

CITY OF MARYSVILLE

EXECUTIVE SUMMARY FOR ACTION

CITY COUNCIL MEETING DATE: December 8, 2014

AGENDA ITEM: PA 14014 – Marysville, Lake Stevens, and Lakewood School Districts’ Capital Facilities Plan (CFPs)	AGENDA SECTION: New Business	
PREPARED BY: Angela Gemmer, Associate Planner	APPROVED BY:	
ATTACHMENTS: 1. DRAFT PC Minutes November 12, 2014 2. Memo to PC, from Angela Gemmer, dated November 5, 2014 3. Marysville School District CFP 4. Lake Stevens School District CFP 5. Lakewood School District CFP 6. Adopting Ordinance	MAYOR	CAO
	BUDGET CODE:	
BUDGET CODE:		AMOUNT:

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 14, 2014 and a duly advertised public hearing on November 12, 2014 to review the Marysville, Lake Stevens and Lakewood School District’s 2014 – 2019 CFPs, and received testimony from staff and the each school district’s representative. 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 2014 – 2019 CFPs, to Marysville City Council for adoption by ordinance.

RECOMMENDED ACTION:

Affirm the Planning Commissions Recommendation and adopt the Marysville, Lake Stevens and Lakewood 2014 – 2019 Capital Facilities Plans as a subelement of the Capital Facilities Element of the Marysville Comprehensive Plan.

COUNCIL ACTION:

COUNCIL ACTION:

DRAFT

PLANNING
COMMISSION



MINUTES

November 12, 2014

7:00 p.m.

City Hall

CALL TO ORDER

Chair Leifer called the November 12, 2014 meeting to order at 7:02 p.m. noting the excused absence of Commissioner Kelly Richards and the ongoing absence of Commissioner Marvetta Toler. He also noted the presence of several people in the audience, including the representatives of the various school districts.

Marysville

Chairman: Steve Leifer

Commissioners: Roger Hoen, Jerry Andes, Kay Smith, Steven Lebo

Staff: Planning Manager Chris Holland, Associate Planner Angela Gemmer

Absent: Kelly Richards, Marvetta Toler

APPROVAL OF MINUTES

October 28, 2014

Commissioner Smith referred to the first full paragraph on page 3 and noted that *Commissioner Richards* should be corrected to *Commissioner **Smith***. Also, at the bottom of the first page, the motion was made by Commissioner **Andes**, and not Commissioner *Richards*.

Motion made by Commissioner Smith, seconded by Commissioner Andes, to approve the October 28 Meeting Minutes as amended. **Motion** passed unanimously (5-0).

AUDIENCE PARTICIPATION

None

PUBLIC HEARING(s):

- School District's Capital Facilities Plans

Ms. Gemmer explained that in order to collect school impact fees each school district must prepare a Capital Facilities Plan which must be adopted by City Council as a sub element of the Comprehensive Plan. The three things that the City must look at are: whether the Capital Facilities Plan is consistent with the Growth Management Act and state law; whether they have calculated the school impact fees in accordance with the provisions in the Marysville Municipal Code; and whether the Capital Facilities Plan has been adopted by the respective school districts. Staff has reviewed these elements and finds each plan consistent with these requirements. Ms. Gemmer summarized the proposed impact fee changes for each of the districts.

Chair Leifer opened the public hearing at 7:07 p.m.

Jim Baker, Marysville School District, stated that the Marysville School District has updated its Capital Facilities Plan as required. They feel they are fully compliant with the law. In updating the materials, they found a sharp decrease in its student generation rates in the multi-family category thereby reducing its rate by nearly 60%. He stated that they are concerned about short-term and long-term overcrowding in the district as the result of additional funding for the state for lower class sizes as well as the state implementing funding full day instruction for kindergarten. The District is seeing a slow, but steady return of enrollment rates.

Robb Stanton, Lake Stevens School District, stated that growth has increased, but fees also have declined in Lake Stevens.

Mike Mack, Lakewood School District, stated that Lakewood has a new high school being constructed and is in the design phase right now. The enrollment is steady, but impact fees will be going up.

Commissioner Hoen said he is hearing conflicting opinions about the likelihood that the new funding for reduced class sizes will actually be accomplished. He asked for comments on this. Mr. Baker provided his personal opinion that even though the legislation has been passed, it has yet to be earmarked. Until this is done, there are a lot of unknowns.

Chair Leifer solicited public comment. There was none.

Motion made by Commissioner Smith, seconded by Commissioner Lebo, to recommend the Capital Facilities Plans for adoption by the City Council. **Motion** passed unanimously (5-0).

The public hearing was closed at 7:19 p.m.

- Caretaker's Quarters code amendment (continued)

The public hearing was opened at 7:19 p.m.

Planning Manager Holland summarized staff's recommendation and the changes requested by the Planning Commission at the public workshop, including the fact that Staff does not support allowing temporary structures for caretaker's quarters. Additionally, allowing temporary structures in all zones, would mean that several sections of the development code would be required to be amended, including permitted uses and camping. Staff is not recommending any additional changes to the DRAFT Ordinance. He reviewed options available to the Planning Commission.

Chair Leifer stated there is a difference of opinion between staff and the majority of the commissioners. He said he would like to have more discussion on this item. He said he checked with the City of Everett about their regulations and was told that from a zoning standpoint they have no restrictions on RVs, in Light Industrial zones. They allow caretakers/watchmen's quarters outright. There is some question about whether or not the building department might get involved regarding the quality. He referred to specific businesses around the community where the site does not allow for a modular unit to be built without taking away from required parking space or causing other issues. He commented that when they were talking about this issue before he assumed that the water and sewer connections would be accessory to the main structure and they wouldn't bear a capital improvement fee. He asked if this was accurate. Planning Manager Holland stated they would be required hook up to water and sewer and pay the applicable capital improvement charges. Commissioner Leifer stated that if the RV option is not possible, the modular unit with the fee schedule described by Planning Manager Holland is probably reasonable, but he thinks this will be problematic for many businesses. He said he understands what the concerns are, but recommended working with the owners to work out compliance with regulations. Planning Manager Holland stated that the Planning Commission has the option of recommending allowance of temporary structures to be utilized as caretaker's quarters. Staff has concerns about aesthetics, community vision, and enforcement. Chair Leifer clarified that he is only talking about allowing these in industrial zones. He commented that large auto dealerships that are generally in a better position to be able to afford a modular structure. Smaller businesses are often not in a financial position to be able to do that. Limiting this to an industrial zone would be logical and would address aesthetic concerns throughout the city.

Commissioner Hoen asked if it would even qualify as a caretaker's residence if the RV came in at night and left in the morning. Planning Manager Holland noted that this is part of the enforcement issue he was referring to. It might not fall

under the Caretaker's Quarters portion of the code, but it would fall under the Camping section.

Commissioner Andes asked how many calls Code Enforcement gets on this issue. Planning Manager Holland noted that they get camping calls weekly; usually these are at Wal-Mart or in residential areas, but occasionally in industrial zones. Commissioner Andes asked if the ones in industrial zones have any connection with the building they are parking by. Planning Manager Holland said that is a matter of opinion. Sometimes they say that is what they are doing, but there are no sanitary conditions for them so code enforcement tells them they need to move. He added that it always comes from a neighbor complaint; code enforcement is not driving around looking for these. Commissioner Hoen said he thought Wal-Mart offered free overnight parking. Planning Manager Holland noted that they do, but camping is not allowed in the City of Marysville.

Commissioner Lebo expressed concern about the issue of permanent utilities being required for a motor home being used as a caretaker's facility. He asked: If it is not anchored down or attached by water or sewer is there a time limit to how long they can be there? Planning Manager Holland said they are currently not allowed at all.

Commissioner Andes pointed out there seems to be more of an issue with these in residential areas rather than industrial zones. Planning Manager Holland replied they are not allowed in either zone, but they get more calls on residential ones because generally there are more residents viewing the activity. Commissioner Andes commented on the value of having mobile homes performing surveillance for businesses and potentially preventing some of the theft.

Chair Leifer recommended making a rule that there is an option available to property owners to protect their investment with an onsite watchman who might stay in an RV. They could then address the issues that might arise with this such as requiring self-contained water and sewer. They could also set a standard on age or quality of the RV to address aesthetic concerns. Any adverse conditions that arise in the community could be addressed directly with the owner of the property and potential fees. He thinks any negative issues would be outweighed by preventing the hundreds of thousands of dollars of theft that occurs regularly in the community. He doesn't think the option for property owners to protect their stuff should be eliminated because the City is concerned about potential issues that could be regulated.

Chair Leifer solicited public comment on this issue. There was none.

Commissioner Hoen suggested limiting this to a business size. He would like to see some kind of research regarding possible restrictions and regulations related to this. He thinks the City needs to support small business.

Planning Manager Holland suggested that the Commission could add something like the following to item H: *Temporary structures and RVs are allowed in industrial zones subject to the following restrictions . . .*

Chair Leifer suggested that they also update definitions to add that a “Caretaker’s Quarters” means a dwelling unit **or an RV or other temporary structure** which is accessory to a permitted commercial institutional use.

Commissioner Hoen asked if this really needs to fall under Caretaker’s Quarters or if it could fall under something regarding security. Chair Leifer thought they were synonymous.

Commissioner Hoen said he doesn’t think this should be available to large industry. It should somehow be available only to small businesses. Commissioner Andes disagreed, noting that larger businesses have more assets they need to protect.

Chair Leifer summarized that they are recommending adding an item under Section 2 under 2(h)(v) stating that:

RV or temporary structures are allowed in the Light Industrial or General Industrial zones subject to the following conditions:

- a. The RV needs to be self-contained.*
- b. The RV needs to be legally licensed.*
- c. The RV needs to be operable and well-maintained.*
- d. Non-compliance with these conditions shall be subject to enforcement procedures in MMC Title 4.*

Chair Leifer stated they are also recommending amending the definitions to clarify that “Caretaker’s Quarters” means a dwelling unit **or an RV or other temporary structure** in accordance with (h)(v).

Commissioner Leifer referred to section J and noted that this section would already allow the Planning Manager wiggle room if necessary. Planning Manager Holland explained that this refers to items that are not already addressed in the temporary use code.

Motion made by Commissioner Hoen, seconded by Commissioner Smith, to recommend staff redraft the Ordinance to include the definition of caretakers quarters to include RV or other temporary structures and add a section item (h)(v) to include RVs with the conditions as outlined above. **Motion** passed unanimously (5-0).

The hearing was closed at 8:17 p.m.

- Code Amendments

Chair Leifer opened the hearing at 8:18 p.m.

-Master Planned Senior Communities

Planning Manager Holland explained that Council adopted Ordinance 2969 on September 8 establishing a 6-month moratorium for Master Planned Senior Communities. This was in relation to some inquiries staff received regarding establishment of affordable housing tax exempt development within the City in a Community Business zone. Once that inquiry was received staff looked closely at the zones that these Master Planned Senior Communities are allowed in and also looked at the Comprehensive Plan to see if there is anything that would allow these types of facilities. Staff is proposing an ordinance which would take out the allowance for Master Planned Senior Communities in the NB (Neighborhood Business), CB (Community Business), GC (General Commercial) and DC (Downtown Commercial) zones which is aligned with the allowances in the Comprehensive Plan. They would still be allowed in the Mixed Use and Public Institutional zones.

Public Testimony:

Rune Harkestad, 500 NE 108th Ave, Ste #2400, Bellevue, WA 98004, stated he was opposed to removing senior housing from the CB Zone. He is a commercial real estate broker currently listing about nine acres of property on 116th Street all zoned Community Business. He had an inquiry from a developer interested in doing Master Planned Senior Housing. Over the roughly nine acres, he would have developed about three acres for 250 units of senior housing. This would be an extremely high utilization of the land. He commented on the loss of the tax revenue as a driver for the City's decision, but stated he thinks this development would spearhead additional commercial development. He noted that the fees in the City are directly tied to the number of units. For 250 units, the developer is assuming that fees will be several million dollars for the number of units he is proposing. Senior housing is an asset to other commercial uses and shares in the cost of impacts to the community. He doesn't think Master Planned Senior Housing should be seen as a competition to commercial development. He stated that the trend in the Puget Sound is higher density and better efficiency of land use as well as integrating senior housing with services in the community. He encouraged the Commission to continue to allow the senior housing in the CB zones.

Chair Leifer asked what the height requirement would need to be to get 250 units on three acres. Planning Manager Holland stated there is a 55-foot height limit in the CB zone, no maximum density, and 85% maximum impervious surface coverage. There was discussion about the likelihood of getting numbers this high. Mr. Harkestad commented that the Master Planned Senior Community allows developers to get to a density that makes sense.

Commissioner Hoen asked what density the developer feels they need to achieve per acre. Mr. Harkestad noted that they need to get to at least 180 units on nine acres for it to make sense.

Planning Manager Holland stated Commercial Business and General Commercial zones are the highest and greatest retail zones within the City. The goal is not to get housing within commercial zones, nor is it even essentially allowed within the Comprehensive Plan. Mr. Harkestad commented that the incentives don't add up to a substantial number. He noted that commercial in the back would be impossible to lease. Their proposal is to have a solely residential building in the back with commercial in the front. He thinks housing is the highest and best use for the back portion of that property. He doesn't think Master Planned Senior Communities are the deterrent to development of this area.

Commissioner Hoen asked where the road goes. Mr. Harkestad replied that there would be a requirement to build the road out at the signal, curve the road over to the Tribal property where the City has right-of-way similar to what was done on the north side. Planning Manager Holland explained that the signal that has been installed on 116th Street impacts the necessary alignment.

Ron Barkly, 3724 – 116th Street NE, Marysville, WA, also stated he is opposed to removing senior housing from the CB zone. He noted that the properties next to and behind his property are not going to do anything for several generations. He thinks there are opportunities here for development. He agrees that requiring commercial below senior housing would be disruptive to senior housing. He recommended a quiet four-story residential building in back with commercial in the front.

Commissioner Hoen noted that there has been a problem with homeless people camping in the area behind that property. Mr. Barkly concurred and noted that their property is secured with a chain link fence.

Chair Leifer referred to the White-Leasure development on the north side of 116th noting that the depth seems the same, but they have managed to fill it up with commercial. He wondered why the Barkly's wouldn't be able to do the same. Mr. Barkly wasn't sure. Mr. Barkly commented that he has been trying to sell this property for 10 years and it hasn't been deemed feasible. White-Leasure gave up on it after 8 years.

Commissioner Lebo said he was amazed they could get 250 units on three acres.

Mr. Harkestad commented that the White-Leasure property is 30 acres and they have the full frontage of 116th. This is a totally different configuration. He noted that the 55-foot height really helps. He doesn't see the harm in leaving the senior

housing component in the code. If that is gone, it won't be a viable project for the developer.

Staff's recommendation is to not have all commercial and retail zones get eaten up by residential Master Planned Senior Communities that would require no commercial development.

Discussion:

Commissioner Andes agreed with staff that he hates to see land set aside for certain land uses and then being eaten up by an undesirable use.

