SIX: FINANCING PLAN

Planned Improvements

In 2010, the District opened the Marysville Getchell Campus, a new 1,600 student high school campus, with four separate small learning communities. The new high school is open with some available capacity to serve students from new development.

The District also plans to present for voter approval the replacement and addition of capacity at Cascade Elementary School and Liberty Elementary School (using the Grove Elementary School prototype). These projects will help to address capacity needs at the elementary level. The District is not currently planning to add permanent capacity at the middle school level. Enrollment at that level is expected to decline over the six year planning period (as illustrated in Table 14) and existing relocatables should provide sufficient interim capacity. The District also plans to present for voter approval various health and safety improvements, technology upgrades, and improvement of the existing Marysville Middle School, Marysville Pilchuck High School (with an additional provision for the MPHS 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 2012-2017. 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	2011	2012	2013	2014	2015	2016	2017	Total Cost	Bonds/ Local Funds	Projected State Match	Impact Fees[2]
Elementary											
Cascade Addition[3]				$1.750	$0.728			$2.478	$1.600	$0.743	$0.135
Liberty Addition[4]				$2.404	$0.916			$3.320	$2.232	$0.996	$0.092
Middle School											
High School											
Land Purchase (for future growth)											

****All projects are growth-related.**

Total Capacity Improvements – (Costs in Millions)**

	2011	2012	2013	2014	2015	2016	2017	Total Cost	Bonds/ Local Funds	Projected State Match	Impact Fees
Elementary				$4.154	$1.644			$5.798	$3.832	$1.739	$0.227
Middle Level											
High School											
Land Purchase											
TOTALS				**$4.154**	**$1.644**			**$5.798**	**$3.832**	**$1.739**	**$0.227**

****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 (@ 12.39%) of the total estimated cost of construction. This corresponds to the additional capacity added to the replacement capacity for the school.

[4] The cost estimate for Liberty is for a pro-rata (@ 16.60%) of the total estimated cost of construction. This corresponds to the additional capacity added to the replacement capacity for the school.

Table 15
Capital Facilities Financing Plan

Improvements Not Adding New Permanent Capacity (Costs in Millions)

Project	2012	2013	2014	2015	2016	2017	Total Cost	Bonds	Projected State Match	Impact Fees
Elementary										
Cascade Replacement[5]			$12.200	$5.322			$17.522	$12.265	$5.257	
Liberty Replacement[6]			$11.400	$5.280			$16.680	$11.676	$5.004	
Middle										
Marysville Middle Modernization				$20.000	$16.000		$36.000	$25.200	$10.800	
High School										
MPHS Phase 1 Modernization				$32.000	$8.000		$40.000	$28.000	$12.000	
MPHS Pool					$4.000		$4.000	$4.000		
District-wide										
Tech/Land/Misc Improvements			$5.000	$5.000	$5.000		$15.000	$15.000		
TOTALS			**$28.600**	**$67.602**	**$33.000**		**$129.202**	**$96.141**	**$33.061**	

[5] The cost estimate for the Cascade replacements reflects 87.61% of the estimated cost of construction. This corresponds to the replacement capacity portion of the project.

[6] The cost estimate for the Liberty replacement reflects 83.4% of the estimated cost of construction. This corresponds to the replacement capacity portion of the project.

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 (with subsequent amendments).

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	.261	.165	.099	.525
Multi-Family (1 Bedroom)	No Data	No Data	No Data	No Data
Multi-Family (2+ Bedrooms)	.295	.120	.066	.481

(Source: Doyle Consulting, March 2012)

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

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

Table 17
School Impact Fees
2012

Housing Type	*Impact Fee Per Dwelling Unit*
Single Family	$1,879
Multi-Family (1 Bedroom)	N/A
Multi-Family (2+ Bedroom)	$2,882

FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family

Elementary	.261
Middle	.165
Senior	.099
Total	**.525**

Student Generation Factors – Multi Family (1 Bdrm)

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

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.295
Middle	.120
Senior	.066
Total	**.481**

Projected Student Capacity per Facility

Elementary School	164
Cascade (70)	
Liberty (94)	

Required Site Acreage per Facility

Elementary	0

Facility Construction Cost

Elementary	$5,798,000
Cascade - $2,478,000	
Liberty - $3,320,000	

Permanent Facility Square Footage

Elementary		448,693
Middle		322,567
Senior		540,383
Total	**95.92%**	**1,311,643**

Temporary Facility Square Footage

Elementary		37,800
Middle		13,800
Senior		4,200
Total	**4.08%**	**55,800**

Total Facility Square Footage

Elementary		486,493
Middle		336,367
Senior		544,583
Total	**100%**	**1,367,443**

Average Site Cost/Acre

Elementary	$0

Temporary Facility Capacity

Capacity	
Cost	

State School Construction Assistance

Current Funding Percentage	63.38%

Construction Cost Allocation

Current CCA	188.55

District Average Assessed Value

Single Family Residence	$238,910

District Average Assessed Value

Multi Family (1 Bedroom)	$76,281

District Average Assessed Value

Multi Family (2+ Bedroom)	$111,402

SPI Square Footage per Student

Elementary	90
Middle	108
High	130

District Property Tax Levy Rate (Bonds)

Current/$1,000	$1.18

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:

27-Jan-12

MARYSVILLE SCHOOL DISTRICT

ENROLLMENT PROJECTION

INDIVIDUAL GRADE LEVEL

2012 TO 2015

(Oct, Headcount; excl. running start)

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	COHORT FACTOR	GROWTH FACTOR PER YEAR	2012	2013	2014	2015
K	805	815	781	876	804	860	836	834	883	851	855			882	921	887	861
1	918	857	818	852	939	852	915	883	859	890	862	102.8%	**99.40%**	873	901	941	906
2	868	923	821	860	890	968	882	907	871	843	879	99.8%		855	866	893	933
3	965	897	856	818	882	909	948	894	904	846	830	99.3%		867	844	855	881
4	1005	995	849	887	856	881	908	933	886	899	857	100.5%		829	867	843	854
5	992	969	956	837	919	895	878	913	917	874	887	100.0%		852	824	862	838
Subtl	5,553	5,456	5,081	5,130	5,290	5,365	5,367	5,364	5,320	5,203	5,170			5,159	5,222	5,280	5,273
6	961	986	921	932	847	921	872	840	879	891	853	98.0%		864	830	803	839
7	944	939	940	941	942	897	915	875	851	859	903	100.9%		855	866	832	805
8	891	918	894	969	941	910	896	913	866	831	852	100.0%		897	850	860	827
Subtl	2,796	2,843	2,755	2,842	2,730	2,728	2,683	2,628	2,596	2,581	2,608			2,616	2,545	2,495	2,470
9	1137	1113	917	929	990	949	912	902	881	852	838	99.6%		844	888	841	852
10	859	848	948	950	1043	956	950	911	874	892	901	102.4%		853	858	904	856
11	848	805	799	818	807	876	875	897	849	862	842	96.4%		863	817	823	866
12	739	751	718	763	723	926	1032	963	980	987	943	112.8%		944	968	916	922
Subtl	3,583	3,517	3,382	3,460	3,563	3,707	3,769	3,673	3,584	3,593	3,524			3,504	3,532	3,484	3,497
Totals	**11,932**	**11,816**	**11,218**	**11,432**	**11,583**	**11,800**	**11,819**	**11,665**	**11,500**	**11,377**	**11,302**			**11,279**	**11,300**	**11,259**	**11,240**
Change	**163**	**-116**	**-598**	**214**	**151**	**217**	**19**	**-154**	**-165**	**-123**	**-75**			**-23**	**21**	**-41**	**-19**
% Change	**1.38%**	**-0.97%**	**-5.06%**	**1.91%**	**1.32%**	**1.87%**	**0.16%**	**-1.30%**	**-1.41%**	**-1.07%**	**-0.66%**			**-0.21%**	**0.19%**	**-0.36%**	**-0.17%**

*Projections use headcount figures.

Prepared:

27-Jan-12

MARYSVILLE SCHOOL DISTRICT

ENROLLMENT PROJECTION

INDIVIDUAL GRADE LEVEL

2016 TO 2026

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	875	880	884	888	893	897	901	906	910	914	919
1	880	894	899	903	907	912	916	921	925	930	934
2	899	872	887	891	896	900	904	909	913	917	922
3	921	887	861	875	880	884	888	892	897	901	905
4	881	920	886	860	874	879	883	887	891	896	900
5	849	875	914	881	855	869	874	878	882	886	891
Subtl	5,304	5,328	5,331	5,299	5,304	5,340	5,366	5,392	5,418	5,445	5,471
6	816	827	852	890	858	832	846	851	855	859	863
7	841	818	829	855	893	860	835	849	853	857	861
8	800	836	813	824	849	887	854	829	843	847	851
	2,457	2,480	2,494	2,569	2,600	2,579	2,536	2,529	2,551	2,563	2,576
9	818	792	827	805	816	841	878	846	821	835	839
10	867	833	806	842	819	830	856	894	861	836	850
11	821	831	798	772	807	785	795	820	856	825	801
12	971	920	932	895	866	905	880	892	919	960	925
Subtl	3,477	3,375	3,363	3,314	3,307	3,360	3,409	3,451	3,458	3,456	3,414
Totals	**11,238**	**11,184**	**11,188**	**11,181**	**11,211**	**11,280**	**11,311**	**11,372**	**11,427**	**11,464**	**11,461**
Change	-3	-53	3	-7	30	69	31	61	55	37	-3
% Change	-0.02%	-0.48%	0.03%	-0.06%	0.27%	0.62%	0.27%	0.54%	0.48%	0.32%	-0.02%

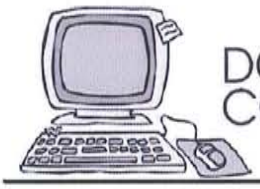
APPENDIX B

SCHOOL IMPACT FEE CALCULATIONS

SCHOOL IMPACT FEE CALCULATIONS									
DISTRICT	Marysville School District								
YEAR	2012								
JURISDICTION	City of Marysville and Snohomish County								
School Site Acquisition Cost:									
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor									
				Student	Student	Student			
	Facility	Cost/	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	20.00	$ -	550	0.261	0.000	0.295	$0	$0	$0
Middle	20.00	$ -	450	0.165	0.000	0.120	$0	$0	$0
High	40.00	$ -	1,600	0.099	0.000	0.066	$0	$0	$0
						TOTAL	$0	$0	$0
School Construction Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)									
				Student	Student	Student			
	%Perm/	Facility	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	95.92%	$ 5,798,000	164	0.261	0.000	0.295	$8,851	$0	$10,004
Middle	95.92%	$ -	200	0.165	0.000	0.120	$0	$0	$0
High	95.92%	$ -	1,600	0.099	0.000	0.066	$0	$0	$0
						TOTAL	$8,851	$0	$10,004
Temporary Facility Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)									
				Student	Student	Student	Cost/	Cost/	Cost/
	%Temp/	Facility	Facility	Factor	Factor	Factor	SFR	MFR (1)	MFR (2+)
	Total Sq.Ft.	Cost	Size	SFR	MFR (1)	MFR (2+)			
Elementary	4.08%	$ -	24	0.261	0.000	0.295	$0	$0	$0
Middle	4.08%	$ -	26	0.165	0.000	0.120	$0	$0	$0
High	4.08%	$ -	26	0.099	0.000	0.066	$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	$ 188.55	90	63.38%	0.261	0.000	0.295	$2,807	$0	$3,173
Junior	$ 188.55	108	0.00%	0.165	0.000	0.120	$0	$0	$0
Sr. High	$ 188.55	130	0.00%	0.099	0.000	0.066	$0	$0	$0
					TOTAL		$2,807	$0	$3,173
Tax Payment Credit:							SFR	MFR (1)	MFR (2+)
Average Assessed Value							$238,910	$76,281	$111,402
Capital Bond Interest Rate							4.00%	4.00%	4.00%
Net Present Value of Average Dwelling							$1,937,774	$618,707	$903,570
Years Amortized							10	10	10
Property Tax Levy Rate for Bonds							$1.18	$1.18	$1.18
	Present Value of Revenue Stream						$2,287	$730	$1,066
	Fee Summary:			Single	Multi-	Multi-			
				Family	Family (1)	Family (2+)			
	Site Acquisition Costs			$0	$0	$0			
	Permanent Facility Cost			$8,851	$0	$10,004			
	Temporary Facility Cost			$0	$0	$0			
	State Match Credit			($2,807)	$0	($3,173)			
	Tax Payment Credit			($2,287)	($730)	($1,066)			
	FEE (AS CALCULATED)			$3,757	$0	$5,765			
	FEE (DISCOUNTED 50%)			$1,879	$0	$2,882			

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

3/30/2012

This document describes the methodology used to calculate student generation rates (SGRs) for the Marysville School District, and provides results of the calculations.

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 since they are not considered "detached". Manufactured homes on owned land are included in the single family classification.

1. Electronic records were obtained from the Snohomish County Assessor's Office containing data on all new construction within the Marysville School District from January 2004 through December 2010. As compiled by the County Assessor's Office, 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 Marysville School District as of March 2012. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the County Assessor's data.

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

3. **Single Family Rates:** The data on all new single family detached residential units in County Assessor's data were compared 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 2,905 single family detached units were compared with data on 11,126 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	131	0.045
1	132	0.045
2	127	0.044
3	128	0.044
4	119	0.041
5	120	0.041
6	131	0.045
7	134	0.046
8	105	0.036
9	110	0.038
10	98	0.034
11	95	0.033
12	96	0.033
K-5	757	0.261
6-9	480	0.165
10-12	289	0.099
K-12	1526	0.525

4. *Large Multi-Family Developments*: Snohomish County Assessor's data does not specifically indicate the number of units or bedrooms contained in large multi-family developments. Additional research was performed to obtain this information from specific parcel ID searches, and information provided by building management, when available. Information obtained included the number of 0-1 bedroom units, the number of 2+ bedroom units, and specific addresses of 0-1 bedroom units. If specific addresses or unit numbers of 0-1 bedroom units were not provided by building management, the assumption of matches being 2+ bedroom units was made. This assumption is supported by previous SGR studies.

   Small Multi-Family Developments: This method included all developments in the County Assessor's data containing four-plexes, tri-plexes, duplexes, condominiums and townhouses. This data contained information on the number of bedrooms for all townhouses and condominiums. Specific parcel ID searches 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 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 183 multi-family 2+ BR units were compared with data on 11,126 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	9	0.049
1	12	0.066
2	9	0.049
3	9	0.049
4	7	0.038
5	8	0.044
6	7	0.038
7	6	0.033
8	4	0.022
9	5	0.027
10	5	0.027
11	6	0.033
12	1	0.005
K-5	54	0.295
6-9	22	0.120
10-12	12	0.066
K-12	88	0.481

6. **Multi-Family 0-1 BR Rates:** Research indicated that 9 multi-family 0-1 BR units were constructed within District boundaries during the time period covered by this study. These units were compared with the data on 11,126 students registered in the District. No specific unit number matches were made.