Commissioner Hoen agreed with hanging onto Marysville's long-term plans rather than changing it.

Commissioner Smith concurred.

Commissioner Lebo agreed that they need to stick with the zoning plan.

Carol Barkly commented that they have had generations of people on this property. She and her husband are aging and have a lot of land to manage. They feel that senior housing would be ideal in the back because of the quiet and the beauty back there. She noted their taxes are \$40,000 a year just on the acreage. She urged the Commissioners to come out and see the property to see the potential. They are confident that the commercial on the front part will fill up.

Chair Leifer asked how many parcels this is. Mr. Barkly said that it is 14 parcels owned by him and his son. Chair Leifer commented that there are boundary line adjustments. He asked about developing it in chunks. Ms. Barkly explained that it is a complicated situation. She discussed issues associated with this.

Ron Barkly asserted that the emergency moratorium was spearheaded to shut down this specific project.

Commissioner Andes acknowledged that it is sad to see properties zoned for commercial use and the County taxing them so heavily without any exemptions.

Motion made by Commissioner Andes, seconded by Commissioner Hoen, to pass this on to Council as presented for their consideration. **Motion** passed unanimously (5-0).

There was consensus to continue the remainder of the agenda to the next meeting.

-Legislative Enactment Amendments

-Nonconforming Situations

- Sign Code
- Beekeeping
- Pet Daycares and Kennels
- School, Traffic and Park Impact Fees
- Geologic Hazards
- State Environmental Policy Act
- Wireless Communication Facilities

OLD BUSINESS

CITY COUNCIL AGENDA ITEMS AND MINUTES

ADJOURNMENT

Motion made by Commissioner Smith, seconded by Commissioner Lebo, to adjourn the meeting at 9:37 p.m. **Motion** passed unanimously.

NEXT MEETING:

November 25, 2014

- 2015 Comp Plan Update
Economic Development Element
Environmental Element

Laurie Hugdahl, Recording Secretary



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

MEMORANDUM

DATE: November 5, 2014
TO: Planning Commission
FROM: Angela Gemmer, Associate Planner
RE: School District Capital Facilities Plans – *PC Public Hearing*
 PA 14014 Marysville, Lake Stevens, and Lakewood School Districts
CC: Gloria Hirashima, CAO/Community Development Director
 Chris Holland, Planning Manager
 Jim Baker, Marysville School District
 Robb Stanton, Lake Stevens School District
 Michael Mack, 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. Districts’ CFPs 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 Growth Management Act (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 districts’ CFPs, 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	2012 - 2017 (current)	2014 - 2019 (proposed)	Difference
Single-family	\$1,879.00	\$1,817.00	-\$62.00
Multi-family (studio or one bedroom unit)	\$0.00	\$0.00	\$0.00
Multi-family (two or more bedroom unit)	\$2,882.00	\$1,180.00	-\$1,702.00

Lake Stevens School District	2012 – 2017 (current)	2014 – 2019 (proposed)	Difference
Single-family	\$4,692.00	\$4,680.00	-\$12.00
Duplex/Townhouse	\$2,915.00	\$2,532.00	-\$383.00
Multi-family (studio or one bedroom unit)	\$0.00	\$0.00	\$0.00
Multi-family (two or more bedroom unit)	\$2,915.00	\$2,532.00	-\$383.00
Lakewood School District	2012 – 2017 (current)	2014 - 2019 (proposed)	Difference
Single-family	\$892.00	\$1,203.00	+\$311.00
Multi-family (studio or one bedroom unit)	\$0.00	\$0.00	\$0.00
Multi-family (two or more bedroom unit)	\$396.00	\$2,811.00	+\$2,415.00

Staff respectfully requests that the Planning Commission forward a recommendation of approval for the Marysville, Lake Stevens, and Lakewood Schools Districts' 2014 to 2019 CFPs to the City Council for adoption as a subelement of the Capital Facilities Element of the Marysville Comprehensive Plan.

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2014-2019



“Marysville School District ... developing self-directed, lifelong learners.”

Adopted: September 15, 2014

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2014-2019

“Marysville School District ... developing self-directed, lifelong learners.”

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For information regarding the Marysville School District 2014-2019 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 (2014-2019).

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 10,804 (October 1, 2013 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 make progress in addressing capacity needs. The opening of Grove Elementary School, the Marysville Tulalip Campus, and the Marysville Getchell Campus help to alleviate some of these needs. 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.

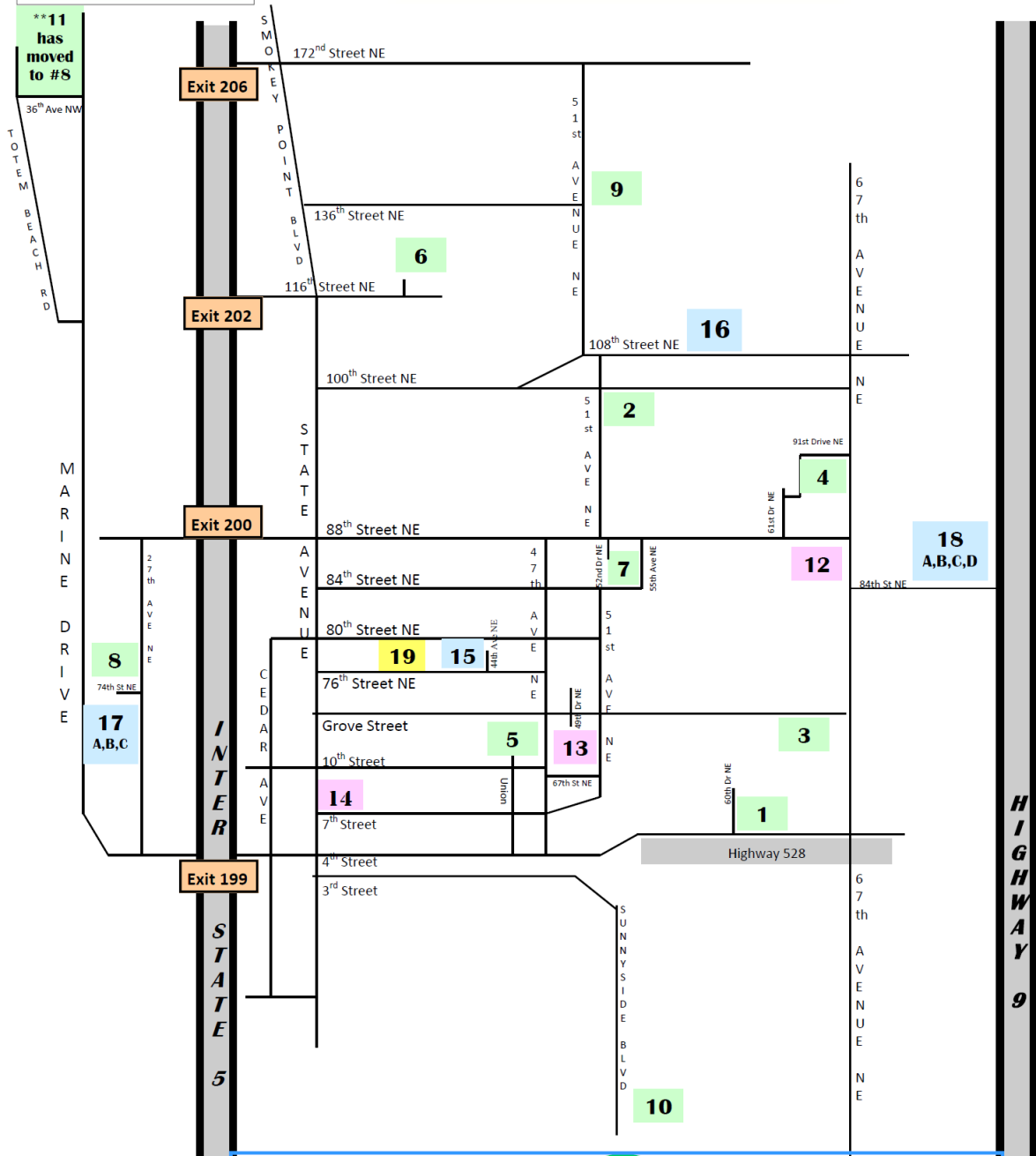
Facilities and Capacity Needs

The District encounters a variety of issues that affect the capital facilities planning process. Affordable housing (as compared to Seattle and adjacent cities) in the District tends to draw young families, which puts demands on the school facilities. In addition, the 2005 amendments to the Snohomish County Comprehensive Plan expanded the Marysville urban growth boundary to include an additional 560.4 acres zoned for residential development. Also, a significant amount of acreage already within the Marysville UGA was rezoned to accommodate more density in housing developments. The dramatic modifications to land use priorities will have a significant impact on schools. Capacity impacts are obvious. In addition, locating and purchasing suitable property and agreement on scope and amount of future bond measures are of concern.

In February of 2006, the District's voters approved a school construction bond for approximately \$118 million. The bond 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. In 2014, District voters approved a \$12 technology levy. The District will consider presenting a future bond to the voters during the six years of this Plan to fund modernization and addition projects as identified in this Capital Facilities Plan.

Welcome to the Marysville School District No. 25

****Tulalip Elementary has been moved to #8 Quil Ceda Elementary.**
Marine Drive does not run parallel to I-5 and is shown parallel due to limited space.



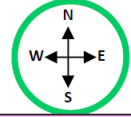
****11 has moved to #8**

Legend:

- Elementary Schools:**
- 1) Allen Creek
 - 2) Cascade
 - 3) Grove
 - 4) Kellogg Marsh
 - 5) Liberty
 - 6) Marshall
 - 7) Pinewood
 - 8) QuilCeda/Tulalip
 - 9) Shoultes
 - 10) Sunnyside

- Middle Schools:**
- 12) Cedarcrest Middle
 - 13) Marsville Middle
 - 14) Totem Middle
 - 17C) 10th Street

- High Schools:**
- 15) Msvl Mountain View HS
 - 16) Pathways of Choice
 - 17A) Arts & Technology
 - 17B) Heritage
 - 18A) Academy of Construction & Engineer.
 - 18B) Bio Med Academy
 - 18C) Internat'l School of Communications
 - 18D) School for the Entrepreneur



Revised July 2011

Elementary Schools		Middle Schools (Grades 6-8)		
1	Allen Creek Elementary 6505 60th Drive NE Take Exit #199. Turn east on 4th Street. Follow approx. 1.5 miles. School is on the left.	360-653-0660 Janelle McFalls, Principal	10th Street See #17C below for school location. Shawn Stevenson, Principal	
2	Cascade Elementary 5200 100th Street NE Take Exit #200. Turn east on 88th St. NE. Go approx. 1 mile turn left on 51st Ave. NE. Go to 100th St. NE. School is on the right.	360-653-0620 Teresa Iyall-Williams, Principal	12 Cedarcrest Middle School 6400 88th Street NE Take exit #200. Turn east on 88th St. NE. Follow approx. 1.5 miles. School is on the right. Sheila Gerrish, Principal	
3	Grove Elementary 6510 Grove Street 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.	(360) 653-0647 Jeanne Tennis, Principal	13 Marysville Middle School 4923 67th Street NE Take Exit #199. Turn east on 4th St. Follow approx. 1.5 miles to 47th Ave. NE and turn left. Follow around to the right at the "Y" and follow to 67th St. NE. School is on the right. Susan Hegeberg, Principal	
4	Kellogg Marsh Elementary 6325 91st Street NE Take Exit #200 Turn east on 88th St. NE. Follow approx 1.5 miles. Turn left on 61st Dr. NE. Follow to 4-way stop. Turn right on 91st St. NE. School is straight ahead.	360-653-0643 Sharon Anderson, Principal	14 Totem Middle School 1605 7th Street 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. Robert Kalahan, Principal	
5	Liberty Elementary 1919 10th Street Take Exit #199. Turn east on 4th St. Follow to Union and turn left. Go to end of street. School is straight ahead.	360-653-0625 Scott Irwin, Principal	High Schools (Grades 9-12) - Learning Communities	
6	Marshall Elementary 4407 116th Street NE Take Exit #202. Turn east on 116th St. NE. Follow approx. 0.5 miles. School is on the left.	360-653-0630 Michelle Gurnee, Principal	15 Marysville Mountain View High School 4317 76th Street NE 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. Dawn Bechtholdt, Principal	
7	Pinewood Elementary 5115 84th Street NE Take Exit #200. Turn east on 88th Street NE. Follow approximately 1 mile. Turn right on 52nd Dr. NE. School is straight ahead.	360-653-0635 Breeze Williams, Principal	16 Marysville-Pilchuck Campus 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	
8	Quil Ceda/Tulalip Elementary 2415 74th Street NE Take Exit #200. Turn west on 88th St. NE (Quil Ceda Way). Follow to 27th Ave. NE and turn left. Follow approx. 1.5 miles to 74th St. NE and turn right. School is straight ahead.	360-653-0890 Kristen DeWitte, 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.	
9	Shoultes Elementary 13525 51st Avenue NE Take Exit #202. Turn east on 116th St. NE. Follow to State Avenue and turn left. Follow to 136th St. NE and turn right. Follow approx. 0.5 miles. School is straight ahead.	360-653-0640 Chris Sampley, Principal	17 A Marysville Arts & Technology -Terri Kaltenbach, Principal	360-653-0664
10	Sunnyside Elementary 3707 Sunnyside Blvd. 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.	360-653-0645 Sharon Stone, Principal	17 B Heritage (Grades 9-12) -Shelly Lacy, Director	360-653-0690
11	Tulalip Elementary: moved to Quil Ceda Elementary #8 Sep 2011		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 4220 80th Street NE	360-653-7058

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.

11 **Tulalip Elementary: moved to Quil Ceda Elementary #8 Sep 2011**
Rev 7/2011

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. In addition, the State Legislature's implementation of requirements for all-day kindergarten and reduced K-3 class size will also impact school capacity and educational program standards. (Approximately 41% of the District's kindergarten enrollment is currently all-day.) 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

<i>Grade Level</i>	<i>District Targets</i>	<i>Maximum (Per Contract)</i>	<i>Minimum Service Level</i>
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 following information reflects the District’s current compliance with the minimum educational service standards (as reported to Snohomish County in 2013):

LOS Standard	MINIMUM LOS# Elementary	CURRENT LOS Elementary	MINIMUM LOS Middle	CURRENT LOS Middle	MINIMUM LOS High	CURRENT LOS High
Marysville No. 25	29	20.25	32	21.6	34	22.2
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

<i>Elementary School</i>	<i>Site Size (Acres)</i>	<i>Building Area (sq ft)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Allen Creek	11.0	47,594	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

<i>Middle Level School</i>	<i>Site Size (Acres)</i>	<i>Building Area (sq ft)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Cedarcrest	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

<i>High School</i>	<i>Site Size (Acres)</i>	<i>Building Area (sq ft)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Marysville Pilchuck	83.0	259,033	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*

<i>Elementary School</i>	<i>Relocatables**</i>	<i>Other Relocatables***</i>	<i>Interim Capacity</i>
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	4	71
Shoultes	5	3	118
Sunnyside	4	5	94
<i>SUBTOTAL</i>	39	25	921

<i>Middle Level School</i>	<i>Relocatables</i>	<i>Other Relocatables</i>	<i>Interim Capacity</i>
Cedarcrest	12	2	300
Marysville Middle	7	2	175
Totem	0	0	0
<i>SUBTOTAL</i>	19	4	475

<i>High School</i>	<i>Relocatables</i>	<i>Other Relocatables</i>	<i>Interim Capacity</i>
Marysville-Getchell	0	0	0
Marysville-Pilchuck	6	0	150
Mountain View	2	0	52
<i>SUBTOTAL</i>	8	0	202

<i>TOTAL</i>	66	29	1,623
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* 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***

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

Land Inventory

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

***Table 7
Undeveloped Site Inventory***

<i>Site</i>	<i>Site Size (Acres)</i>
4315 71 st 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
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. In addition to these sites, the District owns four sites of less than two acres.