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

	K-5	6-9	10-12	K-12
Single Family	.261	.165	.099	.525
Multi-Family 2+ BR	.295	.120	.066	.481

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

MARYSVILLE SCHOOL DISTRICT NO. 25

Resolution No. 2013-2

UPDATED CAPITAL FACILITIES PLAN PURSUANT TO THE 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; and

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 the Snohomish County and City of Marysville school impact fee ordinances; 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 Nonsignificance having been issued;

NOW, THEREFORE BE IT RESOLVED AS FOLLOWS:

1. The 2012 Capital Facilities Plan for the years 2012-2017 is hereby adopted pursuant to the requirements of 36.70A RCW, 82.02 RCW, and the Snohomish County General Policy Plan.

COPY

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.

3. The City of Marysville Council is hereby requested to adopt the Plan as an element of its Capital Facilities Plan.

Adopted this September 17, 2012, and authenticated by the signatures affixed below:

Chris Nation, President

Cindy Erickson, Director

Wendy Fryberg, Director

Dr. Ton Albright

Peter Lundberg, Director

ATTEST:

BY:

Dr. Larry Nyland, Superintendent and
Secretary to the Board

LAKE STEVENS SCHOOL DISTRICT NO. 4

CAPITAL FACILITIES PLAN 2012-2017

prepared for:

Snohomish County

City of Marysville

City of Lake Stevens

June 2012
Revised September 2012

CAPITAL FACILITIES PLAN
LAKE STEVENS SCHOOL DISTRICT NO. 4

BOARD OF DIRECTORS

David Iseminger
John Boerger
Mari Taylor
Paul Lund
Kevin Plemel

SUPERINTENDENT

Dr. Amy Beth Cook

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 Lake Stevens School District Capital Facilities Plan contact the District at (425) 335-1500.

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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 a more detailed schedule and financing program for capital improvements over the next six years (2012-2017).

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 2010.

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 8,051 (October 1, 2011 headcount) with six elementary schools, two middle schools, one mid-high school, one high school and one homeschool partnership program (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:

- continuing enrollment growth (among the highest in Snohomish County since 2000);

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

- uneven distribution of growth across the district, requiring facilities to balance enrollment;
- aging school facilities;
- the need for additional property and lack of suitable sites to accommodate a school facility;
- limited local resources to hire maintenance and grounds personnel.

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

SECTION 2: DEFINITIONS

Note: Definitions of terms proceeded by an asterisk (*) are provided in Chapter 30.91SCC. 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 30.91SCC.

*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.

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

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

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

*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 the division or redivision of land into five or more lots, tracts, parcels, sites or divisions outside the urban growth areas adopted by the county council pursuant to chapter 36.70A RCW and ten or more lots, tracts, parcels, sites or divisions inside the urban growth area adopted by the county council pursuant to chapter 36.70A RCW for the purpose of sale, lease or transfer of ownership. (SCC30.91S.710).

*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
- Behavioral Program
- Community Education
- Conflict Resolution
- Contract-Based Learning
- Credit Retrieval
- Drug Resistance Education
- Early Learning Center, which includes ECEAP and developmentally-delayed preschool
- Highly Capable
- Home School Partnership (HomeLink)
- Language Assistance Program (LAP)
- Life Skills Self-Contained Program
- Multi-Age Instruction
- Running Start
- Senior Project (volunteer time as part of course work)
- Summer School
- Structured Learning Center
- Title 1

- Title 2
- 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, state funding levels 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:
  - 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.

Over the past three school years the state Legislature has reduced funding used to maintain lower K-4 class sizes. For the 2011-2012 school year, this funding was eliminated entirely. As a result, class sizes in Lake Stevens classrooms have increased to above the minimum level of service in more than 50% of classrooms at the elementary level. This in no way reflects on the facilities' ability to house students, but is instead tied to funding for instructional programs. As level of service standards are adjusted to address this lack of funding, or as the funding is returned to previous levels, it is expected that a majority of elementary classrooms will again meet the minimum level of service. The District continues to meet the minimum level of service in totality.

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

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

SECTION 4: CAPITAL FACILITIES INVENTORY

Capital Facilities

Under GMA, public entities are required to inventory capital facilities used to serve the existing populations. Capital facilities are defined as any structure, improvement, piece of equipment, or other major asset, including land that has a useful life of at least ten years. The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate future demand (student enrollment) at acceptable or established levels of service. This section provides an inventory of capital facilities owned and operated by the Lake Stevens School District including schools, portables, developed school sites, undeveloped land and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards (see Section 3). A map showing locations of District school facilities is provided as Figure 1.

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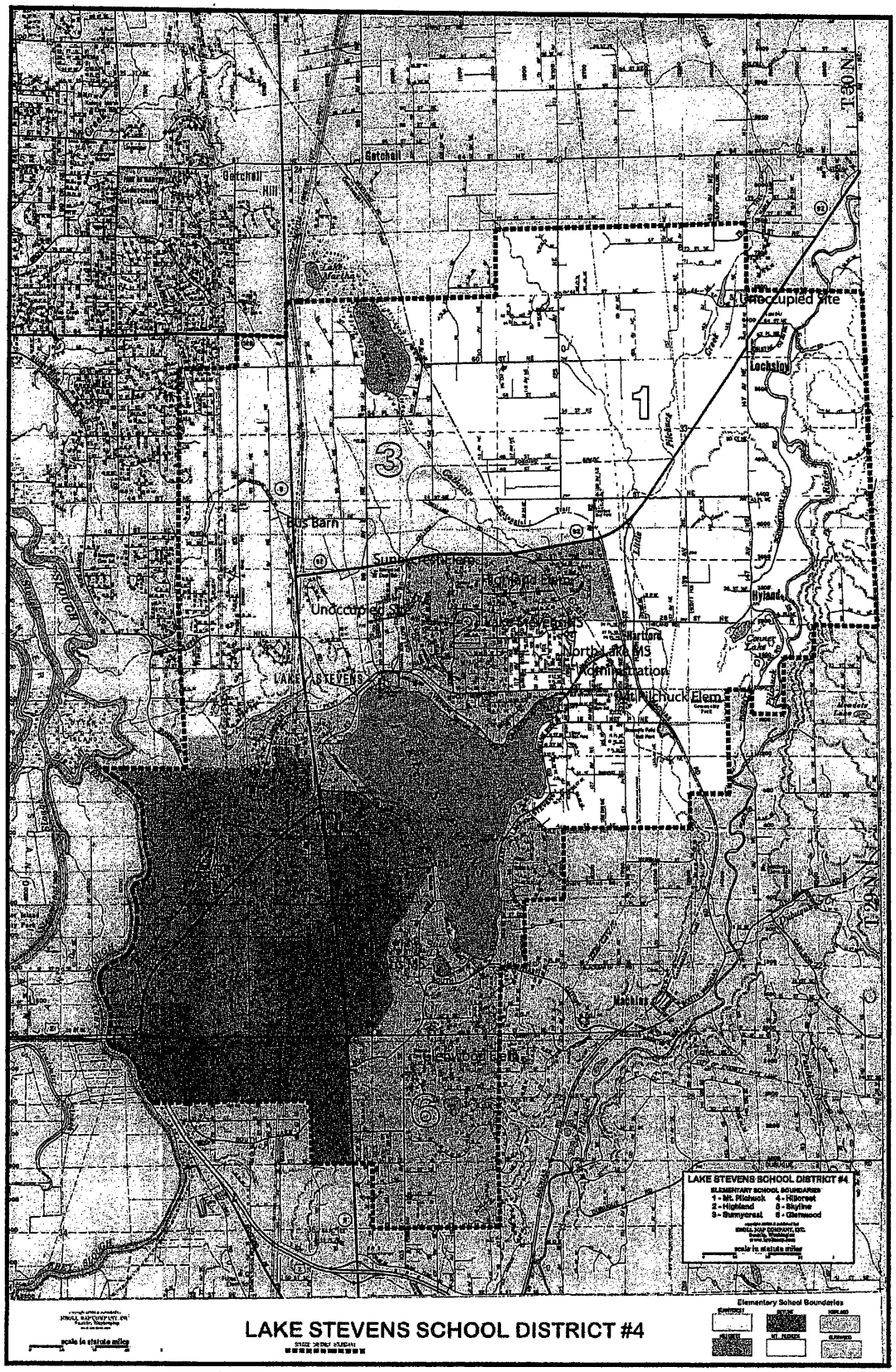
Figure 1 – Map of District Facilities



Schools

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

Table 1 – School Capacity Inventory

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
Total	38	207,195	8	61	1,526	2,036		
Other								
HomeLink (K-12 Homeschool Program)	Housed at North Lake MS							

Source: Lake Stevens School District

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

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.

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 l.

Leased Facilities

The District does not lease any permanent classroom space.

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.

Table 2 – Portables

School Name	Portable Classrooms	Capacity in Portables	Portable SF
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

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

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

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

Support Facilities

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

Table 3 – Support Facilities

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

Land Inventory

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

Ten acres located in the northeast area of the District (Lochsloy area), west of Highway 92. This site will eventually be used for an elementary school (beyond the year 2017). 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).

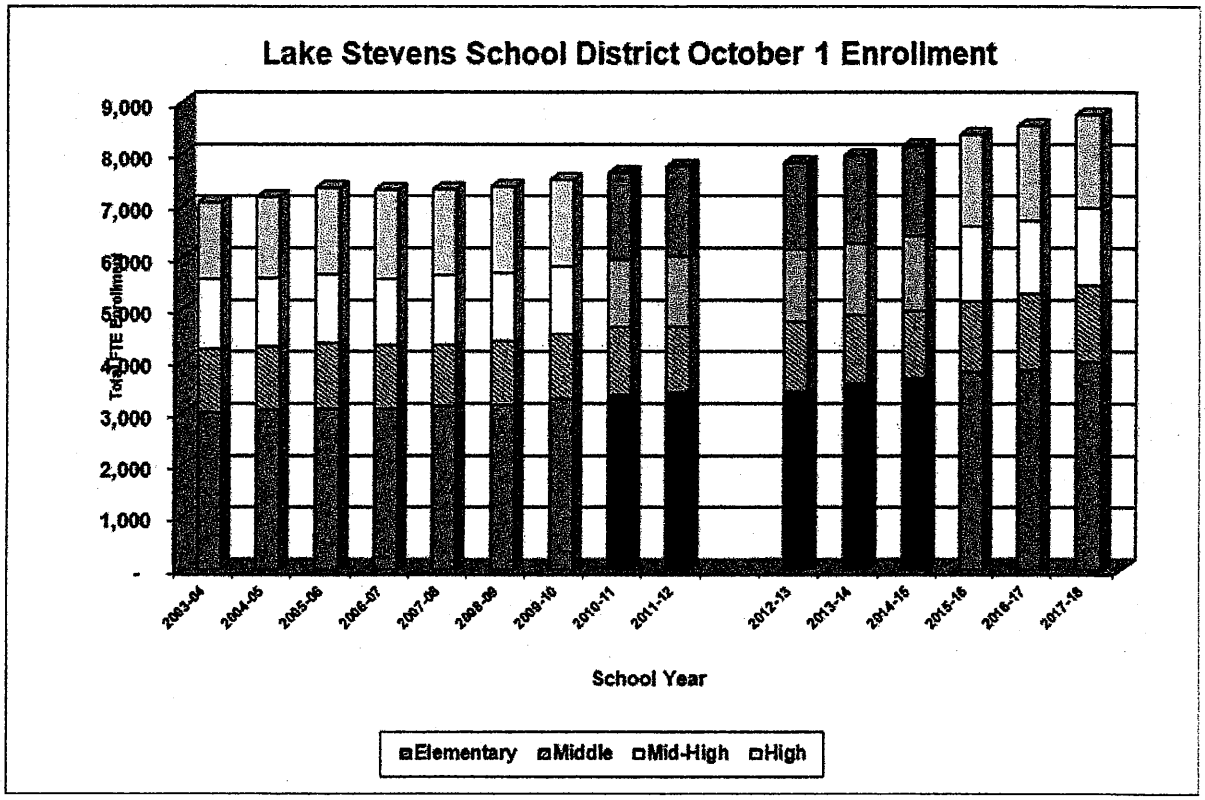
A 5.4 acre parcel located at 20th Street SE and 83rd Street that has been used as an access to the mid-high site.

A 20 ft. x 200 ft. parcel located on 20th Street SE has been declared surplus by the Lake Stevens School Board and will be used in exchange for dedicated right-of-way for Cavelero Mid-High.

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

SECTION 5: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Figure 2 – Lake Stevens School District Enrollment



Historic Trends and Projections

Student enrollment records dating back to 1973 were available from Snohomish County and OSPI. Student enrollment in the Lake Stevens School District remained relatively constant between 1973 and 1985 (15%) and then grew significantly from 1985 through 2005 (approximately 120%). Between October 1991 and October 2000, student enrollment increased by 2553 students, the 4th highest in the County. The October 1, 2011 enrollment was 7,776 students, an increase of 259 students, or 3.4% over October 1, 2009 (7517 FTE).

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.

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.

The future enrollment forecasts by the Office of the Superintendent of Public Instruction (OSPI) were adopted for use in the District's CFP update. The District will sometimes use the OFM Ratio method, however its review of the two alternative approaches showed that they were almost identical, thus the OSPI estimates were used. OSPI methodology uses 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.

OSPI estimates that enrollment will total 8,777 student FTEs in 2017. This is a 12.9% increase over 2011.

Table 4 - Projected Enrollment by Grade Span 2011-2017

	2011*	2012	2013	2014	2015	2016	2017
Elementary School	3,420	3,440	3,590	3,700	3,818	3,861	4,011
Middle School	1,273	1,341	1,322	1,290	1,366	1,474	1,484
Mid-High School	1,352	1,401	1,384	1,454	1,441	1,399	1,483
High School	1,731	1,666	1,695	1,740	1,769	1,830	1,799
Total	7,776	7,848	7,991	8,184	8,394	8,564	8,777

Source: OSPI data: Report dates 11/11
* Actual FTE Student Enrollment (October 1, 2011)

2025 Enrollment Projections

Although student enrollment projections beyond 2017 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 of 55,027. Assuming the County forecasts are correct, student enrollment will continue to increase through 2025 and the 19.0% ratio is considered reasonable. The 2011 actual ratio was 20.65%. OSPI has forecasted a decline in the student/population ratio. The 2025 assumption reflects this ratio decline.

The 2025 estimate represents a 35.2% increase over existing 2011 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 5.

Table 5 - Projected 2025 Enrollment (Ratio Method - OFM)

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

Should projected enrollment materialize as described in Table 5, 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)[3], 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, the 2025 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.