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 2014 through 2027. 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 2027. *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 10,692 (FTE)¹ is expected in 2019. In other words, the District projects a decline in enrollment by 112 students between 2013 and 2019. See Table 10. However, elementary enrollment is projected to have continued growth with an addition of 42 students. See Table 14. The growth in elementary enrollment does not include the implementation of all day kindergarten, which would result in an addition of 267 students, for a total growth addition of 309 elementary students.

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County.² Between 2000 and 2013 the District’s enrollment constituted approximately 16.98% of the District’s total population. Assuming that, between 2014 and 2019, the District’s enrollment will continue to constitute 16.98% of the District’s population, using OFM/County data, the District projects a total enrollment of 13,021 students in 2019. See Table 10.

Table 10
Projected Student Enrollment (FTE)*
2014-2019

<i>Projection</i>	<i>2013*</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>Actual Change</i>	<i>Percent Change</i>
OFM/County	10,804	11,174	11,544	11,914	12,284	12,654	13,021	2,217	28.2%
District	10,804	10,853	10,813	10,732	10,691	10,683	10,692	(112)	(1.04)%

*The District uses FTE enrollment, which is essentially headcount enrollment with the kindergarten enrollment adjusted to account for the current split between all-day and half-day kindergarten, 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 11,122 students in 2014. When the kindergarten enrollment for 2014 is adjusted, the total K-12 enrollment for 2014 is 10,853.

** Actual FTE enrollment (October 1, 2013).

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.

2035 Enrollment Projections

Student enrollment projections beyond 2019 and to the future are highly speculative. The District projects a total enrollment of 11,128 FTE students in 2027, the last year in the District’s projections. This is based on the District’s enrollment projections updated in 2013. 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 0.50 and then adding back approximately 40% of that figure to reflect the current percentage of kindergarten students in the District attend all-day kindergarten.

² The District has chosen to use Alternative #3 of the Snohomish County 2035 Population Forecast since it contains the high end of potential growth. This alternative provides the District with an outside measure of growth.

Table 11-A
Projected FTE Student Enrollment - District
2027

<i>Grade Span</i>	<i>Projected FTE Enrollment</i>
Elementary (K-5)	5,206
Middle Level School (6-8)	2,555
High School (9-12)	3,367
TOTAL (K-12)	11,128

Assuming that the District’s enrollment will continue to constitute 16.98% of the District’s population through 2035, the projected enrollment by grade span *based upon the County/OFM projections* is as follows:

Table 11-B
Projected FTE Student Enrollment – County/OFM
2035

<i>Grade Span</i>	<i>Projected FTE Enrollment</i>
Elementary (K-5)	7,057
Middle Level School (6-8)	3,639
High School (9-12)	4,863
TOTAL (K-12)	15,559

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 (2014-2019). 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 2013 Enrollment/Capacity

<i>Grade Span</i>	<i>Unhoused Students/(Housed Students)</i>
Elementary Level (K-5)	111
Middle Level (6-8)	77
High School Level (9-12)	(223)

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 2019, the end of the six year forecast period:

Table 13
Unhoused Students – 2019

<i>Grade Span</i>	<i>Unhoused Students/(Housed Students)</i>
Elementary Level (K-5)	(11)
Middle Level (6-8)	41
High School Level (9-12)	(343)

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 2019 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 – 2014 through 2019

Elementary School -- Surplus/Deficiency

	2013*	2014	2013	2014	2015	2016	2019
Existing Capacity	4,791	4,791	4,791	4,791	4,791	4,791	4,791
Added Permanent Capacity	0	0	0	0	0	0	164***
Total Capacity**	4,791	4,791	4,791	4,791	4,791	4,791	4,955
Enrollment	4,902	4,934	4,924	4,911	4,971	4,974	4,944
Surplus (Deficiency)**	(111)	(143)	(133)	(120)	(180)	(183)	11

*Actual October 2013 FTE enrollment

**Does not include added relocatable capacity

***Additions at Cascade and Liberty

Middle School Level -- Surplus/Deficiency

	2013*	2014	2013	2014	2015	2016	2019
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	2,527	2,469	2,427	2,417	2,404	2,428	2,491
Surplus (Deficiency)**	(77)	(19)	23	33	46	22	(41)

*Actual October 2013 FTE enrollment

**Does not include added relocatable capacity

High School Level -- Surplus/Deficiency

	2013*	2014	2013	2014	2015	2016	2019
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	3,377	3,468	3,466	3,404	3,316	3,281	3,257
Surplus (Deficiency)**	223	132	134	196	284	319	343

*Actual October 2013 FTE enrollment

**Does not include added relocatable capacity.

SECTION SIX: FINANCING PLAN

Planned Improvements

The District 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 or high school levels. Enrollment at those levels 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's voters recently passed a levy for technology upgrades, which will be implemented over the six year planning period.

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 2014-2019. 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	2013	2014	2015	2016	2017	2018	2019	Total Cost	Bonds/ Local Funds	Projected State Match	Impact Fees ³
Elementary											
Cascade Addition ⁴				\$1.250	\$1.388			\$2.638	\$1.899	\$0.738	\$0.089
Liberty Addition ⁵				\$1.535	\$2.000			\$3.535	\$1.025	\$1.025	\$0.167
Middle School											
High School											
Land Purchase (for future growth)											

**All projects are growth-related.

Total Capacity Improvements – (Costs in Millions)**

	2013	2014	2013	2014	2015	2016	2019	Total Cost	Bonds/ Local Funds	Projected State Match	Impact Fees
Elementary				\$2.785	\$3.388			\$6.173	\$2.924	\$1.763	\$0.256
Middle Level											
High School											
Land Purchase											
TOTALS				\$2.785	\$3.388			\$6.173	\$2.924	\$1.763	\$0.256

**All projects are growth-related.

³ 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.

⁴ 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.

⁵ 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	2014	2015	2016	2017	2018	2019	Total Cost	Bonds/Levies	Projected State Match	Impact Fees
Elementary										
Cascade Replacement ⁶			\$10.653	\$8.000			\$18.653	\$13.430	\$5.223	
Liberty Replacement ⁷			\$11.400	\$6.361			\$17.761	\$12.610	\$5.151	
Middle										
Marysville Middle Modernization				\$6.000	\$24.000	10.061	\$40.061	\$24.818	\$15.243	
High School										
MPHS Phase 1 Modernization				\$30.000	\$40.000	\$20.680	\$90.680	\$64.445	\$26.235	
District-wide										
Tech/Misc Improvements		\$3.000	\$3.000	\$3.000	\$3.000		\$12.000	\$12.000		
TOTALS		\$3.00	\$25.053	\$53.361	\$67.000	30.741	\$179.155	\$127.303	\$51.852	

⁶ 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.

⁷ 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

	<i>Elementary</i>	<i>Middle Level</i>	<i>High School</i>	<i>TOTAL</i>
Single Family	.235	.106	.147	.487
Multi-Family (1 Bedroom)	No Data	No Data	No Data	No Data
Multi-Family (2+ Bedrooms)	.136	.051	.062	.249

(Source: Doyle Consulting, March 2014)

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
2014***

<i>Housing Type</i>	<i>Impact Fee Per Dwelling Unit</i>
Single Family	\$1,817
Multi-Family (1 Bedroom)	N/A
Multi-Family (2+ Bedroom)	\$1,180

FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family

Elementary	.235
Middle	.106
Senior	.147
Total	.487

Student Generation Factors – Multi Family (1 Bdrm)

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

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.136
Middle	.051
Senior	.062
Total	.249

Projected Student Capacity per Facility

Elementary School	164
Cascade (70)	
Liberty (94)	

Required Site Acreage per Facility

Elementary	0
------------	---

Facility Construction Cost

Elementary	\$6,173,256
Cascade - \$2,638,089	
Liberty - \$3,535,167	

Permanent Facility Square Footage

Elementary	448,693
Middle	322,567
Senior	540,383
Total	1,311,643
	95.88%

Temporary Facility Square Footage

Elementary	37,800
Middle	13,800
Senior	4,800
Total	56,400
	4.12%

Total Facility Square Footage

Elementary	486,493
Middle	336,367
Senior	544,583
Total	1,368,043
	100%

Average Site Cost/Acre

Elementary	\$0
------------	-----

Temporary Facility Capacity

Capacity	
Cost	

State School Construction Assistance

Current Funding Percentage	65.53%
----------------------------	--------

Construction Cost Allocation

Current CCA	200.40
-------------	--------

District Average Assessed Value

Single Family Residence	\$208,070
-------------------------	-----------

District Average Assessed Value

Multi Family (1 Bedroom)	\$64,444
--------------------------	----------

District Average Assessed Value

Multi Family (2+ Bedroom)	\$94,676
---------------------------	----------

SPI Square Footage per Student

Elementary	90
Middle	108
High	130

District Property Tax Levy Rate (Bonds)

Current/\$1,000	\$1.25
-----------------	--------

General Obligation Bond Interest Rate

Current Bond Buyer Index	4.38%
--------------------------	-------

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: 4/1/2013

MARYSVILLE SCHOOL DISTRICT
ENROLLMENT PROJECTION
INDIVIDUAL GRADE LEVEL
2013 TO 2016

(Oct, Headcount; excl. running start)												COHORT FACTOR	GROWTH FACTOR PER YEAR				
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013			2014	2015	2016	
K	815	781	876	804	860	836	834	883	851	855	898		2013-2016	926	892	867	857
1	857	818	852	939	852	915	883	859	890	861	830	100.6%	99.00%	894	922	888	863
2	923	821	860	890	968	882	907	871	843	879	860	100.0%		822	885	913	880
3	897	856	818	882	909	948	894	904	846	830	857	99.2%		845	807	870	896
4	995	849	887	856	881	908	933	886	899	858	834	101.2%	2017-2027	858	846	808	871
5	969	956	837	919	895	878	913	917	874	885	844	99.5%	99.50%	821	845	833	796
Subtl	5,456	5,081	5,130	5,290	5,365	5,367	5,364	5,320	5,203	5,168	5,123			5,166	5,198	5,179	5,163
6	986	921	932	847	921	872	840	879	891	853	845	97.5%		815	793	816	804
7	939	940	941	942	897	915	875	851	859	903	874	101.7%		851	821	799	822
8	918	894	969	941	910	896	913	866	831	852	895	100.0%		866	843	813	791
Subtl	2,843	2,755	2,842	2,730	2,728	2,683	2,628	2,596	2,581	2,608	2,614			2,531	2,456	2,427	2,417
9	1113	917	929	990	949	912	902	881	852	838	876	100.9%		894	865	842	812
10	848	948	950	1043	956	950	911	874	892	900	854	102.2%		887	905	875	852
11	805	799	818	807	876	875	897	849	862	842	821	94.3%		798	828	845	818
12	751	718	763	723	926	1032	963	980	987	943	900	110.1%		895	869	903	922
Subtl	3,517	3,382	3,460	3,563	3,707	3,769	3,673	3,584	3,593	3,523	3,451			3,473	3,468	3,466	3,404
Totals	11,816	11,218	11,432	11,583	11,800	11,819	11,665	11,500	11,377	11,299	11,188			11,171	11,122	11,072	10,983
Change	-116	-598	214	151	217	19	-154	-165	-123	-78	-111			-17	-49	-50	-88
% Change	-0.97%	-5.06%	1.91%	1.32%	1.87%	0.16%	-1.30%	-1.41%	-1.07%	-0.69%	-0.98%			-0.15%	-0.44%	-0.45%	-0.80%

*Projections use headcount figures.

Prepared: 4/1/2013

MARYSVILLE SCHOOL DISTRICT
ENROLLMENT PROJECTION
INDIVIDUAL GRADE LEVEL
2017 TO 2027

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	883	883	887	890	894	901	909	917	926	934	942
1	857	883	884	888	891	894	902	910	918	926	935
2	859	853	879	880	883	887	890	898	906	914	922
3	868	848	842	868	869	872	875	879	886	894	902
4	902	874	853	848	874	874	878	881	884	892	900
5	862	893	865	845	839	865	865	869	872	875	883
Subtl	5,232	5,235	5,211	5,218	5,249	5,293	5,320	5,354	5,392	5,435	5,483
6	772	836	866	839	819	814	839	839	843	846	849
7	814	782	847	877	850	830	824	849	850	853	856
8	818	810	778	843	873	846	826	820	845	846	849
	2,404	2,428	2,491	2,559	2,542	2,489	2,488	2,509	2,538	2,545	2,555
9	794	822	814	782	846	877	849	829	824	849	850
10	826	808	836	828	795	861	892	864	843	838	863
11	800	775	758	784	777	746	808	837	811	792	787
12	896	877	850	831	859	851	818	885	917	888	867
Subtl	3,316	3,281	3,257	3,225	3,278	3,335	3,367	3,416	3,395	3,367	3,367
Totals	10,952	10,945	10,959	11,001	11,069	11,118	11,175	11,278	11,325	11,347	11,405
Change	-31	-7	14	42	67	49	58	103	47	22	58
% Change	-0.28%	-0.07%	0.13%	0.38%	0.61%	0.44%	0.52%	0.92%	0.42%	0.19%	0.51%

APPENDIX B

SCHOOL IMPACT FEE CALCULATIONS

SCHOOL IMPACT FEE CALCULATIONS									
DISTRICT	Marysville School District								
YEAR	2014								
JURISDICTION	City of Marysville and Snohomish County								
School Site Acquisition Cost: ((AcrexCost per Acre)/Facility Capacity)xStudent Generation Factor									
	Facility Acreage	Cost/Acre	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/SFR	Cost/MFR (1)	Cost/MFR (2+)
Elementary	20.00	\$ -	550	0.235	0.000	0.136	\$0	\$0	\$0
Middle	20.00	\$ -	450	0.106	0.000	0.051	\$0	\$0	\$0
High	40.00	\$ -	1,600	0.147	0.000	0.062	\$0	\$0	\$0
						TOTAL	\$0	\$0	\$0
School Construction Cost: ((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)									
	%Perm/Total Sq.Ft.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/SFR	Cost/MFR (1)	Cost/MFR (2+)
Elementary	95.88%	\$ 6,173,256	164	0.235	0.000	0.136	\$8,481	\$0	\$4,908
Middle	95.88%	\$ -	200	0.106	0.000	0.051	\$0	\$0	\$0
High	95.88%	\$ -	1,600	0.147	0.000	0.062	\$0	\$0	\$0
						TOTAL	\$8,481	\$0	\$4,908
Temporary Facility Cost: ((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)									
	%Temp/Total Sq.Ft.	Facility Cost	Facility Size	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/SFR	Cost/MFR (1)	Cost/MFR (2+)
Elementary	4.12%	\$ -	24	0.235	0.000	0.136	\$0	\$0	\$0
Middle	4.12%	\$ -	26	0.106	0.000	0.051	\$0	\$0	\$0
High	4.12%	\$ -	26	0.147	0.000	0.062	\$0	\$0	\$0
						TOTAL	\$0	\$0	\$0
State Matching Credit:									
Boeckh Index X SPI Square Footage X District Match % X Student Factor									
	Boeckh Index	SPI Footage	District Match %	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/SFR	Cost/MFR (1)	Cost/MFR (2+)
Elementary	\$ 200.40	90	65.53%	0.235	0.000	0.136	\$2,777	\$0	\$1,607
Junior	\$ 200.40	108	0.00%	0.106	0.000	0.051	\$0	\$0	\$0
Sr. High	\$ 200.40	130	0.00%	0.147	0.000	0.062	\$0	\$0	\$0
						TOTAL	\$2,777	\$0	\$1,607
Tax Payment Credit:									
							SFR	MFR (1)	MFR (2+)
Average Assessed Value							\$208,070	\$64,444	\$94,676
Capital Bond Interest Rate							4.38%	4.38%	4.38%
Net Present Value of Average Dwelling							\$1,656,157	\$512,949	\$753,584
Years Amortized							10	10	10
Property Tax Levy Rate for Bonds							\$1.25	\$1.25	\$1.25
Present Value of Revenue Stream							\$2,070	\$641	\$942
Fee Summary:				Single Family	Multi-Family (1)	Multi-Family (2+)			
Site Acquisition Costs				\$0	\$0	\$0			
Permanent Facility Cost				\$8,481	\$0	\$4,908			
Temporary Facility Cost				\$0	\$0	\$0			
State Match Credit				(\$2,777)	\$0	(\$1,607)			
Tax Payment Credit				(\$2,070)	(\$641)	(\$942)			
FEE (AS CALCULATED)				\$3,634	\$0	\$2,359			
FEE (DISCOUNTED 50%)				\$1,817	\$0	\$1,180			

APPENDIX C

STUDENT GENERATION RATES (SGR)



DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study for the Marysville School District

4/11/14

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

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 2006 through December 2012. 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 February 2014. 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 2,340 single family detached units were compared with data on 11,297 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	107	0.046
1	106	0.045
2	67	0.029
3	92	0.039
4	83	0.035
5	94	0.040
6	82	0.035
7	83	0.035
8	82	0.035
9	86	0.037
10	85	0.036
11	83	0.035
12	90	0.038
K-5	549	0.235
6-8	247	0.106
9-12	344	0.147
K-12	1140	0.487

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 177 multi-family 2+ BR units were compared with data on 11,297 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	4	0.023
1	4	0.023
2	10	0.056
3	1	0.006
4	2	0.011
5	3	0.017
6	3	0.017
7	3	0.017
8	3	0.017
9	3	0.017
10	3	0.017
11	3	0.017
12	2	0.011
K-5	24	0.136
6-8	9	0.051
9-12	11	0.062
K-12	44	0.249

6. **Multi-Family 0-1 BR Rates:** Research indicated that 6 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 11,297 students registered in the District. No specific unit number matches were made.

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

	K-5	6-8	9-12	K-12
Single Family	.235	.106	.147	.487
Multi-Family 2+ BR	.136	.051	.062	.249

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

LAKE STEVENS SCHOOL
DISTRICT NO. 4
CAPITAL FACILITIES PLAN
2014 - 2019

prepared for:

Snohomish County
Planning Department

And

City of Lake Stevens
City of Marysville

June 2014

REVIEW DRAFT

**CAPITAL FACILITIES PLAN
LAKE STEVENS SCHOOL DISTRICT NO. 4**

BOARD OF DIRECTORS

John Boerger
Kevin Plemel
Paul Lund
David Iseminger
Mari Taylor

SUPERINTENDENT

Amy Beth Cook, Ed.D.

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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- Appendix F – Snohomish County General Policy Plan

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 twenty years, with a more detailed schedule and financing program for capital improvements over the next six years (2014-2019).

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 2012.

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.
- A report on fees collected since 2012 and how those funds were used.
- A Level of Service report comparing the Districts adopted educational service standards with actual experience since the 2012 report.

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.

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 8,187 (October 1, 2013 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 school serves 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:

- uneven distribution of growth across the district, requiring facilities to balance enrollment;
- aging school facilities;

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

- the need for additional property and lack of suitable sites to accommodate a school facility;
- inability to locate more temporary classrooms on school sites without significant site improvements required.

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

SECTION 2: DEFINITIONS

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

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

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

*Average Assessed Value average assessed value by dwelling unit type for all residential units constructed within the district. These figures are provided by Snohomish County. For the 2014 Capital Facilities Plan the listed values are \$232,647 for single family dwellings, \$94,676 for “large unit” multiple family; and \$64,444 for “small unit” multiple family.

*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. The Index for the 2014 Capital Facilities Plan is \$200.40, as provided by Snohomish County.

*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.

*Commerce means the Washington State Department of Commerce.

*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

*District Property Tax Levy Rate means the District's current capital property tax rate per thousand dollars of assessed value. For this Capital Facilities Plan, the assumed levy rate is .00159.

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

*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 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 (RCW 36.70A)

*Interest Rate means the current interest rate as stated in the Bond Buyer Twenty Bond General Obligation Bond Index. For this Capital Facilities Plan an assumed rate of 4.38% is used, as provided by Snohomish County.

*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.

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

*SEPA means the State Environmental Policy Act (RCW 43.21C).

*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. (See Appendix D)

*Subdivision means all small and large lot subdivisions as defined in Section **30.41** of the Snohomish County Code.

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

*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
- Career and Technical 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 regular classroom 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 below for the elementary, middle, mid-high and high school grade levels.

Educational Program Standards for Elementary Grades

- Average class size for grades K-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 15 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 secondary grade (6-12) regular classrooms should not exceed 30 students. The District assumes a practical capacity for high school, mid-high and middle school classrooms of 30 students.
- Special Education for students may be provided in a self-contained classroom. The practical capacity for these classrooms is 15 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, mid-high and middle school 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.

**Table 3-1
Classrooms Exceeding
Educational Service Standards**

<u>School</u>	<u>Grade Span</u>	<u>Classrooms</u>	<u>Classrooms Exceeding Class Size Guidelines</u>
Glenwood Elementary	K-5	27	7
Highland Elementary	K-5	26	6
Hillcrest Elementary	K-5	26	9
Mt. Pilchuck Elementary	K-5	25	2
Skyline Elementary	K-5	24	0
Sunnycrest Elementary	K-5	27	8
Lake Stevens Middle	6-7	27	3
North Lake Middle	6-7	39	5
Cavelero Mid-High	8-9	62	0
Lake Stevens High School	10-12	61	6
Total		344	46

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 28 or more students per classroom in a majority of K-5 classrooms or 31 or more students in a majority of 6-12 classrooms, the minimum standards have not been met.

Table 3-1 compares Educational Service Standards to the actual experience for the current school year. It should be noted that the minimum educational standard is just that, a minimum, and not the desired or accepted operating standard. Also, portables are used to accommodate students within District standards, but are not considered a permanent solution. (See Chapter 4).

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.

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 4-1 – 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		

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 4-1.

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 4-1.

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 66 portable classrooms at various school sites throughout the District to provide interim capacity

for K-12 students. In addition, 14 portable classrooms 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 4-2.

Table 4-2 -- Portables

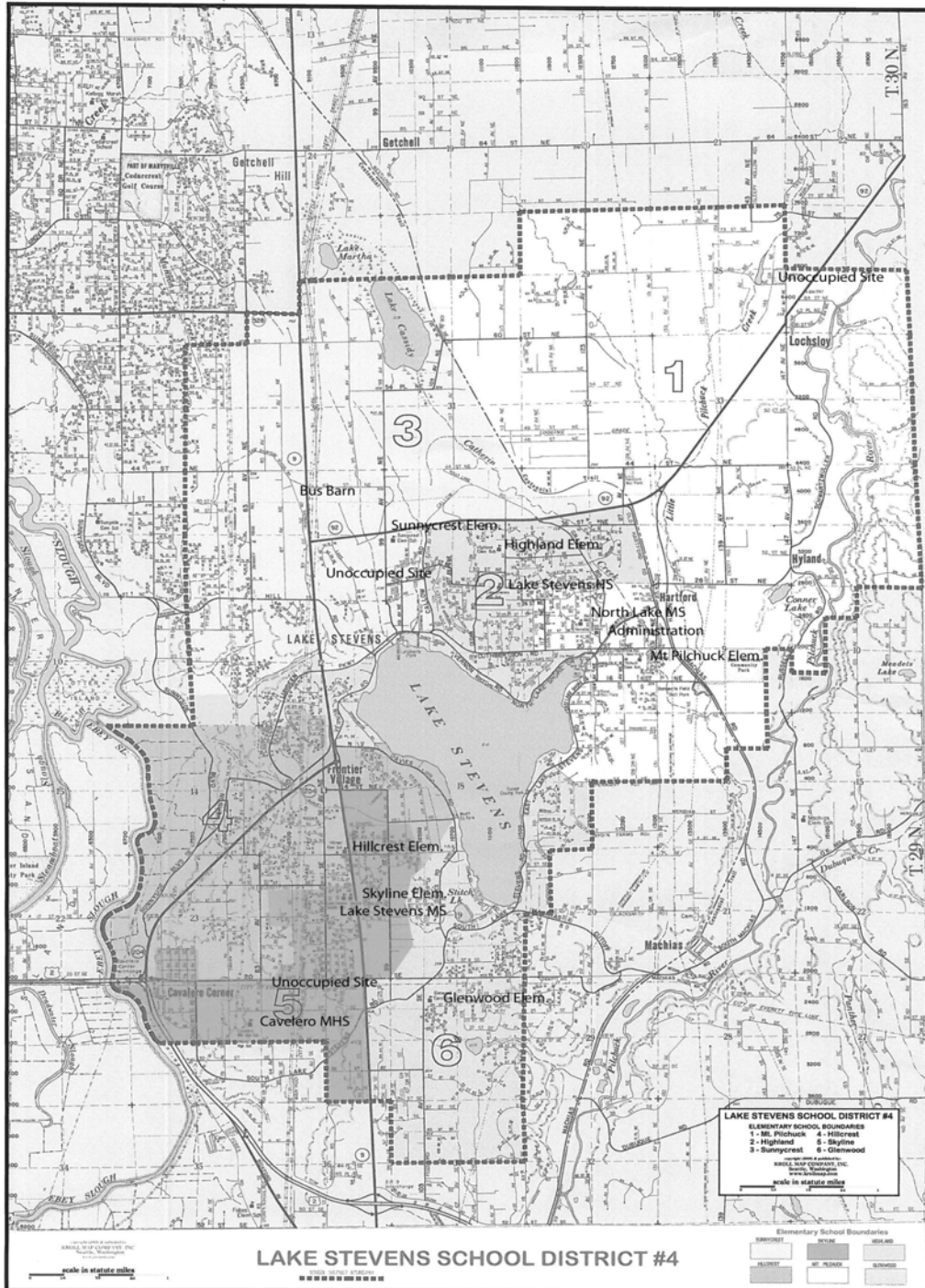
School Name	Portable Classrooms	Capacity in Portables	Portable ft ²
ELEMENTARY			
Glenwood	4	108	3,584
Hillcrest	8	162	5,376
Highland	6	162	5,376
Mt. Pilchuck	4	81	2,688
Skyline	4	108	3,584
Sunnycrest	7	189	6,272
Total	33	810	26,880
MIDDLE			
Lake Stevens Middle	8	240	7,168
North Lake Middle	8	240	7,168
Total	16	480	14,336
MID-HIGH			
Cavelero Mid-High			-
Total			
HIGH			
Lake Stevens High School	17	510	15,232
Total	17	510	15,232
District K-12 Total	66	1,800	56,448
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 Department, a District-wide support team. 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.

Figure 1 – Map of District Facilities



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 4-3.

Table 4-3 – 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 2019). 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.

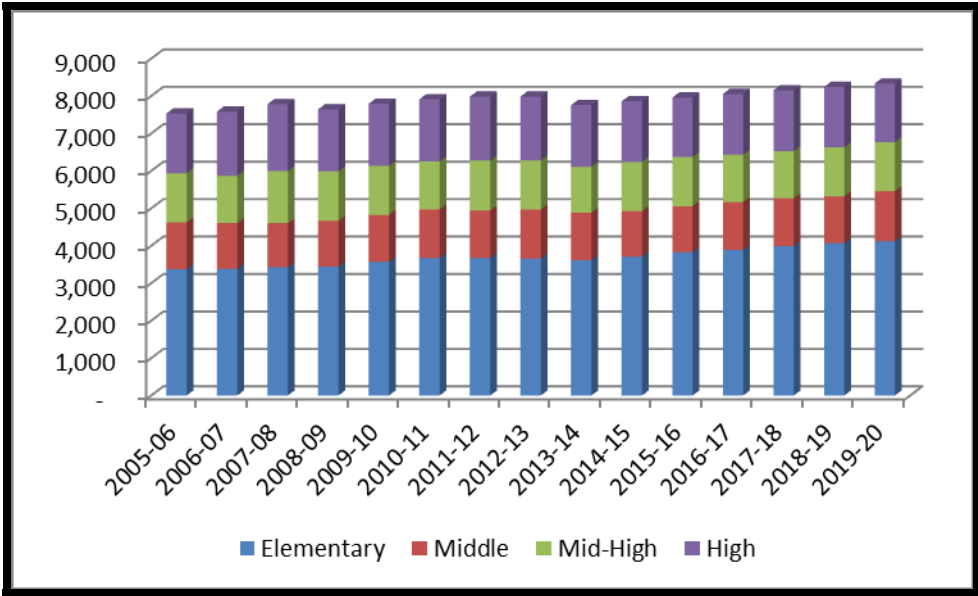
A 2.42 acre site (Jubb Field), located in an area north of Highway #92, is used as a small softball field. It is not of sufficient size to support a school.