[3] Portable classroom space is not considered a part of permanent capacity

SECTION 6: CAPITAL FACILITIES PLAN

Existing Deficiencies

Current enrollment at each grade level is identified on Table 4. The District is currently (2011) over capacity at the elementary level by 283 students, under capacity at the middle school level by 162 students, under capacity at the mid-high level by 66 students and over capacity at the high school by 205 students.

Facility Needs (2012-2017)

The District expects that .686 students will be generated from each new single family home in the District and that .372 students will be generated from each new two-plus bedroom multi-family unit. These numbers are based upon the District's student generation rates.

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 (2012-2017). The District's enrollment projections, in Table 4, have been applied to the existing capacity and the District will be over capacity at the elementary level by 874 students, by 49 students at the middle school level, 49 students at mid-high and 273 at the high school level if no capacity improvements are made by the year 2017.

The District's six-year capital improvement plan (Table 8) includes capacity projects to address future needs at the elementary level. Deficiencies would remain at all four grade levels, although the elementary deficit would drop by 500 students to 374.

Projected future capacity needs are depicted on Table 6. 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 2011 must be deducted from the total projected deficiencies before impact fees are assessed. The percentage figure shown in the last column of Table 6 is the "growth related" percentage of overall deficiencies that is used to calculate impact fees.

Table 6 - Projected Additional Capacity Needs 2012- 2017)

Grade Span	2011	2012	2013	2014	2015	2016	2017	2011-2017
Elementary (K-5)								
Capacity Deficit	(283)	(303)	(453)	(563)	(681)	(724)	(874)	
Growth Related		(20)	(170)	(280)	(398)	(441)	(591)	67.60%
Middle School (6-7)								
Capacity Deficit	162	94	113	145	69	(39)	(49)	
Growth Related	0	(68)	(49)	(17)	(93)	(201)	(211)	100.00%
Mid-High (8-9)								
Capacity Deficit	66	17	34	(36)	(23)	19	(65)	
Growth Related		(49)	(32)	(102)	(89)	(47)	(131)	100.00%
High School 10-12)								
Capacity Deficit	(205)	(140)	(169)	(214)	(243)	(304)	(273)	
Growth Related		65	36	(9)	(38)	(99)	(68)	24.91%

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 (2017), additional permanent student capacity will be needed as follows:

Table 7 – 2017 Additional Capacity Needed

Grade Level	2011 Capacity	2017 Capacity	2017 Additional Capacity Needed
Elementary	3,137	3,637	374*
Middle School	1,435	1,435	49
Mid-High	1,418	1,418	65
High School	1,526	1,526	273
Total	7,516	8,016	761

*Assumes construction of new school in 2017

These figures reflect a planned elementary school improvement by the District through 2017. Planned improvements are discussed in the sections that follow. Because the elementary school is unfunded, it does not factor into impact fee calculations.

Planned Improvements (2012 – 2017)

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 2017 based on OSPI enrollment projections.

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 2017 and will require placing a bond issue before the electorate in 2014.

Middle Schools: With the move of the 8th grade to the new Cavelero Mid-High School, there is currently sufficient student capacity, although some deficiencies will occur beginning in 2012.

Mid-High School: Cavelero Mid-High, opened in 2007, houses grades 8 & 9. Additional classroom space may be needed by 2017 based on the OSPI forecasts.

High Schools: Effective September 2007, the high school houses grades 10-12. There are currently unhoused students at this level. Additional classroom space will be needed at the high school through 2017.

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 8 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2012-2017. The financing components include bond issue(s), State match funds, 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 8 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 2017.

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.[4]

State Match Funds can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive matching funds from the State. Because 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% 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.

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

Table 8 – Capital Facilities Plan 2012-2017

Estimated Project Cost by Year - In $millions 2012 2013 2014 2015 2016 2017		Total Cost	Local Cost*	State 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
Capacity Addition	500	500		
Middle				
Capacity Addition				
Mid-High				
Capacity Addition				
High School				
Capacity Addition				
Improvements Not Adding Student Capacity			Local	Match
Elementary				
Middle				
Mid-High				
High School				
District-wide Improvements				
Totals			Local	Match
Elementary (including land acquisition)	$22.75	$22.75	$14.07	$8.68
Middle				
Mid-High				
High School				
District Wide				
Annual Total	$22.75	$22.75	$14.07	$8.68

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

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

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, 2012 - 2017. As noted previously, the District will need to acquire an additional elementary school site between 2012 and 2017. 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 $100,000 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.

Table 9 – Projected Growth Related Capacity Surplus (Deficit)
After Programmed Improvements

	Elementary	Middle	Mid-High	High School
2011				
Existing Capacity	3,137	1,435	1,418	1,526
Programmed Improvement Capacity				
Capacity After Improvement	3,137	1,435	1,418	1,526
Current Enrollment	3,420	1,273	1,352	1,731
Surplus (Deficit) After Improvement	(283)	162	66	(205)
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	3,440	1,341	1,401	1,666
Surplus (Deficit) After Improvement	(303)	94	17	(140)
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	3,590	1,322	1,384	1,695
Surplus (Deficit) After Improvement	(453)	113	34	(169)
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	3,700	1,290	1,454	1,740
Surplus (Deficit) After Improvement	(563)	145	(36)	(214)
2015				
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	3,818	1,366	1,441	1,769
Surplus (Deficit) After Improvement*	(681)	69	(23)	(243)
2016				
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	3,861	1,474	1,399	1,830
Surplus (Deficit) After Improvement*	(724)	(39)	19	(304)
2017				
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	4,011	1,484	1,483	1,799
Surplus (Deficit) After Improvement	(374)	(49)	(65)	(273)

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 10.

Table 10 – Student Generation Rates

	Elementary	Middle	Mid-High	High	Total
Single Family	0.363	0.102	0.104	0.117	0.686
Multiple Family, 1 Bedroom	0.000	0.000	0.000	0.000	0.000
Multiple Family, 2+ Bedroom	0.203	0.074	0.036	0.059	0.372

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 8 (Capital Facilities Plan).

Current Facility Square Footage: These numbers are taken from Tables 1 and 2. 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 8, 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 2011) 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 2017 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 $188.55 (March 2012).

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. The District will continue to use a state match percentage of 40% vs. the historical percentage of 39%.

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 Property Tax Levy Rate (for bonds) 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 .00195.

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 $265,232, for single-family detached residential dwellings; $76,281 for one-bedroom multi-family units, and $111,402 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 11.

Table 11 - Impact Fee Variables

Criteria	Elementary	Middle	Mid-High	High
Site Acquisition Cost Element				
Site Needs (acres)	15.0			
Growth Related	10.1	-	-	-
Cost Per Acre	$ 100,000			
Additional Capacity	500			
Growth Related	338	-	-	-
Student Factor				
Single Family	0.363	0.102	0.104	0.117
Multiple Family 1 Bdrm	-	-	-	-
Multiple Family 2 Bdrm	0.203	0.074	0.036	0.059
School Construction Cost Element				
Estimated Facility Construction Cost	$21,700,000.00	-	-	-
Growth Related	$14,669,547.00	$ -	$ -	$ -
Additional Capacity	500	-	-	-
Growth Related	338	-	-	-
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	$ 50,701	$ 75,000	$ 75,000	$ 18,681
Relocatable Facilities Capacity/Unit	25	30	30	30
Growth Related	16	30	30	7
Existing Portable Square Footage	25,088	14,336	-	15,232
State Match Credit				
Boeckh Index	188.55	188.55	188.55	188.55
School Space per Student (OSPI)	90.00	117.00	117.00	130.00
State Match Percentage	40.00%	40.00%	40.00%	40.00%
Tax Payment Credit				
Interest Rate	4.0%	4.0%	4.0%	4.0%
Loan Payoff (Years)	10	10	10	10
Property Tax Levy Rate (Bonds)	0.00195	0.00195	0.00195	0.00195
Average AV per DU Type	$ 265,232	$ 76,281		$ 111,402
	(Single Fam.)	(MF 1 bdrm)		(MF 2 bdrm)
Growth-Related Capacity Percentage	67.60%	100.00%	100.00%	24.91%
Discount	0.50	0.50	0.50	0.50

Proposed Lake Stevens School District Impact Fee Schedule

Using the variables and formula described, impact fees proposed for the Lake Stevens School District are summarized in Table 12 and 13 (refer to Appendix A for worksheets).

Table 12 - Calculated Impact Fees

Housing Type	Impact Fee Per Unit
Single Family Detached	$9,383
One Bedroom Apartment	$0
Two + Bedroom Apartment	$5,830
Duplex/Townhouse	$5,830

Table 13 - Calculated Impact Fees (50% Discount)

Housing Type	Impact Fee Per Unit
Single Family Detached	$4,692
One Bedroom Apartment	$0
Two + Bedroom Apartment	$2,915
Duplex/Townhouse	$2,915

Appendix A

Impact Fee Calculation

IMPACT FEE WORKSHEET
LAKE STEVNS SCHOOL DISTRICT
SINGLE-FAMILY RESIDENTIAL

SITE ACQUISITION COST

acres needed	10.10	x	$ 100,000	/	capacity (# students)	338	x	student factor	0.363	=	$1,085	(elementary)
acres needed	0	x	$ -	/	capacity (# students)	0	x	student factor	0.102	=	$0	(middle)
acres needed	0	x	$ -	/	capacity (# students)	0	x	student factor	0.104	=	$0	(mid-high)
acres needed	0	x	$ -	/	capacity (# students)	0	x	student factor	0.117	=	$0	(high school)
TOTAL SITE ACQUISITION COST										=	$1,085	

SCHOOL CONSTRUCTION COST

total const. cost	$14,669,547	/		capacity (# students)	338	x	student factor	0.363	=	$15,755	(elementary)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.102	=	$0	(middle)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.104	=	$0	(mid-high)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.117	=	$0	(high school)
							Subtotal			$15,755	
Total Square Feet of Permanent Space (District)	890,197		/ Total Square Feet of School Facilities (000)	944,853					=	94.22%	
TOTAL FACILITY CONSTRUCTION COST									=	$ 14,843	

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$ 50,701	/	16	facility size	x student factor	0.363			=	$1,150	(elementary)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0.102			=	$255	(middle)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0.104			=	$260	(mid-high)
Portable Cost	$ 18,681	/	7	facility size	x student factor	0.117			=	$312	(high school)
							Subtotal			$1,978	
Total Square Feet of Portable Space (District)	54,656		/ Total Square Feet of School Facilities (000)	944,853					=	5.78%	
TOTAL RELOCATABLE COST ELEMENT									=	$114	

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$ 188.55	x OSPI Allowance	90.00	x	State Match %	40.00%	x	student factor	0.363	=	$2,464	(elementary)
BOECKH Index	$ 188.55	x OSPI Allowance	117.00	x	State Match %		x	student factor	0.102	=	$0	(middle)
BOECKH Index	$ 188.55	x OSPI Allowance	117.00	x	State Match %		x	student factor	0.104	=	$0	(mid-high)
BOECKH Index	$ 188.55	x OSPI Allowance	130.00	x	State Match %		x	student factor	0.117	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $2,464

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 0.00195 capital levy rate x

assessed value $265,232

tax payment credit = $ 4,195

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$1,085
FACILITY CONSTRUCTION COST	$ 14,843
RELOCATABLE FACILITIES COST (PORTABLES)	$114
(LESS STATE MATCH CREDIT)	($2,464)
(LESS TAX PAYMENT CREDIT)	($4,195)

FINAL IMPACT FEE PER UNIT	Non-Discounted $9,383	50% Discount $4,692

IMPACT FEE WORKSHEET
LAKE STEVNS SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

SITE ACQUISITION COST

acres needed	10.1	x	$ 100,000	/	capacity (# students)	338	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	$14,669,547	/	capacity (# students)	338	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	$ 50,701	/	16	facility size	x student factor	0		=	$0	(elementary)
Portable Cost	$ -	/	30	facility size	x student factor	0		=	$0	(middle)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0		=	$0	(mid-high)
Portable Cost	$ 18,681	/	7	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	$ 188.55	x OSPI Allowance	90	x	State Match %	40.00%	x student factor	0	=	$0	(elementary)
BOECKH Index	$ 188.55	x OSPI Allowance	117	x	State Match %		x student factor	0	=	$0	(middle)
BOECKH Index	$ 188.55	x OSPI Allowance	117	x	State Match %		x student factor	0	=	$0	(mid-high)
BOECKH Index	$ 188.55	x OSPI Allowance	130	x	State Match %		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 0.00195 capital levy rate x

assessed value $76,281 tax payment credit = $1,206

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	10.1	x	$ 100,000	/	capacity (# students)	338	x	student factor	0.203	=	$607	(elementary)
acres needed	0	x	$ -	/	capacity (# students)	0	x	student factor	0.074		$0	(middle)
acres needed	0	x		/	capacity (# students)	0	x	student factor	0.036	=	$0	(mid-high)
acres needed	0	x		/	capacity (# students)	0	x	student factor	0.059	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $607

SCHOOL CONSTRUCTION COST

total const. cost	$14,669,547	/	capacity (# students)	338	x	student factor	0.203	=	$8,810	(elementary)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.074	=	$ -	(middle)
total const. cost	$0	/	capacity (# students)	0	x	student factor	0.036	=	$0	(mid-high)
total const. Cost	$0	/	capacity (# students)	0	x	student factor	0.059	=	$0	(high school)
									$8,810	

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

TOTAL FACILITY CONSTRUCTION COST = $ 8,301

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$ 50,701	/	16	facility size	x student factor	0.203		=	$643	(elementary)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0.074		=	$185	(middle)
Portable Cost	$ 75,000	/	30	facility size	x student factor	0.036		=	$90	(mid-high)
Portable Cost	$ 18,681	/	7	facility size	x student factor	0.059		=	$157	(high school)
							Subtotal		$1,076	

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

TOTAL RELOCATABLE COST ELEMENT = $62

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$ 188.55	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0.203	=	$1,378	(elementary)
BOECKH Index	$ 188.55	x OSPI Allowance	117	x	State Match %		x	student factor	0.074	=	$0	(middle)
BOECKH Index	$ 188.55	x OSPI Allowance	117	x	State Match %		x	student factor	0.036	=	$0	(mid-high)
BOECKH Index	$ 188.55	x OSPI Allowance	130	x	State Match %		x	student factor	0.059	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $1,378

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 0.00195 capital levy rate x

assessed value $111,402 tax payment credit. = $1,762

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$607
FACILITY CONSTRUCTION COST	$8,301
RELOCATABLE FACILITIES COST (PORTABLES)	$62
(LESS STATE MATCH CREDIT)	($1,378)
(LESS TAX PAYMENT CREDIT)	($1,762)

	Non-Discounted	50% Discount
FINAL IMPACT FEE PER UNIT	$5,830	$2,915

Appendix B

OSPI Enrollment Forecasting Methodology

OSPI PROJECTION OF ENROLLMENT DATA

Cohort-Survival or Grade-Succession Technique

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

The following procedures are suggested for determining enrollment projections:

1. Enter in the lower left corner of the rectangle for each year the number of pupils actually enrolled in each grade on October 1, as reported on the October Report of School District Enrollment, Form M-70, column A. (For years prior to October 1, 1965, enter pupils actually enrolled as reported in the county superintendent's annual report, Form A-1.)
2. In order to arrive at enrollment projections for kindergarten and/or grade one pupils, determine the percent that the number of such pupils each year was of the number shown for the immediately preceding year. Compute an average of the percentages, enter it in the column headed "Ave. % of Survival", and apply such average percentage in projecting kindergarten and/or grade one enrollment for the next six years.
3. For grade two and above determine the percent of survival of the enrollment in each grade for each year to the enrollment. In the next lower grade during the preceding year and place this percentage in the upper right corner of the rectangle. (For example, if there were 75 pupils in actual enrollment in grade one on October 1, 1963, and 80 pupils were in actual enrollment in grade two on October 1, 1964, the percent of survival would be 80/75, or 106.7%. If the actual enrollment on October 1, 1965 in grade three had further increased to 100 pupils, the percent of survival to grade three would be 100/80 or 125 %.)