SECTION 5: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historic Trends and Projections

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 2008 and October 2013, student enrollment increased by 479 FTE students, approximately 7%. Overall there was a 2% decline countywide during this period. The October 1, 2013 enrollment was 7,759 student FTEs, an increase of 118 students (1.6%) over October 1, 2011, the last CFP reporting period. 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. Population is estimated to rise from 41,238 in 2013 to over 61,000 in Year 2035.

Figure 2 – Lake Stevens School District Enrollment Projection



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

Table 5-1 Enrollment as Percentage of Population			
	Population	FTE Student Enrollment (Actual)	Student/ Population Ratio (Updated)
2000	29,888	6,305	21.1%
2001	30,897	6,633	21.5%
2002	31,906	6,800	21.3%
2003	32,914	6,996	21.3%
2004	33,923	7,109	21.0%
2005	34,932	7,299	20.9%
2006	35,941	7,240	20.1%
2007	36,950	7,257	19.6%
2008	37,959	7,307	19.2%
2009	38,968	7,433	19.1%
2010	39,977	7,568	18.9%
2011	40,248	7,640	19.0%
2012	40,726	7,655	18.8%
2013	41,238	7,759	18.8%
2014	42,142	7,860	18.70%
2015	43,047	7,959	18.50%
2016	43,951	8,055	18.30%
2017	44,856	8,150	18.20%
2018	45,760	8,242	18.00%
2019	46,665	8,331	17.90%

For its planning purposes, the District forecasts enrollments using the Ratio method, which measures FTE enrollment as a percentage of population. Table 5-1 shows this ratio from 2000 to 2013 based on official census and county population estimates adopted in 2012 by the Snohomish County Tomorrow Steering Committee and Snohomish County Council. Enrollments are based on District records of actual FTE enrollments.

The future enrollment forecasts (2014-2019) by the Office of the Superintendent of Public Instruction (OSPI) were not adopted for use in the District's 2014 CFP update. OSPI methodology uses a modified cohort survival method based on headcount. 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 Headcount estimates are found in Table 5-2 and differ from the District's Ratio-based FTE estimates in Table 5-3. The OSPI estimates are too high in the opinion of the District. They would produce a student/population ratio of 19.1% in 2019 when the percentage has been declining consistently since 2001.

At this time, the District has at least one section of for-pay full-day Kindergarten at each of its six elementary schools. However, the majority of Kindergarten students still attend half-day Kindergarten. The District is not yet eligible for state-funded full-day Kindergarten at any of its

schools. As a result, the District will continue to use student full-time equivalent (FTE) numbers for its calculations. The District is aware of the potential requirement, with accompanying state funding, for full-day kindergarten beginning in 2018. This is not considered in this Capital Facilities Plan because the requirement is not officially in place. Should it happen prior to the 2016 update the District may revise its plan accordingly.

In summary, the Lake Stevens School District, using the ratio method, estimates that FTE enrollment will total 8,331 students in 2019. This represents a 7.4% FTE increase over 2013.

Table 5-2 shows future enrollment by grade span. It is based in part on the percentage distribution by OSPI, although the District assumes a slower pace of growth over the next six years. The estimates are based on a more focused analysis of trends that show a similar growth rate at the elementary level, but lower at the higher grade spans.

**Table 5-2 - Projected FTE Enrollment by Grade Span 2013-2019
Lake Stevens School District - FTE**

Grade Span	2013	2014	2015	2016	2017	2018	2019
Elementary School	3,612	3,710	3,825	3,886	3,992	4,070	4,122
Middle School	1,268	1,216	1,228	1,282	1,276	1,250	1,336
Mid-High School	1,225	1,310	1,321	1,260	1,262	1,307	1,308
High School	1,654	1,623	1,585	1,627	1,620	1,616	1,565
Total	7,759	7,860	7,959	8,055	8,150	8,242	8,331

2035 Enrollment Projections

Although student enrollment projections beyond 2019 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 2035 student FTE enrollment of 10,656 based on the “ratio” method. (OSPI does not forecast enrollments beyond 2019). The forecast is based on the County’s OFM-based population forecast of 61,136. Assuming the County forecasts are correct, student enrollment will continue to increase through 2035 and the 17.4% ratio is considered reasonable. The 2013 actual ratio was 18.8%. OSPI has forecasted a decline in the student/population ratio. The 2035 assumption reflects this ratio decline.

Table 5-3 - Projected 2035 Enrollment

Grade Span	2035
Elementary School	5,272
Middle School	1,709
Mid-High School	1,673
High School	2,002
Total	10,656

The 2035 estimate represents a 37% increase over 2013 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.

Should projected enrollment materialize as described in Table 5-3, 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 2035 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 in Table 5-2. The District currently (2013) has 475 unhoused students at the elementary level and 128 unhoused students at the high school level. It has excess capacity at the middle school (167) and mid-high (193) school levels.

Facility Needs (2014-2019)

Projected available student capacity was derived by subtracting projected FTE student enrollment from 2014 permanent school capacity (excluding portables) for each of the six years in the forecast period (2014-2019). The District’s enrollment projections in Table 5-2 have been applied to the existing capacity (Table 4-1). If no capacity improvements were to be made by the year 2019 the District would be over capacity at the elementary level by 985 students, and by 39 students at the high school level. The middle school and mid high levels would have excess capacity at 99 students and 110 students respectively.

Projected future capacity needs are depicted on Table 6-1. This table compares actual future space needs with 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 2013 must be deducted from the total projected deficiencies before impact fees are assessed. The percentage figure shown in the last column of Table 6-1 is the “growth related” percentage of overall deficiencies that is used to calculate impact fees.

Table 6-1 - Projected Additional Capacity Needs 2013 – 2019

Grade Span	2013	2014	2015	2016	2017	2018	2019	2013-2019
Elementary (K-5)								
Capacity Deficit	(475)	(573)	(688)	(749)	(855)	(933)	(985)	
Growth Related		(98)	(213)	(274)	(380)	(458)	(510)	51.78%
Middle School (6-7)								
Capacity Deficit	167	219	207	153	159	185	99	
Growth Related		52	40	(14)	(8)	18	(68)	68.69%
Mid-High (8-9)								
Capacity Deficit	193	108	97	158	156	111	110	
Growth Related		(85)	(96)	(35)	(37)	(82)	(83)	75.73%
High School 10-12)								
Capacity Deficit	(128)	(97)	(59)	(101)	(94)	(90)	(39)	
Growth Related		31	69	27	34	38	89	0.00%

Table 6-1 does not consider the construction of a new elementary school. The District’s six-year capital improvement plan (Table 6-3) includes the project. Deficiencies would remain at three grade levels (not Middle School), although the elementary deficit would drop to 485 with a new elementary school.

Forecast of Future Facility Needs through 2035

Additional elementary, middle, mid-high and high school classroom space will need to be constructed between 2015 and 2035 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 (2019), additional permanent student capacity will be needed as follows:

Table 6-2 – 2019 Additional Capacity Need

Grade Level	2013 Capacity	2019 Capacity	2019 Additional Capacity Needed
Elementary	3,137	3,637	485*
Middle School	1,435	1,435	
Mid-High	1,418	1,418	
High School	1,526	1,526	39
Total	7,516	8,016	524

*Assumes construction of new 500-student elementary school in 2019

These figures reflect a planned elementary school improvement by the District by 2019.

Planned Improvements (2013 - 2019)

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 2019 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 2019 and will require placing a bond issue before the electorate. If a school is built, there would be 485 unhoused students, a number less than the District's standard of 500-student capacity for elementary schools.

Middle Schools: With the move of the 8th grade to the new Cavelero Mid-High School, there is currently sufficient student capacity.

Mid-High School: Cavelero Mid-High, opened in 2007, houses grades 8 & 9.

High Schools: The high school houses grades 10-12. There will be an estimated 39 unhoused students at this level. Additional classroom space will be accommodated with portables.

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 6-3 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2014-2019. 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. 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.

If actions 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 6-3 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 2019.

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.

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. For its 2014 CFP, the District assumes a 40% match.

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 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.

Since 2012, the Lake Stevens School District has collected and expended the following impact fees:

	<u>Collections</u>	<u>Expenditures</u>
2014	\$ 384,044.00	\$ 232,450.92
2013	\$1,005,470.00	\$ 22,304.10
2012	\$1,526,561.00	\$ -
2011	\$ 734,392.00	\$ -
2010	\$1,057,088.00	\$ 3,600,000.00
2009	\$1,638,290.00	\$ -

The law allows ten years for collected dollars to be spent.

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.

Table 6-3 – Capital Facilities Plan 2014-2019

Estimated Project Cost by Year - in \$millions							Total	Local Cost*	State Match
	2014	2015	2016	2017	2018	2019			
Improvements Adding Student Capacity									
Elementary									
Site Acquisition						\$ 1.50	\$ 1.50	\$ 1.50	
Acres						15	15		
Capacity Addition						500			
Construction Cost						\$19.95	\$19.95	\$ 11.27	\$8.68
Capacity Addition							500		
Middle									
Site Acquisition							-		
Acres							-		
Capacity Addition							-		
Construction Cost							-		
Capacity Addition							-		
Mid-High									
Site Acquisition							-		
Acres							-		
Capacity Addition							-		
Construction Cost							-		
Capacity Addition							-		
High School									
Site Acquisition							-		
Acres							-		
Capacity Addition							-		
Construction Cost							-		
Capacity Addition							-		
Total Cost						\$21.45	\$21.45	\$12.77	\$8.68
Portables Purchased as Necessary at \$110,000 per unit									
Improvements Not Adding Student Capacity									
							-	Local	Match
Elementary									
Construction Cost							-		
Middle									
Construction Cost							-		
Mid-High									
Construction Cost							-		
High School									
Construction Cost							-		
District-wide Improvements									
Construction Cost							-		
Totals							-	Local	Match
Elementary (including land acquisition)						\$21.45	\$21.45	\$12.77	\$8.68
Middle							-		
Mid-High							-		
High School							-		
District Wide							-		
Annual Total						\$21.45	\$21.45	\$ 12.77	\$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 6-4 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, 2014 - 2019. As noted previously, the District will need to acquire an additional elementary school site between 2014 and 2019. 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 6-4 – Projected Growth Related Capacity Surplus (Deficit)
After Programmed Improvements**

	Elementary	Middle	Mid-High	High School
2013				
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	3,612	1,268	1,225	1,654
Surplus (Deficit) After Improvement	(475)	167	193	(128)
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	3,710	1,216	1,310	1,654
Surplus (Deficit) After Improvement	(573)	219	108	(97)
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	3,825	1,228	1,321	1,585
Surplus (Deficit) After Improvement	(688)	207	97	(59)
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	3,886	1,282	1,260	1,627
Surplus (Deficit) After Improvement	(749)	153	158	(101)
2017				
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	3,992	1,276	1,262	1,620
Surplus (Deficit) After Improvement*	(855)	159	156	(94)
2018				
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	4,070	1,250	1,307	1,616
Surplus (Deficit) After Improvement*	(933)	185	111	(90)
2019				
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	4,122	1,336	1,308	1,565
Surplus (Deficit) After Improvement	(485)	99	110	(39)

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 6-5.

Table 6-5 – Student Generation Rates

	Elementary	Middle	Mid-High	High	Total
Single Family	0.332	0.111	0.092	0.118	0.653
<i>Multiple Family, 1 Bedroom</i>	--	--	--	--	--
Multiple Family, 2+ Bedroom	0.169	0.038	0.063	0.055	0.325

The District expects that .653 students will be generated from each new single family home in the District and that .325 students will be generated from each new two-plus bedroom multi-family unit. No survey samples were found for Multiple Family 1-Bedroom units.

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 6-3 (Capital Facilities Plan).

Current Facility Square Footage: These numbers are taken from Tables 4-1 and 4-2. 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 6-3, 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 2013) 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 4-2.

New Facilities Required Through 2019: 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 moveable furnishings in 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 4-1), 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 \$200.40 (January 2014).

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 4.38%.

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 0.00159.

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 \$232,647 for single-family detached residential dwellings; \$64,444 for one-bedroom multi-family units, and \$94,676 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 6-6.

Table 6-6 - Impact Fee Variables

Criteria	Elementary	Middle	Mid-High	High
Single Family	0.332	0.111	0.092	0.118
Multiple Family 1 Bdrm				
Multiple Family 2 Bdrm	0.169	0.038	0.063	0.055
Site Needs (acres)	15.0	-	-	-
Growth Related	7.8	-	-	-
Cost Per Acre	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00
Additional Capacity	500	-	-	-
Growth Related	258	0	0	0
Estimated Facility Construction Cost	\$21,700,000	\$0	\$0	\$0
Growth Related	\$11,235,532	\$0	\$0	\$0
Additional Capacity	500	-	-	-
Growth Related	258	-	-	-
Current Facility Square Footage	281,611	176,697	224,694	207,195
Relocatable Facilities Cost	\$110,000	\$110,000	\$110,000	\$110,000
Growth Related	\$56,954	\$75,555	\$83,302	\$0
Relocatable Facilities Capacity/Unit	27	30	30	25
Growth Related	13	20	22	-
Existing Portable Square Footage	29,568	14,336	-	15,232
Boeckh Index	\$200.40	\$200.40	\$200.40	\$200.40
School Space per Student (OSPI)	90	117	117	130
State Match Percentage	40.00%	40.00%	40.00%	40.00%
Interest Rate	4.38%	4.38%	4.38%	4.38%
Loan Payoff (Years)	10	10	10	10
Property Tax Levy Rate (Bonds)	0.00159	0.00159	0.00159	0.00159
Average AV per DU Type	\$232,647	\$64,444		\$94,676
	(Single Fam.)	(MF 1 bdrm)		(MF 2 bdrm)
Growth-Related Factor	51.78%	68.69%	75.73%	0.00%
Discount	50%	50%	50%	50%

Proposed Impact Fee Schedule

Using the variables and formula described, impact fees proposed for the Lake Stevens School District are summarized in Table 6-7 (refer to Appendix A for worksheets).