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

   In order to determine six-year enrollment projections for grade two and above, multiply the enrollment in the next lower grade during the preceding year by 7 the average percent of survival. For example, if, on October 1 of the last year of record, there were 100 students in grade one and the average percent of survival to grade two was 105, then 105% of 100 would result in a projection of 105 students in grade two on October 1 of the succeeding year.
4. If, after calculating the "Projected Enrollment", there are known factors which will further influence the projections, a statement should be prepared showing the nature of those factors, involved and their anticipated effect upon any portion of the calculated projection.

*Kindergarten students are projected based on a regression line.

Appendix C

Enrollment Data

Table C-1
LAKE STEVENS SCHOOL DISTRICT
STUDENT ENROLLMENT BY GRADE SPAN 2003-2011
(Based on actual studentt enrollment on October 1 of each year)

School Type	Grade Level	School Year							
		2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Elementary	K	534	545	534	498	510	556	646	550
	1	536	555	558	563	538	579	596	666
	2	568	555	570	575	594	571	598	608
	3	557	591	563	586	587	634	581	616
	4	544	589	592	577	615	605	665	576
	5	618	552	568	616	597	627	614	679
	K-5 Headcount	**3357**	**3387**	**3385**	**3415**	**3441**	**3572**	**3700**	**3695**
	K-5 FTE	**3090**	**3115**	**3118**	**3166**	**3186**	**3294**	**3377**	**3420**
Middle	6	610	654	570	576	624	625	643	626
	7	603	602	645	596	600	627	662	647
	6-7 Headcount	**1213**	**1256**	**1215**	**1172**	**1224**	**1252**	**1305**	**1273**
Mid High	Grade 8	611	612	603	646	595	606	636	665
	Grade 9	714	717	679	702	725	702	663	687
	8-9 Headcount	**1325**	**1329**	**1282**	**1348**	**1320**	**1308**	**1299**	**1352**
Sr. High	Grade 10	657	652	663	623	632	647	624	609
	Grade 11	504	584	545	564	556	553	571	585
	Grade 12	397	429	503	460	470	463	474	537
	10-12 Headcount	**1558**	**1665**	**1711**	**1647**	**1658**	**1663**	**1669**	**1731**
	K-12 Headcount	**7453**	**7637**	**7593**	**7582**	**7643**	**7795**	**7973**	**8051**
	K-12 FTE	**7186**	**7365**	**7326**	**7333**	**7388**	**7517**	**7650**	**7776**

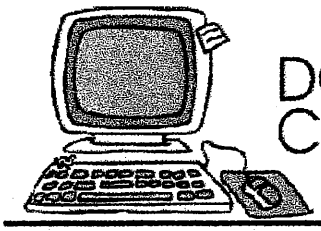
Table C-2
LAKE STEVENS SCHOOL DISTRICT
STUDENT ENROLLMENT BY GRADE SPAN 2012-2017

School Type	Grade Level	School Year							
		2011	**SPR**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Elementary	K	550		606	622	639	655	671	687
	1	666		591	651	668	687	704	721
	2	608		693	615	677	695	714	732
	3	616		628	716	635	699	718	737
	4	576		634	646	737	653	719	739
	5	679		591	651	663	756	670	738
	K-5 Headcount	**3695**		**3743**	**3901**	**4019**	**4145**	**4196**	**4354**
	K-5 FTE	**3420**	9.08%	**3440**	**3590**	**3700**	**3818**	**3861**	**4011**
Middle	6	626		695	605	666	679	774	686
	7	647		646	717	624	687	700	798
	6-7 Headcount	**1273**	3.38%	**1341**	**1322**	**1290**	**1366**	**1474**	**1484**
Mid High	Grade 8	665		651	650	721	628	691	704
	Grade 9	687		750	734	733	813	708	779
	8-9 Headcount	**1352**	3.59%	**1401**	**1384**	**1454**	**1441**	**1399**	**1483**
Sr. High	Grade 10	609		621	678	663	662	735	640
	Grade 11	585		541	551	602	588	588	652
	Grade 12	537		504	466	475	519	507	507
	10-12 Headcount	**1731**	4.60%	**1666**	**1695**	**1740**	**1769**	**1830**	**1799**
	K-12 Headcount	**8051**		**8151**	**8302**	**8503**	**8721**	**8899**	**9120**
	K-12 FTE	**7776**	**20.65%**	**7848**	**7991**	**8184**	**8394**	**8564**	**8777**

Source: Snohomish County, Lake Stevens School District and OSPI

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

With Grade Levels (K-5, 6-7, 8-9, 10-12)

4/13/2012

This document describes the methodology used to calculate student generation rates (SGRs) for the Lake Stevens School District, and provides results of the calculations.

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 since they are not considered "detached". Manufactured homes on owned land are included in the single family classification.

1. Electronic records were obtained from the Snohomish County Assessor's Office containing data on all new construction within the Lake Stevens School District from January 2004 through December 2010. As compiled by the County Assessor's Office, 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 Lake Stevens School District as of March 2012. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the County Assessor's data.

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3. **Single Family Rates:** The data on all new single family detached residential units in County Assessor's data were compared 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 2,404 single family detached units were compared with data on 8,048 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	129	0.054
1	155	0.064
2	152	0.063
3	141	0.059
4	139	0.058
5	157	0.065
6	113	0.047
7	132	0.055
8	130	0.054
9	121	0.050
10	100	0.042
11	84	0.035
12	96	0.040
K-5	873	0.363
6-7	245	0.102
8-9	251	0.104
10-12	280	0.117
K-12	1649	0.686

4. *Large Multi-Family Developments*: Snohomish County Assessor's data does not specifically indicate the number of units or bedrooms contained in large multi-family developments. Additional research was performed to obtain this information from specific parcel ID searches, and information provided by building management, when available. Information obtained included the number of 0-1 bedroom units, the number of 2+ bedroom units, and specific addresses of 0-1 bedroom units.

   Small Multi-Family Developments: This method included all developments in the County Assessor's data containing four-plexes, tri-plexes, duplexes, condominiums and townhouses. This data contained information on the number of bedrooms for all townhouses and condominiums. Specific parcel ID searches 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 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 271 multi-family 2+ BR units were compared with data on 8,048 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	5	0.018
1	19	0.070
2	9	0.033
3	7	0.026
4	7	0.026
5	8	0.030
6	11	0.041
7	9	0.033
8	5	0.018
9	5	0.018
10	8	0.030
11	2	0.007
12	6	0.022
K-5	55	0.203
6-7	20	0.074
8-9	10	0.036
10-12	16	0.059
K-12	101	0.373

6. **Multi-Family 0-1 BR Rates:** Research indicated that no (0) multi-family 0-1 BR units were constructed within District boundaries during the time period covered by this study.

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

	K-5	6-7	8-9	10-12	K-12
Single Family	.363	.102	.104	.117	.686
Multi-Family 2+ BR	.203	.074	.036	.059	.373

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

Appendix E

Board Resolution Adopting

Capital Facilities Plan

Lake Stevens School District No. 4 (425) 335-1500 • FAX (425) 335-1549
Educational Service Center 12309 22nd St. N.E. • Lake Stevens, Washington 98258-9500

RESOLUTION NO. 6-12
REVISED 2012-2017 CAPITAL FACILITIES PLAN

WHEREAS, the Lake Stevens School District is required by RCW 36.70 (the Growth Management Act) and the Snohomish County General Policy Plan to adopt a Capital Facilities Plan;

WHEREAS, development of the Capital Facilities Plan was carried out by the District in accordance with accepted methodologies and requirements of the Growth Management Act;

WHEREAS, impact fee calculations are consistent with methodologies meeting the conditions and tests of RCW 82.02 and Snohomish County Code;

WHEREAS, the District finds that the methodologies accurately assess necessary additional capacity which address only growth-related needs;

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

WHEREAS, the District finds that the Plan meets the basic requirements of RCW 36.70A and RCW 82.02; and

WHEREAS, a review of the Plan was carried out pursuant to RCW 43.21C (the State Environmental Policy Act). A Determination of Non Significance has been issued.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Lake Stevens School District hereby adopts the Capital Facilities Plan for the years 2012-2017, pursuant to the requirements of RCW 36.70A and the Snohomish County General Policy Plan. The Snohomish County Council, the City of Lake Stevens and the City of Marysville are hereby requested to adopt the Plan as an element of their general policy plans and companion ordinances.

ADOPTED, by the Board of Directors of the Lake Stevens School District No. 4, Snohomish County, state of Washington, at a regular meeting thereof held this 22nd day of August, 2012.

LAKE STEVENS SCHOOL DISTRICT NO. 4
BOARD OF DIRECTORS

President

ATTEST:

Superintendent:

Appendix F

Snohomish County General Policy Plan

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, 2012-2017. 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 2012-2027.

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 July 3, 2012.

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: June 19, 2012 **SIGNATURE:** _____

PUBLISH: The Herald June 19, 2012 & June 26, 2012
Lake Stevens Journal June 27, 2012

There is no agency appeal.

LAKE STEVENS SCHOOL DISTRICT NO. 4
ENVIRONMENTAL CHECKLIST

Adoption
of
Capital Facilities Plan 2012-2017

Prepared by

SHOCKEY PLANNING GROUP, Inc.

for

Lake Stevens School District No. 4

Proposal

Adoption of Capital Facilities Plan 2012-2017
Lake Stevens School District No. 4

Proponent

Lake Stevens School District No. 4
Robb Stanton
12309 22nd Street NE
Lake Stevens, Washington 98258
Phone: (425) 335-1506

Project Representative

SHOCKEY PLANNING GROUP, INC.
Reid H. Shockey, AICP
2716 Colby Avenue
Everett, Washington 98201
Phone: (425) 258-9308

June 2012

TABLE OF CONTENTS

Appendices

ENVIRONMENTAL CHECKLIST

A. BACKGROUND

1. **Name of proposed project, if applicable:** Adoption of Capital Facilities Plan, 2012-2017

2. **Name of applicant:** Lake Stevens School District No. 4

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

Applicant Contact:
Lake Stevens School District No. 4
Attn.: Robb Stanton
12309 22nd St. N.E
Lake Stevens, WA 98258
Phone: (425) 335-1506
Email: rstanton@lkstevens.wednet.edu

Project Representative:
Shockey Planning Group, Inc.
Attn.: Reid H. Shockey, AICP
2716 Colby Avenue
Everett, WA 98201
Phone: (425) 258-9308
Email: rshockey@shockeyplanning.com

4. **Date checklist prepared:**

5. **Agency requesting checklist:** Lead agency for environmental review and SEPA compliance is the Lake Stevens School District No 4.

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

The Lake Stevens School District's Capital Facilities Plan, 2012-2017, is scheduled to be adopted by the Lake Stevens School Board August 8, 2012.

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 Lake Stevens School District through 2017. 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 General Policy Plan
- City of Lake Stevens 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 Snohomish County and the City of Lake Stevens.

10. **List any government approvals or permits that will be needed for your proposal, if known.**

    Individual proposed projects may require various governmental approvals, and each project would be reviewed at the project-specific level. The District would obtain any of the required approvals.

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.**

    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 a more detailed schedule and financing program for capital improvements over the next six years (2012-2017).

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 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.

B. ENVIRONMENTAL ELEMENTS

1. EARTH

a. General description of the site (circle one): Flat, rolling, hilly, 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 CFP have been or would be described during project-level environmental review.

b. What is the steepest slope on the site (approximate percent slope)?

Specific slope characteristics at sites of the proposed individual projects included in the CFP have been or would 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 have been or would be identified during project-level environmental review.

d. Are there surface indications or history of unstable soils in the immediate vicinity? If so, describe.

Specific soil types and properties have been or would be analyzed on the sites of the proposed individual projects included in the CFP, at the time of project-level environmental review. Any limitations or necessary mitigation would be identified during project-level environmental review.

e. Describe the purpose, type, and approximate quantities of any filling or grading proposed. Indicate source of fill.

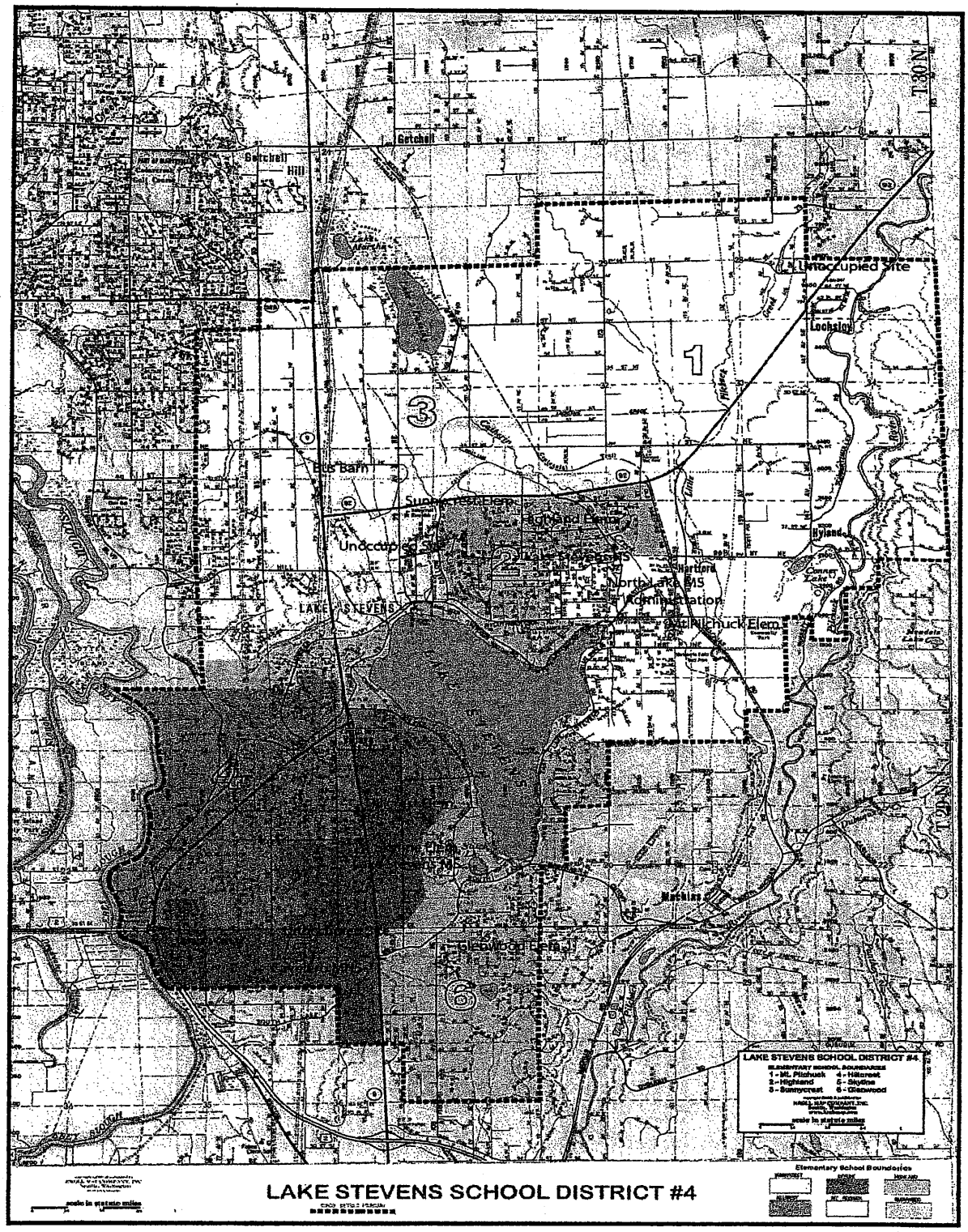
Individual projects included in the CFP have been or would be subject to local jurisdictional project approval and environmental review, at the time of application.

Proposed grading activities as well as quantity, type, source and purpose of such activities would be addressed at that time. Adoption of the CFP will not, and 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.

Erosion could occur during the construction of projects proposed in the CFP. Individual projects would be subject to the local project review process. Potential erosion impacts would be addressed on a site-specific basis during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

Figure 1 - Map of School Facilities



e. Describe the purpose, type, and approximate quantities of any filling or grading proposed. Indicate source of fill.

Individual projects included in the CFP have been or would be subject to Lake Stevens, Marysville or County project approval and environmental review, at the time of application.

Proposed grading activities as well as quantity, type, source and purpose of such activities would be addressed at that time. Adoption of the CFP will not, and 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.

Erosion could occur during the construction of projects proposed in the CFP. Individual projects would be subject to the local project review process. Potential erosion impacts would be addressed on a site-specific basis during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

g. About what percent of the site will be covered with impervious surfaces after project construction (for example, asphalt or buildings)?

The renovations and new school facilities proposed in the CFP would result in the increase of impervious surfaces. The amount of impervious surface constructed would vary by individual project. Impervious surface quantities proposed to be constructed at each of the individual projects would be subject to project-level environmental review as well as the local project review process. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

h. Proposed measures to reduce or control erosion, or other impacts to the earth, if any:

Measures to control and reduce erosion impacts would be assessed and implemented in accordance with individual jurisdictional requirements. Erosion control and reduction measures have been or would be determined during project-level environmental review and requirements of the permitting jurisdiction would be met.

2. AIR

a. What types of emissions to the air would result from the proposal (i.e., dust, automobile, odors, and 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 the projects proposed in the CFP. The majority of emissions would be construction related and temporary. The air-quality impacts of specific projects have been or would be evaluated during project-level environmental review. For greater detail please see *Appendix A – Supplemental Sheet for Nonproject Actions.*

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 that may affect individual projects included in the CFP would be addressed during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

c. Proposed measures to reduce or control emissions or other impacts to air, if any:

The individual projects in the CFP would be subject to site-specific environmental review, and also subject to individual jurisdiction local project review processes. The District would be required to comply with all applicable clean air regulations and permit requirements. Proposed air quality measures, specific to individual projects would be identified during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact. For greater detail please refer to *Appendix A - Supplemental Sheet for Nonproject Actions.*

3. WATER

a. Surface:

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, and 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 CFP have been or would be identified during project-level environmental review. When necessary, detailed studies of surface water regimes and flow patterns would be conducted, and the findings of such studies would be incorporated into the site designs of the individual projects. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP would, 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.

The proposed projects included in the CFP could require work within 200 feet of the surface waters located in the Lake Stevens School District. All local project

approval requirements would be satisfied and evaluated at project-specific environmental review.

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 in regard to quantities and placement of fill or dredge material, resulting from the proposed projects contained in the CFP, would be provided during project-specific environmental review. All applicable local regulations regarding quantity and placement of dredge and fill material would be satisfied for all of the individual projects. All projects would be subject to local project review processes. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

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 CFP would be addressed during project-specific environmental review.

5) **Does the proposal lie within a 100-year floodplain? If so, note location on the site plan.**

If any of the projects proposed in the CFP are located in a floodplain area, then they would be required to meet all applicable regulations addressing flood hazard areas through project-specific environmental review.

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 included in the CFP would be addressed during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact. For greater detail please see *Appendix A - Supplemental Sheet for Nonproject Actions.*

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 proposed by the CFP may withdraw or discharge to groundwater resources. Any potential impacts on groundwater resources would be identified during project-specific environmental review. Each project is

subject to local jurisdiction regulations regarding groundwater resources and would be compliant with such regulations. For more detail please see *Appendix A - Supplemental Sheet for Nonproject Actions*.

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.**

Discharges of waste material associated with proposed individual projects included in the CFP would 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 CFP may have various effects on stormwater runoff quantities and rates. These effects would be identified during project-specific environmental review. All proposed projects would be subject to local stormwater regulations and would be compliant as such.

2) **Could waste materials enter ground or surface waters? If so, generally describe.**

The impacts of specific projects included in the CFP on potential ground or surface water discharges would be addressed during project-specific environmental review. Each project would be subject to all applicable regulations regarding discharges to ground or surface water. For greater detail please see *Appendix A - Supplemental Sheet for Nonproject Actions*.

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 included in the CFP would be addressed during project-specific environmental review. All jurisdictional regulation requirements would be satisfied.

4. PLANTS

a. Check or circle types of vegetation found on the site:

X deciduous tree: alder, maple, aspen, other: _____
X evergreen tree: fir, cedar, pine, other: _____
X shrubs

X grass
__ pasture
__ crop or grain
X wet soil plants: cattail, buttercup, bulrush, skunk cabbage, other: _____
__ water plants: water lily, eelgrass, milfoil, other: _____
X other types of vegetation: domestic vegetation

A variety of plant communities exist within the Lake Stevens School District boundaries. Vegetation types located at specific project sites included in the CFP would be identified during project-specific environmental review. Any potential wet soil plants would be identified at the project specific environmental review.

b. What kind and amount of vegetation will be removed or altered?

Some of the projects proposed in the CFP may require removal or alteration of vegetation. The specific alterations to vegetation on the sites of individual projects would be identified during project-specific environmental analysis.

c. List threatened or endangered species known to be on or near the site, if any:

The specific impacts to threatened or endangered species by any of the proposed projects in the CFP have been or would be identified during project-specific environmental analysis. The proposed projects would be compliant with all applicable 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 the sites included in the CFP would be identified during project-specific environmental review. All projects would be subject to local jurisdiction project review, and the landscaping requirements implied therein.

5. ANIMALS

a. Circle 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 in the Lake Stevens School District. Inventories of existing species observed on the proposed sites included in the CFP would 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 CFP would be identified during project-level environmental review. The proposed projects would 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 the proposed projects included in the CFP have been or would be identified during project-level environmental review.

d. Proposed measures to preserve or enhance wildlife, if any:

Measures to preserve or enhance wildlife would 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 has been or would 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.

The impacts of proposed projects included in the CFP, on the use of solar energy by adjacent properties, have been or would 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 CFP have been or would be required to complete a life cycle cost analysis. Other conservation measures have been or would 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, that could occur as a result of this proposal? If so describe.

For a detailed discussion, see *Appendix A - Supplemental Sheet for Nonproject Actions*.

1) **Describe special emergency services that might be required.**

Special emergency services have been or would be identified during project-specific environmental review. For greater detail, see *Appendix A - Supplemental Sheet for Nonproject Actions*.

2) **Proposed measures to reduce or control environmental health hazards, if any:**

Safety procedures and programs are part of the school's emergency programs for both existing and proposed school facilities. Projects included in the CFP would comply with all current codes, regulations, and rules. Individual projects have been or would 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 included in the CFP have been or would 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 would exist for future projects included in the CFP. Long-term noise impacts associated with individual projects included in the CFP have been or would be identified through project-specific environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact. See *Appendix A - Supplemental Sheet for Nonproject Actions*.

3) **Proposed measures to reduce or control noise impacts, if any:**

Mitigation measures to reduce or control project-generated noise impacts have been or would be analyzed during project-specific environmental review. All projects would be subject to all applicable regulations regarding noise and would 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 the District's boundaries. Schools are a common feature in local neighborhoods Specific land use designations that apply to individual sites included in the CFP would 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 would 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 Section 4 of the CFP. Proposed structures, located on the proposed sites, have been or would be described in detail during the project-specific environmental review. See *2012-2017 Capital Facilities Plan.*

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 would be reviewed for hazardous material removal. Any demolition of structures has been or would 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 would be, located in various zoning classifications under applicable local zoning codes. Current zoning classifications, at the time of project application, would be identified at the time of project-specific environmental review.

f. What is the current comprehensive plan designation of the site?

Projects included in the CFP are located within various Comprehensive Plan designations. Comprehensive plan designations would 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 included in the CFP have been or would 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 have been or would be identified during the project-specific environmental review.

i. Approximately how many people would reside or work in the completed project?

Current employment in the District as of June, 2012 is as follows;

- Certificated 418
- Administrators 23
- Non Represented 41
- Classified 377

j. Approximately how many people would the completed project displace?

Any displacement of people caused by the projects proposed in the CFP has been or would be identified during project-specific environmental review.

k. Proposed measures to avoid or reduce displacement impacts, if any:

Projects included in the CFP would be subject to project-specific environmental review and local approval, when appropriate. Proposed mitigating measures would 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 CFP is intended to identify facilities needed to accommodate student population growth anticipated by the land use elements of the County, Everett and Mill Creek's Comprehensive Plans. Under the GMA, these jurisdictions are required to reassess the land use element of their comprehensive plans, if probable funding falls short of meeting existing needs. Reassessment undertaken is to ensure that the land use element, capital facilities plan elements and financing plan are coordinated and consistent.

The compatibility of the specific projects included in the CFP with existing uses and plans has been or would be assessed as part of the comprehensive planning process, and during project-specific environmental review, when appropriate.

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

- Future enrollment forecasts for each grade span (elementary, middle and high).
- An inventory of existing facilities owned by the District.
- A forecast of the future facility needs for capital facilities and school sites, distinguishing between existing and projected deficiencies.

- The proposed capacities of expanded or new capital facilities.
- A financing program (minimum 6-year planning horizon).
- A schedule of impact fees (proposed), and support data.

In developing this CFP, the plan performance criteria of Appendix F of the Snohomish County 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. In addition, District generated data derived through statistically reliable methodologies was used. The information is consistent with the State Office of Financial Management (OFM) population forecasts used in the General Policy Plan.
- The CFP complies with the provisions of RCW 36.70A (Growth Management Act) and RCW 82.02.
- The calculation methodology for impact fees meets the conditions and tests of RCW 82.02. The District proposes the use of impact fees for funding its capital projects and facilities. In future CFP updates, the District intends to update 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 district has available three major sources of project financing: bonds, state match funds and school impact fees. Bonds are typically used to fund construction of new schools and require a 60% voter approval. They are then retired through property taxes. State match funds come from the common school construction fund. Bonds are sold on behalf of the funds then retired from revenues acquired predominantly from the sale of renewable resources from State school loans set aside by Enabling Act of 1889. To qualify, schools must meet state-established criteria of need. School impact fees are usually collected by the permitting agency at the time building permits are issued.

Housing projects in the Cities of Marysville and Lake Stevens and unincorporated Snohomish County are required to mitigate impacts to the District by voluntary mitigation agreements based on the anticipated impacts of each specific project.

9. HOUSING

a. Approximately how many units would be provided, if any?

No housing units would be provided in connection with the completion of the projects included in the CFP.

b. Approximately how many units, if any, would be eliminated? Indicate whether high, middle, or low-income housing.

The impacts of the projects proposed in the CFP on existing housing units have been or would 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 CFP have been or would 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 included in the CFP have been or would 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 included in the CFP have been or would 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 included in the CFP have been or would be identified on a project-specific basis. Jurisdictional design requirements would 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?

The light or glare impacts of the projects included in the CFP have been or would be identified during project-specific environmental review.

b. Could light or glare from the finished project be a safety hazard or interfere with views?

The light or glare impacts of the projects included in the CFP have been or would 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 included in the CFP have been or would 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 have been or would 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. These include facilities both on and in the vicinity of District facilities.

b. Would the proposed project displace any existing recreational uses? If so, describe.

The recreational impacts of the projects included in the CFP have been or would be addressed during project-specific environmental review. The proposed projects included 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 included in the CFP have been or would 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.

There are no known places or objects listed on or proposed for such registers on the sites of the projects included in the CFP. The existence of historic and cultural resources on or next to the proposed sites included in the CFP has been or would 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 CFP has been or would 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 were to be discovered during project-specific review, the State Historic Preservation Officer would 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 the individual projects included in the CFP has been or would 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 the specific projects included in the CFP and public transit has been or would be identified during project-specific environmental review. The District does provide school bus service to their facilities, and the need for service has or would be evaluated during project-specific review. Transit facilities are located throughout the District's boundaries.

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 included in the CFP, and the impacts of specific projects on parking availability, has been or would 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 or roads, or improvements to existing streets or roads has been or would 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 has been or would 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 included in the CFP have been or would be addressed during project-specific environmental review.

g. Proposed measures to reduce or control transportation impacts, if any:

The mitigation of traffic impacts associated with the projects included in the CFP has been or would be addressed during project-specific environmental review. Identified mitigation would be consistent with the local permitting jurisdiction requirements for transportation mitigation 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 CFP would substantially increase the need for public services. Actual needs would be evaluated at project-specific environmental review.

The CFP is intended to provide the District, Snohomish County, the City of Everett, Mill Creek, and other jurisdictions a description of facilities needed to accommodate projected student enrollment at acceptable levels of service through the year 2015. It also provides a more detailed schedule and financing program for capital improvements over the six-year period 2012-2017. The capital facilities financing plan is outlined in the CFP (page 6-3). Funding sources include General Obligation Bonds, State Match Funds, and School Impact Fees. See *Appendix B - 2012-2017 Capital Facilities Plan.*

b. Proposed measures to reduce or control direct impacts on public services, if any.