Table 6-7 - Calculated Impact Fees

Housing Type	Impact Fee Per Unit
Single Family Detached	\$9,360
One Bedroom Apartment	\$0
Two + Bedroom Apartment	\$5,065
Two + Duplex/Townhouse	\$5,065

50% discount

Housing Type	Impact Fee Per Unit
Single Family Detached	\$4,680
One Bedroom Apartment	\$0
Two + Bedroom Apartment	\$2,532
Two + Duplex/Townhouse	\$2,532

Appendix A
Impact Fee Calculation

IMPACT FEE WORKSHEET
 LAKE STEVNS SCHOOL DISTRICT
SINGLE-FAMILY RESIDENTIAL

SITE ACQUISITION COST

acres needed	7.80	x	\$	capacity (# students)	258	x	student factor	0.332	=	\$1,004	(elementary)
			100,000	/							
acres needed	0	x	\$	capacity (# students)	0	x	student factor	0.111	=	\$0	(middle)
			100,000	/							
acres needed	0	x	\$	capacity (# students)	0	x	student factor	0.092	=	\$0	(mid-high)
			100,000	/							
acres needed	0	x	\$	capacity (# students)	0	x	student factor	0.118	=	\$0	(high school)
			100,000	/							
TOTAL SITE ACQUISITION COST										=	<u>\$1,004</u>

SCHOOL CONSTRUCTION COST

total const. cost	\$11,235,532	/	capacity (# students)	258	x	student factor	0.332	=	\$14,458	(elementary)	
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.111	=	\$0	(middle)	
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.092	=	\$0	(mid-high)	
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.118	=	\$0	(high school)	
Total Square Feet of Permanent Space (District)											<u>890,197</u>
/ Total Square Feet of School Facilities (000)											<u>949,333</u>
TOTAL FACILITY CONSTRUCTION COST										=	<u>\$ 13,557</u>

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	\$ 56,954	/	13	facility size	x	student factor	0.332	=	\$1,455	(elementary)	
Portable Cost	\$ 75,555	/	20	facility size	x	student factor	0.111	=	\$419	(middle)	
Portable Cost	\$ 83,302	/	22	facility size	x	student factor	0.092	=	\$348	(mid-high)	
Portable Cost	\$ -	/	0	facility size	x	student factor	0.118	=	\$0	(high school)	
Total Square Feet of Portable Space (District)											<u>59,136</u>
/ Total Square Feet of School Facilities (000)											<u>949,333</u>
TOTAL RELOCATABLE COST ELEMENT										=	<u>\$138</u>

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	\$ 200.40	x OSPI Allowance	90.00	x	State Match %	40.00%	x	student factor	0.332	=	\$2,395	(elementary)	
BOECKH Index	\$ 200.40	x OSPI Allowance	117.00	x	State Match %	40.00%	x	student factor	0.111	=		(middle)	
BOECKH Index	\$ 200.40	x OSPI Allowance	117.00	x	State Match %	40.00%	x	student factor	0.092	=		(mid-high)	
BOECKH Index	\$ 200.40	x OSPI Allowance	130.00	x	State Match %	40.00%	x	student factor	0.118	=		(high school)	
TOTAL STATE MATCH CREDIT											=	<u>\$2,395</u>	

TAX PAYMENT CREDIT

$\frac{[(1 + \text{interest rate } 4.38\%)^{10} - 1]}{0.0438}$	10	years to pay off bond) - 1] /	$\frac{[\text{interest rate } 4.38\% \times 0.00159 \text{ capital levy rate}]}{x}$									
(1 + interest rate 4.38%) ¹⁰	10	years to pay off bond] x										
assessed value	\$232,647										tax payment credit =	\$ 2,944

IMPACT FEE CALCULATION

SITE ACQUISITION COST	\$1,004
FACILITY CONSTRUCTION COST	\$ 13,557
RELOCATABLE FACILITIES COST (PORTABLES)	\$138
(LESS STATE MATCH CREDIT)	(\$2,395)
(LESS TAX PAYMENT CREDIT)	(\$2,944)

	Non-Discounted	50% Discount
FINAL IMPACT FEE PER UNIT	\$9,360	\$4,680

IMPACT FEE WORKSHEET
 LAKE STEVNS SCHOOL DISTRICT
MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

SITE ACQUISITION COST

acres needed	7.8	x	\$	/	capacity (#	258	x	student	0	=	\$0	(elementary)
			100,000		students)			factor				
acres needed	0	x	\$	/	capacity (#s	0	x	student	0	=	\$0	(middle)
			100,000		tudents)			factor				
acres needed	0	x	\$	/	capacity (#	0	x	student	0	=	\$0	(mid-high)
			100,000		students)			factor				
acres needed	0	x	\$	/	capacity (#	0	x	student	0	=	\$0	(high school)
			100,000		students)			factor				
TOTAL SITE ACQUISITION COST											=	\$0

SCHOOL CONSTRUCTION COST

total const. cost	\$11,235,532	/			capacity (#	258	x	student factor	0	=	\$0	(elementary)
					students)							
total const. cost	\$0	/			capacity (#	0	x	student factor	0	=	\$0	(middle)
					students)							
total const. cost	\$0	/			capacity (#	0	x	student factor	0	=	\$0	(mid-high)
					students)							
total const. cost	\$0	/			capacity (#	0	x	student factor	0	=	\$0	(high school)
					students)							
											Subtotal	\$0

Total Square Feet of Permanent Space (District)	890,197	/	Total Square Feet of School Facilities (000)	949,333	=	93.77%
TOTAL FACILITY CONSTRUCTION COST					=	\$ -

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	\$ 56,954	/	13	facility size	x	student factor	0	=	\$0	(elementary)			
Portable Cost	\$ 75,555	/	20	facility size	x	student factor	0	=	\$0	(middle)			
Portable Cost	\$ 83,302	/	22	facility size	x	student factor	0	=	\$0	(mid-high)			
Portable Cost	\$ -	/	0	facility size	x	student factor	0	=	\$0	(high school)			
											Subtotal	\$0	
Total Square Feet												/	Total Square Feet

of Portable Space (District) 59,136 of School Facilities (000) 949,333 = 6.23%
 TOTAL RELOCATABLE COST ELEMENT = \$0

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	<u>\$ 200.40</u>	x OSPI Allowance	<u>90</u>	x State Match %	<u>40.00%</u>	x student factor	<u>0</u>	=	<u>\$0</u>	(elementary)
BOECKH Index	<u>\$ 200.40</u>	x OSPI Allowance	<u>117</u>	x State Match %	<u>40.00%</u>	x student factor	<u>0</u>	=	<u> </u>	(middle)
BOECKH Index	<u>\$ 200.40</u>	x OSPI Allowance	<u>117</u>	x State Match %	<u>40.00%</u>	x student factor	<u>0</u>	=	<u> </u>	(mid-high)
BOECKH Index	<u>\$ 200.40</u>	x OSPI Allowance	<u>130</u>	x State Match %	<u>40.00%</u>	x student factor	<u>0</u>	=	<u> </u>	(high school)

TOTAL STATE MATCH CREDIT = \$0

TAX PAYMENT CREDIT

(((1+ interest rate	4.38%) ^	10	years to pay off bond) - 1] /	[interest rate	4.38%	x			
(1 + interest rate	4.38%)^	10	years to pay off bond] x	0.00159	capital levy rate x				
assessed value	<u>\$64,444</u>							tax payment credit	=	\$ (816)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	<u>\$0</u>
FACILITY CONSTRUCTION COST	<u>\$0</u>
RELOCATABLE FACILITIES COST (PORTABLES)	<u>\$0</u>
(LESS STATE MATCH CREDIT)	<u>\$0</u>
(LESS TAX PAYMENT CREDIT)	<u>(\$816)</u>

	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	7.8	x	\$ 100,000	capacity (#students)	258	x	student factor	0.169	=	\$511	(elementary)
acres needed	<u>0</u>	x	<u>\$ 100,000</u>	capacity (#students)	<u>0</u>	x	student factor	<u>0.038</u>	=	<u>\$0</u>	(middle)
acres needed	<u>0</u>	x	<u>\$ 100,000</u>	capacity (#students)	<u>0</u>	x	student factor	<u>0.063</u>	=	<u>\$0</u>	(mid-high)
acres needed	<u>0</u>	x	<u>\$ 100,000</u>	capacity (#students)	<u>0</u>	x	student factor	<u>0.055</u>	=	<u>\$0</u>	(high school)

TOTAL SITE ACQUISITION COST = \$511

SCHOOL CONSTRUCTION COST

total const. cost	<u>\$11,235,532</u>	/	capacity (# students)	<u>258</u>	x	student factor	<u>0.169</u>	=	<u>\$7,360</u>	(elementary)
total const. cost	<u>\$0</u>	/	capacity (# students)	<u>0</u>	x	student factor	<u>0.038</u>	=	<u>\$0</u>	(middle)
total const. cost	<u>\$0</u>	/	capacity (# students)	<u>0</u>	x	student factor	<u>0.063</u>	=	<u>\$0</u>	(mid-high)
total const. Cost	<u>\$0</u>	/	capacity (# students)	<u>0</u>	x	student factor	<u>0.055</u>	=	<u>\$0</u>	(high school)

\$7,360

Total Square Feet of Permanent Space (District)	<u>890,197</u>	/ Total Square Feet of School Facilities (000)	<u>949,333</u>	=	93.77%
--	----------------	--	----------------	---	--------

TOTAL FACILITY CONSTRUCTION COST

= \$ 6,901

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	<u>\$ 56,954</u>	/	<u>13</u>	facility size	x	student factor	<u>0.169</u>	=	<u>\$740</u>	(elementary)
Portable Cost	<u>\$ 75,000</u>	/	<u>20</u>	facility size	x	student factor	<u>0.038</u>	=	<u>\$143</u>	(middle)
Portable Cost	<u>\$ 83,302</u>	/	<u>22</u>	facility size	x	student factor	<u>0.063</u>	=	<u>\$239</u>	(mid-high)
Portable Cost	<u>\$ -</u>	/	<u>0</u>	facility size	x	student factor	<u>0.055</u>	=		(high school)

Subtotal \$1,121

Total Square Feet of Portable Space (District)	<u>59,136</u>	/ Total Square Feet of School Facilities (000)	<u>949,333</u>	=	6.23%
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TOTAL RELOCATABLE COST ELEMENT

= \$70

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	<u>\$ 200.40</u>	x OSPI Allowance	<u>90</u>	x	State Match %	<u>40.00%</u>	x	student factor	<u>0.169</u>	=	<u>\$1,219</u>	(elementary)
BOECKH Index	<u>\$ 200.40</u>	x OSPI Allowance	<u>117</u>	x	State Match %	<u>40.00%</u>	x	student factor	<u>0.038</u>	=		(middle)
BOECKH Index	<u>\$ 200.40</u>	x OSPI Allowance	<u>117</u>	x	State Match %	<u>40.00%</u>	x	student factor	<u>0.063</u>	=		(mid-high)
BOECKH Index	<u>\$ 200.40</u>	x OSPI Allowance	<u>130</u>	x	State Match %	<u>40.00%</u>	x	student factor	<u>0.055</u>	=		(high school)
TOTAL STATE MATCH CREDIT										=	<u>\$1,219</u>	

TAX PAYMENT CREDIT

$\frac{[(1 + \text{interest rate } 4.38\%)^{10} - 1]}{4.38\%}$	10	years to pay off bond) - 1] /	$[\text{interest rate } 4.38\% \times$	
$(1 + \text{interest rate } 4.38\%)^{10}$	10	years to pay off bond] x	0.00159	capital levy rate x
assessed value	<u>\$94,676</u>			tax payment credit = \$ 1,198

IMPACT FEE CALCULATION

SITE ACQUISITION COST	<u>\$511</u>
FACILITY CONSTRUCTION COST	<u>\$6,901</u>
RELOCATABLE FACILITIES COST (PORTABLES)	<u>\$70</u>
(LESS STATE MATCH CREDIT)	<u>(\$1,219)</u>
(LESS TAX PAYMENT CREDIT)	<u>(\$1,198)</u>

	Non-Discounted	50% Discount
FINAL IMPACT FEE PER UNIT	\$5,065	\$2,532

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

Student Generation Rate Methodology



Student Generation Rate Study for the Lake Stevens School District

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

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 2006 through December 2012. 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 2014. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the County Assessor's data.*

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 2,227 single family detached units were compared with data on 8,197 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	139	0.062
1	118	0.053
2	114	0.051
3	139	0.062
4	109	0.049
5	121	0.054
6	115	0.052
7	133	0.060
8	91	0.041
9	114	0.051
10	90	0.040
11	96	0.043
12	76	0.034
K-5	740	0.332
6-7	248	0.111
8-9	205	0.092
10-12	262	0.118
K-12	1455	0.653

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 237 multi-family 2+ BR units were compared with data on 8,197 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	10	0.042
1	5	0.021
2	5	0.021
3	8	0.034
4	5	0.021
5	7	0.030
6	7	0.030
7	2	0.008
8	9	0.038
9	6	0.025
10	5	0.021
11	5	0.021
12	3	0.013
K-5	40	0.169
6-7	9	0.038
8-9	15	0.063
10-12	13	0.055
K-12	77	0.325

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	.332	.111	.092	.118	.653
Multi-Family 2+ BR	.169	.038	.063	.055	.325

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

Appendix D
Board Resolution Adopting
Capital Facilities Plan



LAKE STEVENS
School District

RESOLUTION NO. 5-14
CAPITAL FACILITIES PLAN FOR 2014-2019

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 (Plan); and

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; and

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

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

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

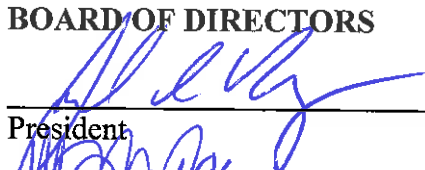
WHEREAS, the District finds that the Plan meets the basic requirements of RCW 36.70A and RCW 82.02; and

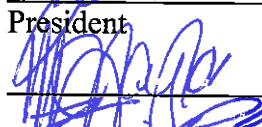
WHEREAS, a review of the Plan was carried out pursuant to RCW 43.21C (the State Environmental Policy Act). A Determination of Non Significance has been issued.

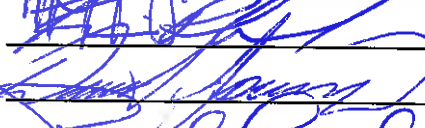
NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Lake Stevens School District hereby adopts the Capital Facilities Plan for the years 2014-2019, pursuant to the requirements of RCW 36.70A and the Snohomish County General Policy Plan. The Snohomish County Council, the City of Lake Stevens, 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 13th day of August 2014.

LAKE STEVENS SCHOOL DISTRICT NO. 4
BOARD OF DIRECTORS



President






ATTEST:


Superintendent:

Our students will be contributing members of society and lifelong learners, pursuing their passions and interests in an ever-changing world.

Appendix E

Determination of Non-Significance and Environmental Checklist

DETERMINATION OF NONSIGNIFICANCE

**Lake Stevens School District No. 4
Capital Facilities Plan 2014-2019**

DESCRIPTION OF PROPOSAL:

The proposed action is the adoption of the Lake Stevens School District No. 4 Capital Facilities Plan, 2014-2019. Board adoption is scheduled to occur on August 13, 2014. 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 2014-2019.

PROPONENT: Lake Stevens School District No. 4

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

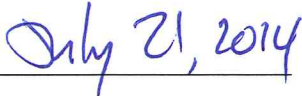
LEAD AGENCY: Lake Stevens School District No. 4

The lead agency for this proposal has determined that the proposal does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This 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 upon request.

This Determination of Nonsignificance (DNS) is issued under WAC 197-11-340(2). The lead agency will not act on this proposal for 14 days from the published date below. Comments must be submitted by Thursday August 7, 2014 to the Responsible Official as named below.

RESPONSIBLE OFFICIAL: Robb Stanton
POSITION/TITLE: Executive Director, Operations and Technology Services
ADDRESS: Lake Stevens School District No. 4
12309 22nd Street NE
Lake Stevens, WA 98258
PHONE: 425-335-1506

Signature:  _____

Date:  _____

PUBLISHED: July 25, 2014

There is no agency appeal.