New school facilities would 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 would be identified at the project-specific level of environmental review.

16. UTILITIES

a. Circle utilities currently available at the site: electricity, natural gas, water, refuse service, telephone, sanitary sewer, septic system, other:

Electricity, natural gas, water, refuse service, and telephone are available at the sites of the projects proposed in the CFP. Sanitary sewer utilities are either available at the sites, or the District would apply for approval of alternative sewage disposal systems/procedures. The types of utilities available at specific project sites have been or would be addressed in more detail 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 which might be needed.

Utility revisions and construction have been or would 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: _____

Date submitted: 6/18/2012

Appendix A
Supplemental Sheet for Nonproject Actions

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 Capital Facilities Plan (CFP) identifies school facilities to be constructed, renovated, and remodeled. There would be some environmental impacts associated with these activities. Additional impervious surfaces, such as roofs, parking lots, sidewalks, access roads, and playgrounds could increase stormwater runoff, which could enter surface or ground waters. Heating systems, emergency generators, and other school construction equipment could result in air emissions. The projects included in the CFP most likely would not require the production, storage, or release of toxic or hazardous substances, with the possible exception of the storage of diesel fuel or gasoline for emergency generation equipment. The District does not anticipate a significant increase in the production of noise from its facilities, with the possible exception of noise production due to short-term construction activities or the presence of additional students on a site. Construction impacts related to noise and air would be short term and are not anticipated to be significant.

   Proposed measures to avoid or reduce such increases are:

   Proposed measures to mitigate any such increases described above have been or would be addressed during project-specific environmental review. Stormwater detention and runoff would meet all applicable County, State and/or local requirements, and may be subject to National Pollutant Discharge Elimination System ("NPDES") permitting requirements. Discharges to air would meet applicable air pollution control requirements. Any fuel storage would be done in accordance with all applicable regulations.

2. **How would the proposal be likely to affect plants, animals, fish, or marine life?**

The projects included in the CFP may require clearing plants off of the building sites and a loss of animal habitat. Because some sites for the remodeling and renovation projects included in the CFP are already developed, lost habitat resulting from these projects should be minimal. These impacts have been or would be addressed in more detail during project-specific environmental review. This would include researching the State register for any threatened or endangered species that may exist on a school site or in the vicinity.

Proposed measures to protect or conserve plants, animals, fish, or marine life are:

Specific measures to protect and conserve plants, animals, fish, and birds have been or would be identified during project-specific environmental review. The District would work directly with the permitting agency to minimize impacts and potentially provide mitigation measures for plants and animals. All applicable regulations would be satisfied. The District has incorporated many ecological programs into their curriculum.

3. **How would the proposal be likely to deplete energy or natural resources?**

The construction of the projects included in the CFP would require the consumption of energy. The consumption would be related to short-term construction impacts as well as projects at completion.

Proposed measures to protect or conserve energy and natural resources are:

The projects included in the CFP would be constructed in accordance with applicable energy efficiency standards. This would also include the completion of the life-cycle cost analysis, as required by the State Board of Education.

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 specifies habitat, historic or cultural sites, wetlands, floodplains, or prime farmlands?**

The CFP and proposed individual projects would analyze these potential impacts on a project-specific level.

Proposed measures to protect such resources or to avoid or reduce impacts are:

Appropriate measures to protect environmentally sensitive areas have been or would be implemented through the process of project-specific environmental review. Updates of this CFP would be coordinated with permitting agencies as part of the GMA process. One of the purposes of the GMA is to protect environmentally

sensitive areas. The District's facilities planning process is part of the overall growth management planning process. Environmentally sensitive resources are more likely to be protected, with the extent of the District's CFP process. Future projects would comply with permitting regulations regarding 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?**

The CFP would not have any impact on land or shoreline uses that are incompatible with existing comprehensive plans, land use codes, or shoreline management plans. The District does not anticipate that the CFP, or the projects contained therein, would directly affect land and shoreline uses in the area served by the District.

Proposed measures to avoid or reduce shoreline and land use impacts are:

No measures to avoid or reduce land use impacts resulting from the CFP, or the projects included, are proposed at this time. To the extent the District's facilities planning process is part of the overall growth management planning process, land use impacts or conflicts should be minimized.

6. **How would the proposal be likely to increase demands on transportation or public services and utilities?**

The proposal should not create substantial new demands for transportation. The projects included in the CFP may create an increase in traffic near District facilities. The construction of the facilities included in the CFP may result in minor increases in the demand for public services and utilities, such as fire and police protection, and water, sewer and electric utilities. None of these impacts is likely to be significant. The impacts on transportation, public services and utilities of the projects included in the CFP would be addressed during project-level environmental review.

Proposed measures to reduce or respond to such demand(s) are:

Any proposed measures to reduce demands on transportation, public services or utilities have been or would be done at the project-specific level. Requirements of the permitting jurisdiction would be complied with, as well as a review of concurrency requirements.

7. **Identify, if possible, whether the proposal may conflict with local, state, or federal laws or requirements for the protection of the environment.**

The CFP would not conflict with any laws or requirements for the protection of the environment. The Washington 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. 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.

Appendix B
2012-2017
Capital Facilities Plan

INCORPORATED BY REFERENCE.

COPIES AVAILABLE FOR REVIEW BY CONTACTING LAKE STEVENS SCHOOL DISTRICT

Appendix H

Education Program Standards – Verification

Education Program Standards – Verification

Over the past three school years the state Legislature has reduced funding used to maintain lower K-4 class sizes. For the 2011-2012 school year, this funding was eliminated entirely. As a result, class sizes in Lake Stevens classrooms have increased to above the minimum level of service in more than 50% of classrooms at the elementary level. This in no way reflects on the facilities' ability to house students, but is instead tied to funding for instructional programs. As level of service standards are adjusted to address this lack of funding, or as the funding is returned to previous levels, it is expected that a majority of elementary classrooms will again meet the minimum level of service. The District continues to meet the minimum level of service in totality.

	Grade Span	# Classrooms	# Classrooms Exceeding Class Size Guidelines
Elementary Level			
Glenwood Elementary	K-5	27	16
Highland Elementary	K-5	25	13
Hillcrest Elementary	K-5	23	16
Mt. Pilchuck Elementary	K-5	23	13
Skyline Elementary	K-5	27	8
Sunnycrest Elementary	K-5	30	15
Totals		155	81
Meeting LOS			48%
Middle Level			
Lake Stevens Middle	6-7	40	2
North Lake Middle	6-7	47	0
Cavelero Mid-High	8-9	60	1
Totals		147	3
Meeting LOS			98%
Lake Stevens High School	10-12	69	5
Meeting LOS			93%
District Totals		371	89
Meeting LOS			76%

LAKEWOOD SCHOOL DISTRICT NO. 306

CAPITAL FACILITIES PLAN

2012-2017

APPROVED:

SEPTEMBER 19, 2012

LAKEWOOD SCHOOL DISTRICT NO. 306

CAPITAL FACILITIES PLAN

2012-2017

BOARD OF DIRECTORS
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GREGORY JENSEN

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 (2012-2017).

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.

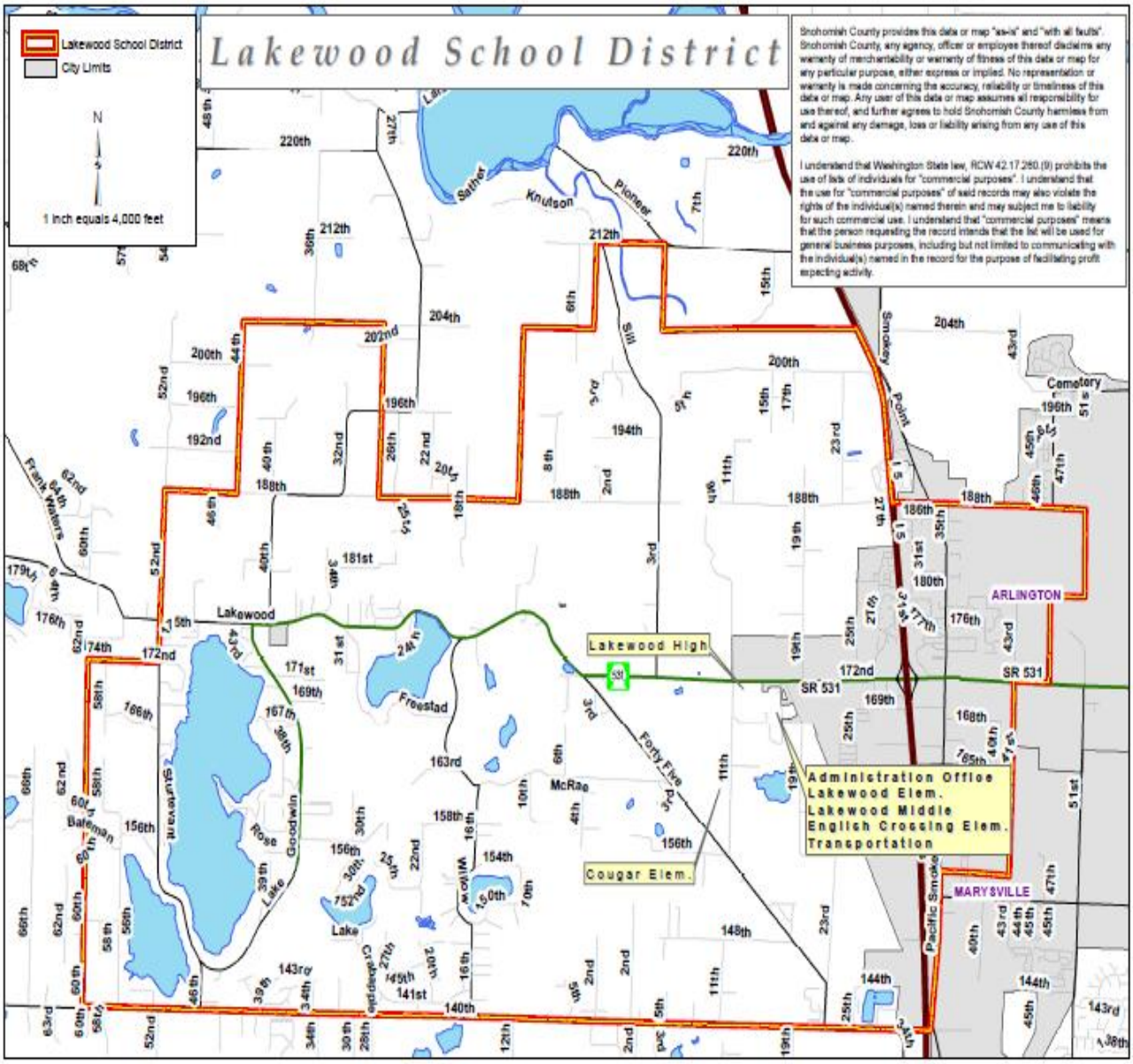
- The methodology used to calculate impact fees also complies with the criteria and the formulas established by the County.

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 2,288 (October 1, 2011 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 5th Grades)

- Bilingual Education Program
- Title I Remedial Services Program
- P – 5th 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-5th Grade Special Education Resource Room Program
- Learning Assistance Program - Remedial Services
- Occupational Therapy Program
- K-5th Grade Autism Program

English Crossing Elementary School (Kindergarten through 5th Grades)

- K through 5th Grade Special Education Resource Room Program
- Bilingual Education Program
- K – 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
- K – 5th Grade Special Education Resource Room Program
- K – 5th Grade Special Education Life Skills Program (serves all K-5 schools)
- K – 5th Grade Counseling Services
- 3 – 5th Highly Capable/Enrichment Program (serves grades 3-5 district-wide)

Lakewood Middle School (6th through 8th Grades)

- Speech and Language Disorder Therapy Program
- 6th-8th Grade Special Education Resource and Inclusion 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. 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 access to 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, 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. 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. Minimum standards have not been met if, on average using current FTE figures: K-4 classrooms have 26 or more students per classroom, 5-8 classrooms have 28 or more students per classroom, or 9-12 classrooms have 30 or more students per classroom. 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.

The District reported the following information to Snohomish County in 2011 to demonstrate compliance with the minimum educational service standards:

LOS Standard	**MINIMUM LOS# Elementary**	**CURRENT LOS Elementary**	**MINIMUM LOS Middle**	**CURRENT LOS Middle**	**MINIMUM LOS High**	**CURRENT LOS High**
Lakewood No. 306	26	17	28	24	30	29

The District determines the minimum service level by adding the number of students in regular classrooms at each grade level and dividing that number by the number of teaching stations.

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 (page 3) 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 located at Tax Parcel No. 31053000100300.
**The Cougar Creek site is approximately 22 acres located at 16216 11th Ave NE, Arlington, WA 98223. Note that the presence of critical areas on the site does not allow full utilization at this site.

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**

*Six of the ten relocatables at the middle school level are unusable due to condition. These relocatables will be replaced in 2012 and allow a continued total number of ten relocatables at the middle school level.

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, 2011 FTE enrollment was 2,288. 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 the Office of the Superintendent of Public Instruction (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 2,179 FTE students are expected to be enrolled in the District by 2017, a decrease from the October 2011 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. Between 1990 and 2011, the District's student enrollment constituted approximately 18.15% of the total population in the District. Assuming that between 2012 and 2017, the District's enrollment will continue to constitute 18.15% of the District's total population and using OFM/County data, OFM/County methodology projects a total enrollment of 2,743 FTEs in 2017.

Table 4
Projected Student Enrollment
2012-2017

Projection	Oct. 2011*	2012	2013	2014	2015	2016	2017	Change 2012-17	Percent Change 2012-17
OFM/County	**2,288**	**2,363**	**2,438**	**2,513**	**2,588**	**2,663**	**2,743**	**455**	**19.89%**
OSPI Cohort**	**2,288**	**2,405**	**2,372**	**2,336**	**2,329**	**2,302**	**2,179**	**(109)**	**(4.76%)**

***** Actual FTE, October 2011
******Based upon the cohort survival methodology (using FTE, which for the District is headcount enrollment with kindergarten at 0.5); 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 these pending developments and the fact that the OSPI method does not incorporate the County's planning data, 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 2017 are highly speculative. Using OFM/County data as a base, the District projects a 2025 student FTE population of 3,021. This is based on the OFM/County data for the years 1990 through 2011 and the District's average fulltime equivalent enrollment for the corresponding years (for the years 1990 to 2011, the District's actual enrollment averaged 18.15% 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 2011	Projected Enrollment 2025*
Elementary (K-5)	959	1,266
Middle School (6-8)	598	789
High School (9-12)	731	967
TOTAL (K-12)	**2,288**	**3,021**

*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 (2012-2017).

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 2012. 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 2012-2017.