**LAKE STEVENS SCHOOL DISTRICT NO. 4
ENVIRONMENTAL CHECKIST
Adoption
of
Capital Facilities Plan 2014-2019**

Prepared by
SHOCKEY PLANNING GROUP, Inc.
for
Lake Stevens School District No. 4

Proposal

**Adoption of Capital Facilities Plan 2014-2019
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

July 2014

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Appendices

Appendix A – Supplemental Sheet for Nonproject Actions

Appendix B – 2014-2019 Capital Facilities Plan

ENVIRONMENTAL CHECKLIST

A. BACKGROUND

1. **Name of proposed project, if applicable:** Adoption of Capital Facilities Plan, 2014-2019
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

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

4. **Date checklist prepared:** July 15, 2014
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, 2014-2019, is scheduled to be adopted by the Lake Stevens School Board August 13, 2014.

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 2019. 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.**

The following reports/information are incorporated by reference and attached to this environmental checklist:

- Snohomish County General Policy Plan
- City of Lake Stevens Comprehensive Plan
- City of Marysville Comprehensive Plan

9. Do you know whether applications are pending for governmental approvals of other proposals directly affecting the property covered by your proposal? If yes, explain.

Following adoption of the Capital Facilities Plan, it is anticipated that it will be incorporated into the comprehensive plans for Snohomish County and the Cities of Lake Stevens and Marysville.

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. (Lead agencies may modify this form to include additional specific information on project description.)

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 (2014-2019).

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 agricultural land of long-term commercial significance and whether the proposal results in removing any of these soils.**

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. Typically agricultural areas lie outside Urban Growth Areas. Schools are discouraged outside the UGA.

- 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, total area, and approximate quantities and total affected area of any filling, excavation, and grading proposed. Indicate source of fill.**

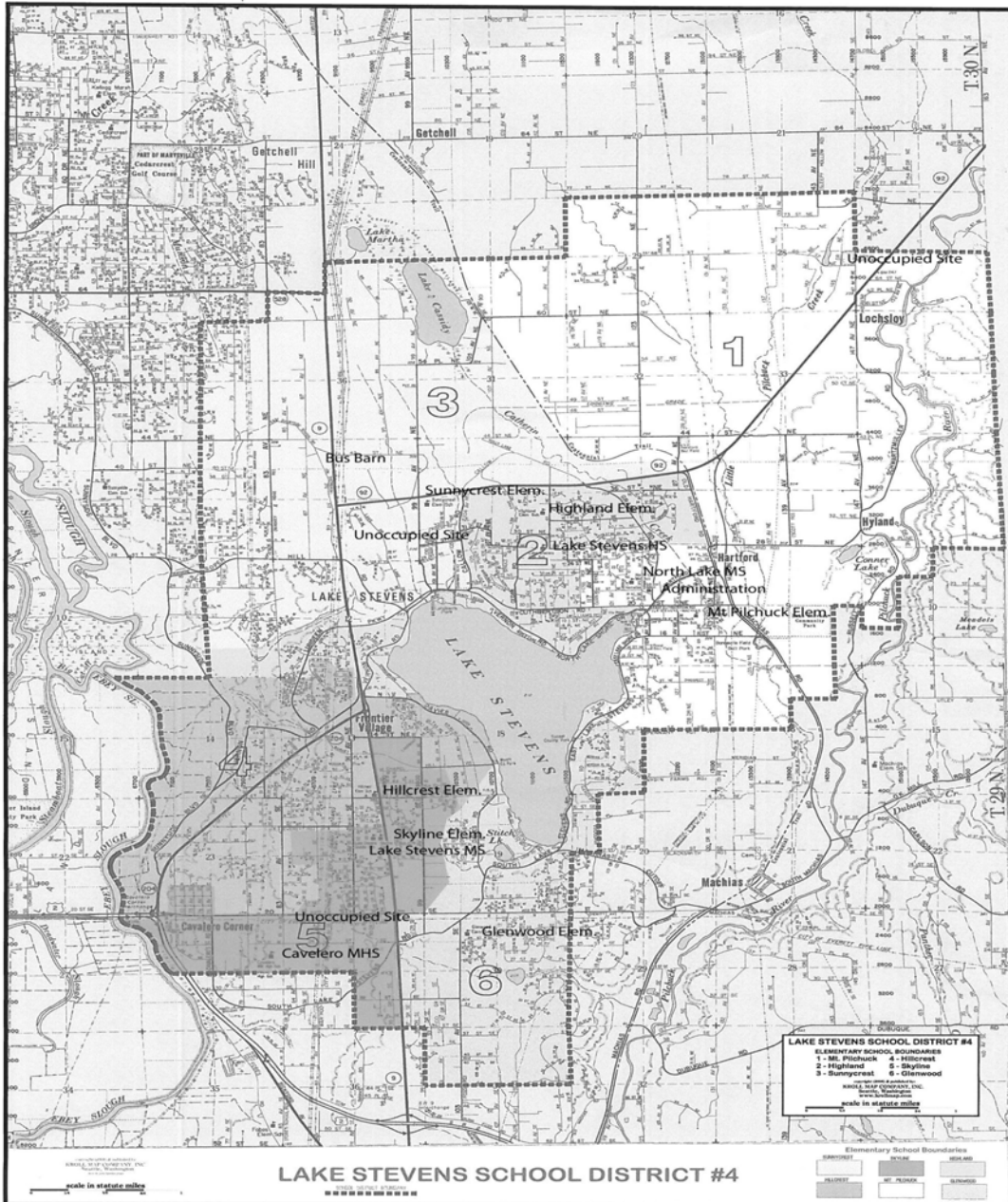
Individual projects included in the CFP have been or would be subject to Lake Stevens, Marysville or County project approval and environmental review, at the time of application.

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.

Figure 1 - Map of School Facilities



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, industrial wood smoke) during construction, operation and maintenance 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 Water:

- 1) **Is there any surface water body on or in the immediate vicinity of the site (including year-round and seasonal streams, saltwater, lakes, ponds, wetlands)? If yes, describe type and provide names. If appropriate, state what stream or river it flows into.**

The Lake Stevens School District is characterized by a variety of surface water bodies. The individual water bodies that are in close proximity to proposed projects included in the 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 Water:

1) Will groundwater be withdrawn from a well for drinking water or other purposes? If so, give a general description of the well, proposed uses and approximate quantities withdrawn from the well. Will water be discharged to groundwater? 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*.

3) Does the proposal alter or otherwise affect drainage patterns in the vicinity of the site? If so, describe.

Any proposed school project would be required to submit a drainage analysis including potential impacts to drainage patterns and means of avoiding those impacts.

d. Proposed measures to reduce or control surface, ground, and runoff water, and drainage pattern 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 the types of vegetation found on the site:

- deciduous tree: alder, maple, aspen, other: _____
- evergreen tree: fir, cedar, pine, other: _____
- shrubs
- grass
- pasture
- crop or grain
- Orchards, vineyards or other permanent crops
- wet soil plants: cattail, buttercup, bulrush, skunk cabbage, other: _____
- water plants: water lily, eelgrass, milfoil, other: _____
- other types of vegetation: domestic vegetation

A variety of plant communities exist within the Lake Stevens School District 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 and 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.

e. List all noxious weeds and invasive species known to be on or near the site.

The specific presence of noxious weeds and invasive species would be determined at the time of specific project permitting. Project proposals would include the means of eliminating those with a potential hazard or impact to a school project.

5. ANIMALS

a. List any birds and other animals which have been observed on or near the site or are known to be on or near the site. Examples include:

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 and 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.

e. List any invasive animal species known to be on or near the site.

The specific presence of invasive species would be determined at the time of specific project permitting. Project proposals would include the means of eliminating those with a potential hazard or impact to a school project.

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 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 any known or possible contamination at the site from present or past uses.

The specific presence of contaminants would be determined at the time of specific project permitting, including a Phase 1 Environmental Review and, if warranted, a Phase 2 analysis. Project proposals would include the means of eliminating materials with a potential hazard or impact to a school project.

- 2) **Describe existing hazardous chemicals/conditions that might affect project development and design. This includes underground hazardous liquid and gas transmission pipelines located within the project area and in the vicinity.**

Specific types of hazardous material would be identified for specific projects once their location is identified.

- 3) **Describe any toxic or hazardous chemicals that might be stored, used, or produced during the project's development or construction, or at any time during the operating life of the project.**

Hazardous materials would not typically be stored at a school facility; however, when such is necessary, building would be designed to afford maximum protection against spills or release.

- 4) **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*.

- 5) **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, 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? Will the proposal affect current land uses on nearby or adjacent properties? If so, describe.

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 project site been used as working farmlands or working forest lands? If so, describe. How much agricultural or forest land of long-term commercial significance will be converted to other uses as a result of the proposal, if any? If resource lands have not been designated, how many acres in farmland or forest land tax status will be converted to nonfarm or nonforest use?

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.

1) Will the proposal affect or be affected by surrounding working farm or forest land normal business operations, such as oversize equipment access, the application of pesticides, tilling, and harvesting? If so, how:

Schools within this urban District will not typically be located near the activities described.

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 *Appendix B - 2014-2019 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 a critical area by the city or county? 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, 2014 is as follows:

- Certificated 440
- Administrators 28
- Non Represented 44
- Classified 480

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.

m. Proposed measures to ensure the proposal is compatible with nearby agricultural and forest lands of long-term commercial significance, if any:

Schools within this urban District will not typically be located near the rural agriculture or forestry activities. Should this occur, the design process and the entitlement process will disclose any potential incompatibilities which can be addressed on a case by case basis.

9. HOUSING

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

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 recreation 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 buildings, structures, or sites, located on or near the site that are over 45 years old listed in or eligible for listing in national, state, or local preservation registers located on or near the site? If so, specifically describe.**

There are no known places or objects listed on or proposed for such registers on any sites currently being considered for projects included in the CFP. The existence of historic and cultural resources on or next to the proposed sites included in the CFP would be identified in more detail during project-specific environmental review.

- b. Are there any landmarks, features, or other evidence of Indian or historic use or occupation? This may include human burials or old cemeteries. Are there any material evidence, artifacts, or areas of cultural importance on or near the site? Please list any professional studies conducted at the site to identify such resources.**

An inventory of historical sites at or near the sites of the projects included in the CFP would be developed during project-specific environmental review, including review of date from the Washington Office of Archaeology and Historic Preservation (OAHP)

- c. Describe the methods used to assess the potential impacts to cultural and historic resources on or near the project site. Examples include consultation with tribes and the department of archeology and historic preservation, archaeological surveys, historic maps, GIS data, etc.**

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.

- d. **Proposed measures to avoid, minimize, or compensate for loss, changes to, and disturbance to resources. Please include plans for the above and any permits that may be required.**

If suspected sites are found, then archaeological monitoring would be a likely requirement of permit approval.

14. TRANSPORTATION

- a. **Identify public streets and highways serving the site or affected geographic area 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 the site or affected geographic area currently served by public transit? If so, generally describe. 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 additional parking spaces would the completed project or non-project proposal have? How many would the project or proposal 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 or improvements to existing roads, streets, pedestrian, bicycle or state transportation facilities, 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 or proposal 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 or proposal? If known, indicate when peak volumes would occur and what percentage of the volume would be trucks (such as commercial and**

nonpassenger vehicles). What data or transportation models were used to make these estimates?

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

- g. Will the proposal interfere with, affect or be affected by the movement of agricultural and forest products on roads or streets in the area? If so, generally describe.**

Schools within this urban District will not typically be located near rural agriculture or forestry activities. Specific impacts of the projects included in the CFP would be addressed during project-specific environmental review.

- h. 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, public transit, 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 Cities of Lake Stevens and Marysville, and other jurisdictions a description of facilities needed to accommodate projected student enrollment at acceptable levels of service through the year 2010. It also provides a more detailed schedule and financing program for capital improvements over the six-year period 2014-2019. The capital facilities financing plan is outlined in the CFP (Table 6-3). Funding sources include General Obligation Bonds, State Match Funds, and School Impact Fees. See *Appendix B - 2014-2019 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: 
Applicant Representative

Name of signee: Reid H. Shockey, AICP

Position and Agency/Organization: President - Shockey Planning Group

Date submitted: July 25, _____, 2014

Appendix A

Supplemental Sheet for Nonproject Actions

D. SUPPLEMENT SHEET FOR NONPROJECT ACTIONS (IT IS NOT NECESSARY to 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 species 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
2014-2019
Capital Facilities Plan

INCORPORATED BY REFERENCE.

COPIES AVAILABLE FOR REVIEW BY CONTACTING LAKE STEVENS SCHOOL DISTRICT

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;
 - a description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.
2. Inventory of Existing Facilities, including:
 - the location and capacity of existing schools;
 - a description of educational standards and a clearly defined minimum level of service such as classroom size, school size, use of portables, etc.;
 - the location and description of all district-owned or leased sites (if any) and properties;
 - a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.; and
 - information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.
3. Forecast of Future Facility Needs, including:
 - identification of new schools and/or school additions needed to address existing deficiencies and to meet demands of projected growth over the next 6 years; and
 - the number of additional portable classrooms needed.
4. Forecast of Future Site Needs, including:
 - the number, size, and general location of needed new school sites.
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;
 - projected schedule for completion of these projects; and
 - proposed sources of funding, including impact fees (if proposed), local bond issues (both approved and proposed), and state matching funds.
6. Impact Fee Support Data (where applicable), including:
 - an explanation of the calculation methodology, including description of key variables and their computation;
 - 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;
 - b) accurately reflects projected costs in the 6-year financing program; and
 - a proposed fee schedule that reflects expected student generation rates from, at minimum, the following residential unit types: single-family, multi-family/studio or 1-bedroom, and multi-family/2-bedroom or more.

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.
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.
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.

LAKEWOOD SCHOOL DISTRICT NO. 306

CAPITAL FACILITIES PLAN

2014-2019

APPROVED:

SEPTEMBER 3, 2014

LAKEWOOD SCHOOL DISTRICT NO. 306

CAPITAL FACILITIES PLAN

2014-2019

BOARD OF DIRECTORS

LARRY BEAN, PRESIDENT

DAVID KIEFER, VICE-PRESIDENT

KELLY ALLEN

OSCAR ESCALANTE

GREGORY JENSEN

SUPERINTENDENT

DR. MICHAEL MACK

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.

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INTRODUCTION

A. Purpose of the Capital Facilities Plan

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

The Lakewood School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide Snohomish County (the “County”) and the cities of Arlington and Marysville with a description of facilities needed to accommodate projected student enrollment and a schedule and financing program for capital improvements over the next six years (2014-2019).

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.