Table 6-A*
Additional Capacity Needs
2011-2017

Grade Span	2011**	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Pct. Growth Related
Elementary (K-5)								
Total	0	0	0	0	0	0	0	
Growth Related	--	--	--	--	--	--	--	0%
Middle School (6-8)								
Total	0	0	0	1	19	37	56	
Growth Related***	--	0	0	1	19	37	56	100%
High School								
Total	133	168	192	216	241	265	291	
Growth Related***	--	35	59	83	108	132	158	54.3%

*Please refer to Table 7 for capacity and projected enrollment information.
**Actual October 2011 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.

By the end of the six-year forecast period (2017), 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)	56 / (56)
High School (9-12)	291/ (158)
TOTAL UNHOUSED (K-12)	347 / (214)

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	2017 Unhoused Students /Growth Related in (Parentheses)	Relocatable Capacity	Unhoused Students*
Elementary (K-5)	0 / (0)	317	-----
Middle School (6-8)	56 / (56)	241	-----
High School (9-12)	291 / (158)	174	-----

*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 2017 are included in Table 7 and more fully described in Table 8.

Table 7
Projected Student Capacity
2012-2017

Elementary School Surplus/Deficiency

	Oct 2011 FTE	2012	2013	2014	2015	2016	2017
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	959	1,030	1,063	1,096	1,128	1,161	1,196
Surplus (Deficiency)	436	365	332	299	267	234	199

Middle School Surplus/Deficiency

	Oct 2011 FTE	2012	2013	2014	2015	2016	2017
Existing Capacity	602	602	602	602	602	602	602
Added Permanent Capacity*							
Total Capacity	602	602	602	602	602	602	602
Enrollment	598	567	585	603	621	639	658
Surplus (Deficiency)	4	35	17	(1)	(19)	(37)	(56)

*See Section 6 for project information.

High School Surplus/Deficiency

	Oct 2011 FTE	2012	2011	2012	2013	2014	2017
Existing Capacity	598	598	598	598	598	598	598
Added Permanent Capacity*							300
Total Capacity	598	598	598	598	598	598	898
Enrollment	731	766	790	814	839	863	889
Surplus (Deficiency)	(133)	(168)	(192)	(216)	(241)	(265)	9

*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:

- A three hundred (300) student expansion at Lakewood High School;
- A potential expansion at Lakewood Middle School, subject to future planning analysis and funding; and
- Acquisition and siting of portable facilities to accommodate growth needs.

Non-Capacity Adding Projects:

- High School modernization and improvements;
- Cougar Creek HVAC improvements;
- English Crossing roof replacement;
- Replacement of relocatable classrooms;
- Bus Garage improvements;
- Replace Administration Building;
- Replace Business Office Building; and
- Land acquisition for future sites.

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 51.21% 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 2012-2017. 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	2012	2013	2014	2015	2016	2017	Total Cost	Bonds/ Levy	State Match	Impact Fees
Elementary School										
Middle School										
Portables	$6.000							X		X
High School										
Lakewood High Addition				$4.208	$12.623		$16.832	X	X	X
Secondary										
Site Acquisition			$4.500				$4.500	X		X

Improvements Not Adding Capacity (Costs in Millions)

Project	2012	2013	2014	2015	2016	2017	Total Cost	Bonds/ Levy	State Match	Impact Fees
Elementary										
Middle School										
High School										
Lakewood High Modernization and Shop/Lab Replacement				$7.436	$22.269		$29.705	X	X	
LHS Track Improvements					$2.340		$2.340	X	X	

Total Permanent Improvements (Costs in Millions)

	2012	2013	2014	2015	2016	2017	Total Cost	Bonds/ Levy	State Match	Impact Fees
TOTAL	**$6.000**		**$4.500**	**$11.644**	**$37.232**		**$59.377**	**X**	**X**	**X**

SECTION 7
SCHOOL IMPACT FEES

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

A. School Impact Fees in Snohomish County

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

- The District must provide support data including: an explanation of the calculation methodology, a description of key variables and their computation, and definitions and sources of data for all inputs into the fee calculation.
- Such data must be accurate, reliable and statistically valid.
- Data must accurately reflect projected costs in the Six-Year Financing Plan.
- Data in the proposed impact fee schedule must reflect expected student generation rates from the following residential unit types: single family; multi-family/studio or 1-bedroom; and multi-family/2-bedroom or more.

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

B. Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated utilizing the formula in the Snohomish County Impact Fee Ordinance. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools, and purchase/install relocatable facilities that add interim capacity needed to serve new development. As required under the GMA, credits have also been applied in the formula to account for State Match funds to be reimbursed to the District and projected future property taxes to be paid by the dwelling unit. The costs of projects that do not add capacity are not included in the impact fee calculations. Furthermore, because the impact fee formula calculates a "cost per dwelling unit", an identical fee is generated regardless of whether the total new capacity project costs are used in

the calculation or whether the District only uses the percentage of the total new capacity project costs allocated to the Districts growth-related needs, as demonstrated in Table 6-A. For purposes of this Plan, the District has chosen to use the full project costs in the fee formula. Furthermore, impact fees will not be used to address existing deficiencies. See Table 8 for a complete identification of funding sources.

The following projects are included in the impact fee calculation:

- A capacity addition at Lakewood 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	.221
Middle	.125
Senior	.154
Total	**.500**

Student Generation Factors – Multi Family (1 Bdrm)

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

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.122
Middle	.069
Senior	.061
Total	**.252**

Projected Student Capacity per Facility

High School (new addition) - 300

Required Site Acreage per Facility

Facility Construction/Cost Average

High School (Addition)	$16,831,500

Permanent Facility Square Footage

Elementary		131,042
Middle		62,835
Senior		79,422
Total	**93.56%**	**273,304**

Temporary Facility Square Footage

Elementary		8,960
Middle		6,272
Senior		3,584
Total	**6.44%**	**18,816**

Total Facility Square Footage

Elementary		140,007
Middle		69,107
Senior		83,006
Total	**100.00%**	**292,120**

Average Site Cost/Acre

Temporary Facility Capacity

Capacity

Cost

State Match Credit

Current State Match Percentage	51.21%

Construction Cost Allocation

Current CCA	188.55

District Average Assessed Value

Single Family Residence	$295,743

District Average Assessed Value

Multi Family (1 Bedroom)	$76,281
Multi Family (2+ Bedroom)	$111,402

SPI Square Footage per Student

Elementary	90
Middle	108
High	130

District Debt Service Tax Rate for Bonds

Current/$1,000	$1.82

General Obligation Bond Interest Rate

Current Bond Buyer Index	4.00%

Developer Provided Sites/Facilities

Value	0
Dwelling Units	0

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 9. See also Appendix C.

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

Housing Type	Impact Fee Per Dwelling Unit
Single Family	$892
Multi-Family (1 Bedroom)	$0
Multi-Family (2+ Bedroom)	$396

APPENDIX A

POPULATION AND ENROLLMENT DATA

Table A-1

HISTORICAL STUDENT ENROLLMENT 2003-2011
ACTUAL ENROLLMENTS ON OCTOBER 1st*

GRADES	2003	2004	2005	2006	2007	2008	2009	2010	2011
K	100	102	98	89	95	86	97	82	99
1st Grade	204	193	200	205	186	186	175	181	164
2nd Grade	201	189	194	204	189	190	184	158	179
3rd Grade	174	197	190	204	199	189	183	181	162
4th Grade	204	183	202	200	200	209	194	171	175
5th Grade	214	205	177	200	194	192	210	181	180
6th Grade	242	220	193	184	200	191	212	210	194
7th Grade	204	222	222	198	183	189	190	193	200
8th Grade	189	199	216	215	207	185	197	190	204
9th Grade	214	187	199	227	221	203	189	185	183
10th Grade	190	202	158	188	218	212	205	181	187
11th Grade	178	180	171	157	184	203	196	187	172
12th Grade	163	172	175	171	161	188	204	180	189
Total Enrollment	**2,477**	**2,451**	**2,395**	**2,442**	**2,437**	**2,423**	**2,436**	**2,280**	**2,288**

* FTE enrollment.

Table A-2

PROJECTED STUDENT ENROLLMENT 2012-2017
Based on OSPI Cohort Survival*
(Headcount Enrollment)

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA

REPORT NO. 1049
RUN ON 16:11 DEC 07 '11

DETERMINATION OF PROJECTED ENROLLMENTS

BY COHORT SURVIVAL KK LINEAR PROJECTION

LAKEWOOD DISTRICT NO. 306 SNOHOMISH COUNTY NO. 31

	----ACTUAL ENROLLMENTS ON OCTOBER FIRST---						AVER. %	---------PROJECTED ENROLLMENTS--					
	2006	2007	2008	2009	2010	2011	SURVIVAL	2012	2013	2014	2015	2016	2017
KINDERGARTEN	178	189	172	194	163	197		186	187	188	189	191	192
GRADE 1	205	186	186	175	181	164	99.71	196	185	186	187	188	190
GRADE 2	204	189	190	184	158	179	96.49	158	189	179	179	180	181
GRADE 3	204	199	189	183	181	162	98.95	177	156	187	177	177	178
GRADE 4	200	200	209	194	171	175	99.16	161	176	155	185	176	176
GRADE 5	200	194	192	210	181	180	98.40	172	158	173	153	182	173
GRADE 6	184	200	191	212	210	194	103.21	186	178	163	179	158	188
K-6 HEADCOUNT	1,375	1,357	1,329	1,352	1,245	1,251		1,236	1,229	1,231	1,249	1,252	1,278
K-6 W/K @ 1/2	1,286	1,263	1,243	1,255	1,164	1,153		1,143	1,136	1,137	1,155	1,157	1,182
GRADE 7	198	183	189	190	193	200	95.94	186	178	171	156	172	152
GRADE 8	215	207	185	197	190	204	103.11	206	192	184	176	161	177
7-8 HEADCOUNT	413	390	374	387	383	404		392	370	355	332	333	329
GRADE 9	227	221	203	189	185	183	98.64	201	203	189	181	174	159
GRADE 10	188	218	212	205	181	187	97.95	179	197	199	185	177	170
GRADE 11	157	184	203	196	187	172	93.93	176	168	185	187	174	166
GRADE 12	171	161	188	204	180	189	99.62	171	175	167	184	186	173
9-12 HEADCOUNT	743	784	806	794	733	731		727	743	740	737	711	668
K-12 HEADCOUNT	2,531	2,531	2,509	2,533	2,361	2,386		2,355	2,342	2,326	2,318	2,296	2,275

* 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 – Using FTE Enrollment)

Enrollment by Grade Span	Oct. 2011	2012	2013	2014	2015	2016	2017
Elementary (K-5)	959	957	958	974	976	999	994
Middle School (6-8)	598	578	548	518	511	491	517
High School (9-12)	731	727	743	740	737	711	668
TOTAL	**2,288**	**2,262**	**2,249**	**2,232**	**2,224**	**2,201**	**2,179**

Percentage by Grade Span	Oct. 2011	2012	2013	2014	2015	2016	2017
Elementary (K-5)	42%	42%	43%	44%	44%	45%	45%
Middle School (6-8)	26%	26%	24%	23%	23%	22%	24%
High School (9-12)	32%	32%	33%	33%	33%	33%	31%
TOTAL**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Average Percentage by Grade Span	
Elementary (K-5)	43.6%
Middle School (6-8)	24.0%
High School (9-12)	32.4%
TOTAL	**100%**

Table A-4

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

Enrollment by Grade Span	Oct. 2011*	Avg. %age	2012	2013	2014	2015	2016	2017
Elementary (K-5)	959	43.6%	1,030	1,063	1,096	1,128	1,161	1,196
Middle School (6-8)	598	24.0%	567	585	603	621	639	658
High School (9-12)	731	32.4%	766	790	814	839	863	889
TOTAL**	**2,288**	**100%**	**2,363**	**2,438**	**2,513**	**2,588**	**2,663**	**2,743**

*Actual October 2011 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

3/30/2012

This document describes the methodology used to calculate student generation rates (SGRs) for the Lakewood School District, and provides results of the calculations.

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 since they are not considered "detached". Manufactured homes on owned land are included in the single family classification.

1. Electronic records were obtained from the Snohomish County Assessor's Office containing data on all new construction within the Lakewood School District from January 2004 through December 2010. As compiled by the County Assessor's Office, 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 Lakewood School District as of March 2012. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the County Assessor's data.

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3. **Single Family Rates:** The data on all new single family detached residential units in County Assessor's data were compared 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 272 single family detached units were compared with data on 2,378 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	13	0.048
1	9	0.033
2	12	0.044
3	10	0.037
4	9	0.033
5	7	0.026
6	12	0.044
7	9	0.033
8	13	0.048
9	7	0.026
10	9	0.033
11	10	0.037
12	16	0.059
K-5	60	0.221
6-8	34	0.125
9-12	42	0.154
K-12	136	0.500

4. *Large Multi-Family Developments*: Snohomish County Assessor's data does not specifically indicate the number of units or bedrooms contained in large multi-family developments. Additional research was performed to obtain this information from specific parcel ID searches, and information provided by building management, when available. Information obtained included the number of 0-1 bedroom units, the number of 2+ bedroom units, and specific addresses of 0-1 bedroom units.

   Small Multi-Family Developments: This method included all developments in the County Assessor's data containing four-plexes, tri-plexes, duplexes, condominiums and townhouses. This data contained information on the number of bedrooms for all townhouses and condominiums. Specific parcel ID searches 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 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 131 multi-family 2+ BR units were compared with data on 2,378 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	23	0.015
1	27	0.053
2	25	0.008
3	24	0.000
4	18	0.023
5	24	0.023
6	17	0.023
7	14	0.031
8	16	0.015
9	12	0.015
10	11	0.015
11	6	0.015
12	5	0.015
K-5	16	0.122
6-8	9	0.069
9-12	8	0.061
K-12	33	0.252

6. **Multi-Family 0-1 BR Rates:** Research indicated that no (0) multi-family 0-1 BR units were constructed within District boundaries during the time period covered by this study.

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

	K-5	6-8	9-12	K-12
Single Family	.221	.125	.154	.500
Multi-Family 2+ BR	.122	.069	.061	.252

*Calculated rates for grade level groups may not equal the sum of individual grade rates 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	2012								
School Site Acquisition Cost:									
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor									
				Student	Student	Student			
	Facility	Cost/	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	0.00	$ -	500	0.221	0.000	0.122	$0	$0	$0
Middle			85	0.125	0.000	0.069	$0	$0	$0
High			165	0.154	0.000	0.061	$0	$0	$0
							$0	$0	$0
School Construction Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)									
				Student	Student	Student			
	%Perm/	Facility	Facility	Factor	Factor	Factor	Cost/	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	93.56%	$ -	500	0.221	0.000	0.122	$0	$0	$0
Middle	93.56%	$ -	85	0.125	0.000	0.069	$0	$0	$0
High	93.56%	$ 16,831,500	300	0.154	0.000	0.061	$8,084	$0	$3,202
						TOTAL	$8,084	$0	$3,202
Temporary Facility Cost:									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)									
				Student	Student	Student	Cost/	Cost/	Cost/
	%Temp/	Facility	Facility	Factor	Factor	Factor	SFR	MFR (1)	MFR (2+)
	Total Sq.Ft.	Cost	Size	SFR	MFR (1)	MFR (2+)			
Elementary	6.44%	$ -	26	0.221	0.000	0.122	$0	$0	$0
Middle	6.44%	$ -	29	0.125	0.000	0.069	$0	$0	$0
High	6.44%	$ -	30	0.154	0.000	0.061	$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	$ 188.55	90	0.00%	0.221	0.000	0.122	$0	$0	$0
Middle	$ 188.55	108	0.00%	0.125	0.000	0.069	$0	$0	$0
Sr. High	$ 188.55	130	51.21%	0.154	0.000	0.061	$1,933	$0	$766
					TOTAL		$1,933	$0	$766
Tax Payment Credit:							SFR	MFR (1)	MFR (2+)
Average Assessed Value							$295,743	$76,281	$111,402
Capital Bond Interest Rate							4.00%	4.00%	4.00%
Net Present Value of Average Dwelling							$2,398,741	$618,707	$903,570
Years Amortized							10	10	10
Property Tax Levy Rate (Bonds)							$1.82	$1.82	$1.82
	Present Value of Revenue Stream						$4,366	$1,126	$1,644
	Fee Summary:			Single Family	Multi-Family (1)	Multi-Family (2+)			
	Site Acquisition Costs			$0	$0	$0			
	Permanent Facility Cost			$8,084	$0	$3,202			
	Temporary Facility Cost			$0	$0	$0			
	State Match Credit			($1,933)	$0	($766)			
	Tax Payment Credit			($4,366)	($1,126)	($1,644)			
	FEE (AS CALCULATED)			$1,785	$0	$792			
	FEE (AS DISCOUNTED 50%)			$892	$0	$396			

LAKEWOOD SCHOOL DISTRICT

REGULAR BOARD MEETING

September 19, 2012

OFFICIAL

BOARD MINUTES

1. CALL TO ORDER

At 6:00 p.m. President Kelly Allen called to order the September 19, 2012 Board Meeting held in the Board Room at English Crossing Elementary School (Room 209). The meeting opened with the flag salute led by President Allen.

Board Members Present:	Kelly Allen	Larry Bean
	Ken Christiansen	Greg Jensen
Board Member Excused:	Oscar Escalante	
Student Representatives Present:	Taylor Studzinski	Zaya Tsengelmaa

District Administration Present:
Dennis Haddock, Ed.D., Superintendent
Tita Mallory, Director of Instructional Programs, Assessment & Technology
Joyce Scott, Director of HR & Learning Support Services
Crystal Knight, LMS Principal
Dale Leach, LHS Principal

Consultant: Fred Owyen

2. RECOGNITION OF GUESTS/CHANGES TO AGENDA

a) Recognition of Guests and Request to be Heard
None

b) Board Additions, Deletions, and/or Changes
None

3. MINUTES

a-b) Approval of Special Board Meeting Minutes – 9/5/2012
Approval of Regular Board Meeting Minutes – 9/5/2012
Director Christiansen moved for approval of both the Special Board Meeting and the Regular Board Meeting minutes from September 5, 2012. Director Bean Christiansen seconded the motion, which passed with a 4-0 vote.

4. CONSENT AGENDA

Director Bean pointed out that within the Consent Agenda, policy #4210 contained a typographical error. Director Christiansen moved for approval of the Consent Agenda, following the correction of the error noted above, which consisted of:

- Staff Status;
- Checks audited and certified by the auditing office required by RCW 42.23.080, and those expense reimbursement claims certified by RCW42.24.080, have been recorded and the listing made available to the Board. Those checks for approval

included numbers 80071-80178 totaling $119,473.84 in the following amounts:

- General Fund $87,330.38
- ASB Fund $28,092.16
- Capital Fund $4,051.30

- Payroll for the month of August 2012 including warrant numbers #79929-79995 totaling $1,210,010.86.
- Policy #4210 – Regulations of Dangerous Weapons on School Premises – Second Reading
- Policy #4260-Use of School Facilities – Second Reading

The motion was seconded by Director Bean and passed with a 4-0 vote.

5. COMMUNICATION AND CORRESPONDENCE

a) Dr. Haddock shared a letter received from Canfield commending the district, under the leadership of Joyce Scott, for taking a pro-active approach to risk management by scheduling the Right Response Advanced Recertification training for staff which was held on August 24, 2012.

b) Dr. Haddock also shared a letter from Korea University regarding the possibility of establishing a student teaching program with the Lakewood School District.

A discussion took place.

6. ADMINISTRATION REPORTS

a) School Reports (LMS & LHS)

Lakewood Middle School: Mrs. Knight shared with the Board changes that are taking place at Lakewood Middle School for the 2012-13 school year. Some of those changes include: seven period day; Literacy Blocks at all grade levels; Math 1 changed to Stem Math 1; Competitive Edge Class at all three grade levels; planners provided to each student; grade level lunches; and "What's Brewing" program being implemented. Mrs. Knight also informed the Board that the LMS Open House held September 18th took on a new format this year in which informational parent meetings were held at three different times rather than parents having to follow the student's bell schedule. She shared that based on feedback received parents seemed to like the new format.

Lakewood High School: Mr. Leach shared some important dates and activities taking place at LHS, including: Open House held September 17th; upcoming football game vs. Archbishop Murphy; October 1st-5th Homecoming week; Hole in the Wall Cross Country meet scheduled for October 6th; and LHS hosting PSAT testing on October 20th. Mr. Leach also shared the LHS Science End of Course Exam (EOC) results. He informed the Board that LHS students scored 67% proficient, higher than the previous years. He further shared that science teachers Mike Fellows and Jere Gale promised to shave their beards if the students scored 60% or higher. As a result at the LHS opening assembly on September 7th the beards were shaved in front of the student body.

A discussion took place regarding new courses being offered this year at LHS.

b) Student Reports

Taylor and Zaya shared that they have met and been in contact with all the elementary schools and are in the process of setting up times to visit with them. They also shared that they plan on meeting with the middle school student representatives next week and will report back to the Board.

A discussion took place regarding the Student Representatives attending the WSSDA Conference in November and that Taylor will be participating in the Student Representative Forum scheduled as part of the conference. President Allen has also agreed to serve as one of five Board members sitting on a panel for this workshop.

c) Director of HR & Learning Support Services

Mrs. Scott shared with the Board information regarding the district's categorical program enrollment.

A discussion followed.

d) Financial Report

Dr. Haddock stated that Mrs. Dowd was excused from the meeting and he reported on the August financials and September enrollment.

A discussion took place.

e) Superintendent Report

Dr. Haddock informed the Board that Mrs. Mallory would be reporting, in his place, on the recent change by the state from Annual Yearly Progress (AYP) to Annual Measureable Objectives (AMO)

Mrs. Mallory shared a PowerPoint presentation explaining the similarities and differences between AYP and AMO reporting and why the change is occurring. She also shared the timeline for the state AMO release and the appeal that the district filed with the state due to last year's elementary reconfiguration.

A discussion took place.

7. BOARD REPORTS/AGENDA REQUESTS

a) Board Event Calendar 2012-13

The Board Event Calendar was reviewed and Dr. Haddock informed the Board that the Fall WSSDA Regional Meeting was going to be held at Stanwood School District on October 8th and asked if anyone was interested in attending.

A discussion took place.

8. UNFINISHED BUSINESS

a) Energy Savings Performance Contracting Program

Fred Owyen, District Consultant, shared a few slides from a Perkins Coie presentation he had attended explaining the basic process of the Energy Savings Performance Contracting Program.

A lengthy discussion took place.

9. NEW BUSINESS

a) Memorandum of Understanding (MOU) Between LWSD and LEA – Flexibility in Kindergarten Planning Time

Mrs. Scott shared with the Board a recent MOU requiring an adjustment in how planning time is schedule for A/B Kindergarten sections. She further shared that the MOU between the district and LEA allows flexibility in the kindergarten planning time for the 2012-13 school year given the additional kindergarten staffing hired recently and need to meet total allocation of planning time in accordance with the CBA.

b) 2012-15 Collective Bargaining Agreement with PSE and 2012-13 Salary Schedule A

Mrs. Scott explained that the district entered into collective bargaining with PSE in the spring of 2012. The terms of the agreement and salary schedule were ratified by PSE on August 30, 2012. She shared a summary of the terms of the three year agreement (2012-2015) and the salary schedule for the 2012-13 school year.

Director Christiansen made a motion to approve the 2012-15 Collective Bargaining Agreement with PSE and 2012-13 Salary Schedule A. Director Bean seconded the motion that passed with a 4-0 vote.

c) 2012-2017 Capital Facilities Plan (Final)

Consultant, Fred Owyen, explained that there have been no changes made to the proposed 2012-2017 Capital Facilities Plan since it was last presented and briefly explained the necessity of the plan.

Director Christiansen moved for approval of the 2012-2017 Capital Facilities Plan and Director Jensen seconded the motion that passed with a 4-0 vote.

10. POLICY REVIEW

None

11. PUBLIC DISCUSSION

None

12. EXECUTIVE SESSION

None

13. ADJOURNMENT

a) President Allen thanked everyone for coming to the meeting. She announced that the next regular Board meeting is scheduled for October 3, 2012 at 6:00 p.m. in the Board Room at ECE (Room #209).

b) She also announced that a Board Study Session would be held on September 26, 2012 at Rhodes River Ranch, Oso, Washington at 5:30 p.m.

c) President Allen adjourned the regular meeting at 8:00 p.m.

K Allen 03 Oct 12
President of the Board Date

10/13/12
Secretary of the Board Date

CITY OF MARYSVILLE
Marysville, Washington

ORDINANCE NO. _____

AN ORDINANCE OF THE CITY OF MARYSVILLE, WASHINGTON RELATING TO THE CITY'S COMPREHENSIVE PLAN; AMENDING THE COMPREHENSIVE PLAN BY THE ADOPTION OF THE MARYSVILLE, LAKE STEVENS AND LAKEWOOD SCHOOL DISTRICTS' 2012 – 2017 CAPITAL FACILITIES PLANS AS A SUBELEMENT OF THE CITY'S COMPREHENSIVE PLAN AND ESTABLISHING THE ADOPTION OF SAID PLAN AND THE COLLECTION AND IMPOSITION OF SCHOOL IMPACT FEES, PURSUANT TO THE CITY'S ANNUAL COMPREHENSIVE PLAN AMENDMENT AND UPDATE PROCESS.

WHEREAS, the State of Washington enacted the Growth Management Act ("GMA") in 1990 amending RCW Chapter 82.02 to authorize the collection of school impact fees on new development under specified conditions, including the adoption by the City of a GMA Comprehensive Plan as defined in RCW Chapter 36.70A; and

WHEREAS, the Marysville City Council adopted a GMA Comprehensive Plan on April 25, 2005 that included a policy commitment to consider the adoption of a GMA-based school impact fee program (Policy SC-8); and

WHEREAS, on November 22, 2010 the Marysville City Council approved Ordinance No. 2843, adopting an update to the Comprehensive Plan that adopted the Marysville, Lake Stevens and Lakewood School Districts' 2010 – 2015 Capital Facilities Plans as a subelement to the City Comprehensive Plan; and

WHEREAS, City staff has reviewed the respective capital facility plans developed by the Marysville, Lake Stevens, and Lakewood School Districts and adopted by their Board of Directors in accordance with the requirements of RCW Chapter 36.70A and RCW 82.02.050, et seq. and has determined that the plans meet the requirements of said statutes and Marysville Municipal Code (MMC) Chapter 22D.040 *School Impact Fees and Mitigation*; and

WHEREAS, the City of Marysville has adopted MMC Chapter 22D.040 relating to school impact fees and mitigation which is designed to meet the conditions for impact fee programs in RCW 82.02.050, et seq.; and

WHEREAS, the Marysville, Lake Stevens and Lakewood School Districts have prepared an environmental checklist and issued a SEPA Threshold Determination of Non-significance relating to their respective capital facilities plans; and

WHEREAS, the Marysville, Lake Stevens and Lakewood School Districts Board of Directors have each adopted their respective 2012 – 2017 Capital Facilities Plan; and

WHEREAS, the City has submitted the proposed Comprehensive Plan amendment to the State of Washington Department of Commerce for 60-day review in accordance with RCW 36.70A.106; and

WHEREAS, the Marysville Planning Commission held public hearings on the 2012 – 2017 Capital Facilities Plans of each School District on October 23, 2012; and

WHEREAS, the Marysville Planning Commission, after review of the proposed Comprehensive Plan amendment, held a public workshop on October 9, 2012, and held a public hearing on October 23, 2012, and received testimony from each Districts' representative, staff and other interested parties following public notice; and

WHEREAS, the Planning Commission prepared and provided its written recommendation that said proposed amendment be approved by the Marysville City Council; and

WHEREAS, on November 26, 2012 the Marysville City Council reviewed the Planning Commission's recommendation relating to the proposed Comprehensive Plan amendment; and

WHEREAS, the Marysville City Council has considered the School Districts' 2012 – 2017 Capital Facilities Plans in the context of the adopted Comprehensive Plan.

NOW, THEREFORE, THE CITY COUNCIL OF THE CITY OF MARYSVILLE, WASHINGTON DO ORDAIN AS FOLLOWS:

Section 1: Adoption. The Marysville School District Capital Facilities Plan 2012 – 2017, the Lake Stevens School District Capital Facilities Plan 2012 – 2017, and the Lakewood School District Capital Facilities Plan 2012 – 2017 (collectively referred to as "Plans") are hereby incorporated by this reference and are hereby adopted as a subelement to the capital facilities element of the City of Marysville Comprehensive Plan. The Plans hereby adopted replace the School District Capital Facility Plans previously adopted by Marysville City Council in Ordinances No. 2843.

Section 2: Schedule of fees. The Department of Community Development is hereby directed to develop a schedule of school impact fees based upon the School Districts' Capital Facilities Plans hereby adopted and as adjusted by the provisions of MMC 22D.040.050 *School impact fee*.

Section 3: Severability. If any section, subsection, sentence, clause, phrase or work of this ordinance should be held to be invalid or unconstitutional by a court of competent jurisdiction, such invalidity or unconstitutionality thereof shall not affect the validity or constitutionality of any other section, subsection, sentence, clause, phrase or word of this ordinance.

PASSED by the City Council and APPROVED by the Mayor this _____ day of

_____, 2012.

CITY OF MARYSVILLE

By: _____
JON NEHRING, MAYOR

Attest:

By: _____
SANDY LANGDON, CITY CLERK

Approved as to form:

By: _____
GRANT K. WEED, CITY ATTORNEY

Date of Publication: _____

Effective Date: _____