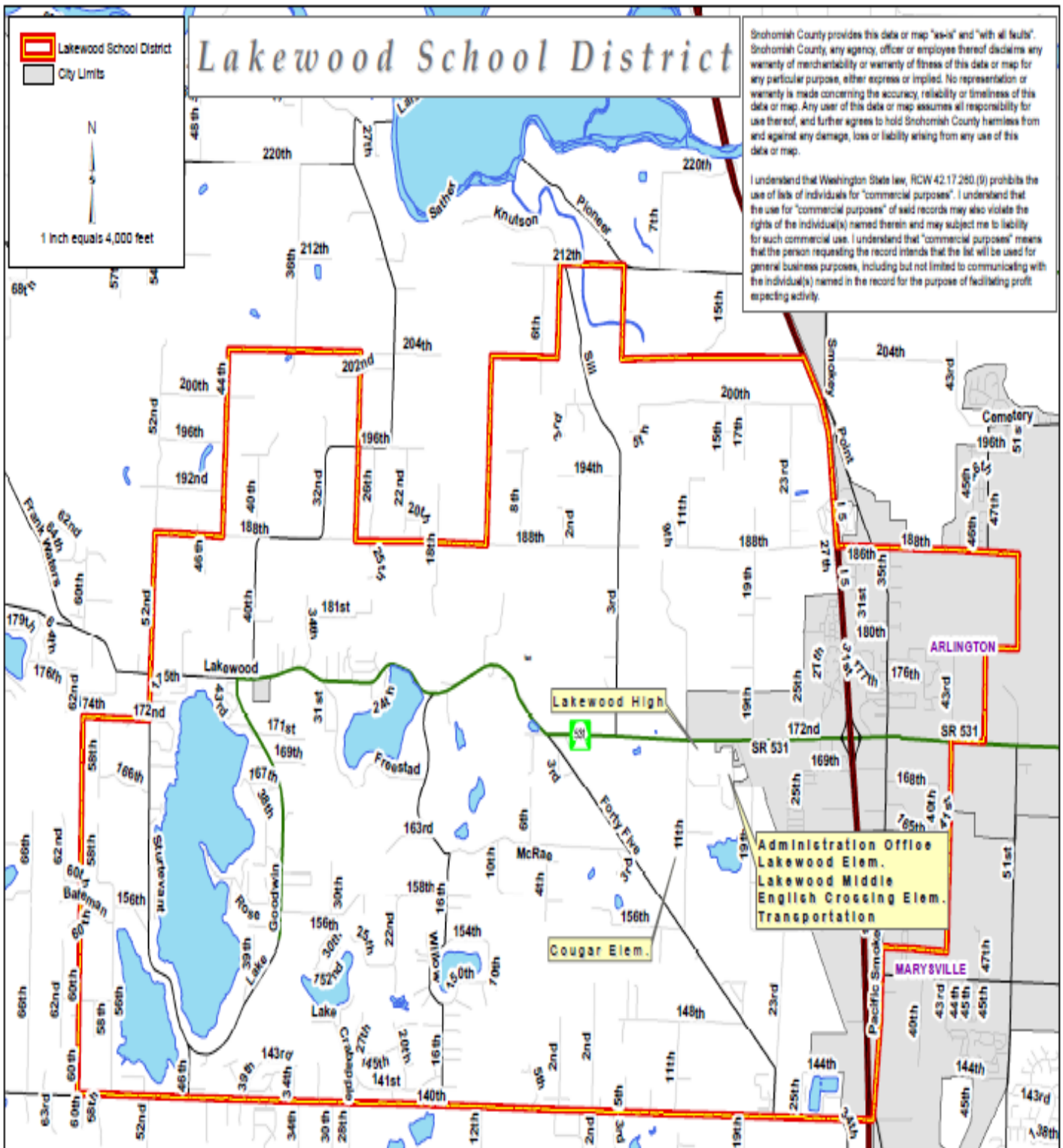
- The methodology used to calculate impact fees also complies with the criteria and the formulas established by the County.

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 2,253 (October 1, 2013 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
- Developmentally Delayed Kindergarten Program
- K-5th Grade Special Education Resource Room Program
- Learning Assistance Program - Remedial Services
- Occupational Therapy 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
- 6th-8th Grade Special Education Life Skills 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 2013 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	22	28	25	30	28

The District determines the current 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 P-5, Cougar Creek Elementary School accommodates grades K-5, and English Crossing Elementary School accommodates grades K-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	20	520	1994
Cougar Creek	10**	44,217	22	572	2003
Lakewood	*	45,400	16	416	1998/1997
TOTAL	*	131,047	58	1,508	

Middle School	Site Size (Acres)	Building Area (Square Feet)	Teaching Stations	Permanent Capacity	Year Built or Remodeled
Lakewood Middle	*	62,835	27	756	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 18 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	5	130
SUBTOTAL	10	265

Middle School	Relocatables	Interim Capacity
Lakewood Middle	1	28
SUBTOTAL	1	28

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

TOTAL	18	467
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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, 2013 FTE enrollment was 2,253. 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. The Capital Facilities Plan does not assume mandatory Full-Day Kindergarten in its projections. If the State Legislature funds implementation, future updates to the Capital Facilities Plan will reflect an adjustment.

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 2,249 FTE students are expected to be enrolled in the District by 2019, a slight decrease from the October 2013 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 2000 and 2013, the District’s student enrollment constituted approximately 16.89% of the total population in the District. Assuming that between 2014 and 2019, the District’s enrollment will continue to constitute 16.89% of the District’s total population and using OFM/County data, OFM/County methodology projects a total enrollment of 2,576 FTEs in 2019.

**Table 4
Projected Student Enrollment (FTE)
2014-2019**

Projection	Oct. 2013*	2014	2015	2016	2017	2018	2019	Change 2013-19	Percent Change 2013-19
OFM/County	2,253	2,306	2,359	2,412	2,465	2,518	2,576	323	13.33%
OSPI Cohort**	2,253	2,234	2,225	2,225	2,214	2,230	2,249	(4)	(.002%)

* Actual FTE, October 2013

**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. 2035 Enrollment Projections

Student enrollment projections beyond 2019 are highly speculative. Using OFM/County data as a base, the District projects a 2035 student FTE population of 3,116. This is based on the OFM/County data for the years 2000 through 2013 and the District’s average fulltime equivalent enrollment for the corresponding years (for the years 2000 to 2013, the District’s actual enrollment averaged 16.89% 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 2035 is provided in Table 5. Again, these estimates are highly speculative and are used only for general planning purposes.

**Table 5
Projected Student Enrollment
2035**

Grade Span	FTE Enrollment – October 2013	Projected Enrollment 2035*
Elementary (K-5)	970	1,340
Middle School (6-8)	539	748
High School (9-12)	744	1,028
TOTAL (K-12)	2,253	3,116

*Assumes that percentage per grade span will remain constant through 2035.

Note: Snohomish County Planning and Development Service provided the underlying data for the 2035 projections.¹

¹ The District has chosen to use Alternative #2 of the Snohomish County 2035 Population Forecast since it contains the medium range forecast of potential growth.

**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 (2014-2019).

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 2014. 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 2014-2019.

**Table 6-A*
Additional Capacity Needs
2013-2019**

Grade Span	2013**	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	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	0	0	0	0	
Growth Related	--	--	--	--	--	--	--	0%
High School								
Total	146	117	133	150	166	183	201	
Growth Related***	--	--	--	4	20	37	55	27.4%

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

**Actual October 2013 FTE Enrollment

***Existing deficiencies equal the “Total” less “Growth Related” capacity figures.

By the end of the six-year forecast period (2019), 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)	0 / (0)
High School (9-12)	201 / (55)
TOTAL UNHOUSED (K-12)	201 / (55)

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	2019 Unhoused Students /Growth Related in (Parentheses)	Relocatable Capacity	Unhoused Students*
Elementary (K-5)	0 / (0)	265	-----
Middle School (6-8)	0 / (0)	28	-----
High School (9-12)	201 / (55)	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 2019 are included in Table 7 and more fully described in Table 8.

**Table 7
Projected Student Capacity
2014-2019**

Elementary School Surplus/Deficiency

	Oct 2013 FTE	2014	2015	2016	2017	2018	2019
Existing Capacity	1,508	1,508	1,508	1,508	1,508	1,508	1,508
Added Permanent Capacity							
Total Capacity	1,508	1,508	1,508	1,508	1,508	1,508	1,508
Enrollment	970	1,038	1,062	1,085	1,109	1,133	1,159
Surplus (Deficiency)	538	470	446	423	399	375	349

Middle School Surplus/Deficiency

	Oct 2013 FTE	2014	2015	2016	2017	2018	2019
Existing Capacity	756	756	756	756	756	756	756
Added Permanent Capacity*							
Total Capacity	756	756	756	756	756	756	756
Enrollment	539	553	566	579	592	604	618
Surplus (Deficiency)	217	203	190	177	164	152	138

High School Surplus/Deficiency

	Oct 2013 FTE	2014	2015	2016	2017	2018	2019
Existing Capacity	598	598	598	598	598	598	921
Added Permanent Capacity*						323	
Total Capacity	598	598	598	598	598	921	921
Enrollment	744	715	731	748	764	781	799
Surplus (Deficiency)	(146)	(117)	(133)	(150)	(166)	140	122

*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 (323) 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;
- 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 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 Cougar Creek Elementary School. In April 2014, the District's voters approved a

\$66,800,000 bond measure to fund improvements, including a capacity addition, at Lakewood High School. .

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 54.59% 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 2014-2019. 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	2014	2015	2016	2017	2018	2019	Total Cost	Bonds/ Levy	State Match	Impact Fees
Elementary School										
Middle School										
High School										
Lakewood High Addition			\$13.00	\$10.554			\$23.554	X	X	X
Secondary										
Site Acquisition			\$0.775				\$0.775	X		X

Improvements Not Adding Capacity (Costs in Millions)

Project	2014	2015	2016	2017	2018	2019	Total Cost	Bonds/ Levy	State Match	Impact Fees
Elementary										
Middle School										
High School										
Lakewood High Modernization and Shop/Lab Replacement			\$19.544	\$4.000			\$23.544	X	X	
LHS Stadium, Track and Stadium Field Improvements				\$3.100			\$3.100	X	X	
District-wide										

Total Permanent Improvements (Costs in Millions)

	2014	2015	2016	2017	2018	2019	Total Cost	Bonds/ Levy	State Match	Impact Fees
TOTAL			\$33.319	\$171.654			\$50.973	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	.180
Middle	.090
Senior	.140
Total	.410

Student Generation Factors – Multi Family (1 Bdrm)

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

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.198
Middle	.099
Senior	.139
Total	.436

Projected Student Capacity per Facility

High School (new addition) - 323

Required Site Acreage per Facility

Facility Construction/Cost Average

High School (Addition)	\$23,553,551
------------------------	--------------

Permanent Facility Square Footage

Elementary	131,047
Middle	62,835
Senior	79,422
Total	273,304
Total	96.74%

Temporary Facility Square Footage

Elementary	5,120
Middle	512
Senior	3,584
Total	9,216
Total	3.26%

Total Facility Square Footage

Elementary	136,167
Middle	63,347
Senior	83,006
Total	282,520
Total	100.00%

Average Site Cost/Acre

Temporary Facility Capacity

Capacity
Cost

State Match Credit

Current State Match Percentage	54.59%
--------------------------------	--------

Construction Cost Allocation

Current CCA	200.40
-------------	--------

District Average Assessed Value

Single Family Residence	\$259,068
-------------------------	-----------

District Average Assessed Value

Multi Family (1 Bedroom)	\$64,444
--------------------------	----------

Multi Family (2+ Bedroom)	\$94,676
---------------------------	----------

SPI Square Footage per Student

Elementary	90
------------	----

Middle	108
--------	-----

High	130
------	-----

District Debt Service Tax Rate for Bonds

Current/\$1,000	\$2.50
-----------------	--------

General Obligation Bond Interest Rate

Current Bond Buyer Index	4.38%
--------------------------	-------

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	\$1,203
Multi-Family (1 Bedroom)	\$0
Multi-Family (2+ Bedroom)	\$2,811

APPENDIX A

POPULATION AND ENROLLMENT DATA

Table A-1

**HISTORICAL STUDENT ENROLLMENT 2005-2013
ACTUAL ENROLLMENTS ON OCTOBER 1st***

GRADES	2005	2006	2007	2008	2009	2010	2011	2012	2013
K	98	89	95	86	97	82	99	92	98
1 st Grade	200	205	186	186	175	181	164	196	181
2 nd Grade	194	204	189	190	184	158	179	153	197
3 rd Grade	190	204	199	189	183	181	162	174	159
4 th Grade	202	200	200	209	194	171	175	159	181
5 th Grade	177	200	194	192	210	181	180	176	154
6 th Grade	193	184	200	191	212	210	194	180	178
7 th Grade	222	198	183	189	190	193	200	182	182
8 th Grade	216	215	207	185	197	190	204	203	179
9 th Grade	199	227	221	203	189	185	183	185	204
10 th Grade	158	188	218	212	205	181	187	176	178
11 th Grade	171	157	184	203	196	187	172	185	180
12 th Grade	175	171	161	188	204	180	189	165	182
Total Enrollment	2,395	2,442	2,437	2,423	2,436	2,280	2,288	2,226	2,253

* FTE enrollment.

Table A-2

**PROJECTED STUDENT ENROLLMENT 2014-2019
Based on OSPI Cohort Survival*
(Headcount Enrollment)**

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
SCHOOL CONSTRUCTION ASSISTANCE PROGRAM
REPORT 1049 - DETERMINATION OF PROJECTED ENROLLMENTS
SCHOOL YEAR 2013-2014

Snohomish/Lakewood(31306)

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---					2013	AVERAGE % SURVIVAL	--- PROJECTED ENROLLMENTS ---					
	2008	2009	2010	2011	2012			2014	2015	2016	2017	2018	2019
Kindergarten	172	194	163	197	184	195		196	199	203	206	210	213
Grade 1	186	175	181	164	196	181	98.69%	192	193	196	200	203	207
Grade 2	190	184	158	179	153	197	96.37%	174	185	186	189	193	196
Grade 3	189	183	181	162	174	159	99.66%	196	173	184	185	188	192
Grade 4	209	194	171	175	159	181	98.98%	157	194	171	182	183	186
Grade 5	192	210	181	180	176	154	99.28%	180	156	193	170	181	182
Grade 6	191	212	210	194	180	178	103.74%	160	187	162	200	176	188
K-6 Sub-Total	1,329	1,352	1,245	1,251	1,222	1,245		1,255	1,287	1,295	1,332	1,334	1,364
Grade 7	189	190	193	200	182	182	96.13%	171	154	180	156	192	169
Grade 8	185	197	190	204	203	179	101.95%	186	174	157	184	159	196
7-8 Sub-Total	374	387	383	404	385	361		357	328	337	340	351	365
Grade 9	203	189	185	183	185	204	96.70%	173	180	168	152	178	154
Grade 10	212	205	181	187	176	178	98.04%	200	170	176	165	149	175
Grade 11	203	196	187	172	185	180	95.97%	171	192	163	169	158	143
Grade 12	188	204	180	189	165	182	97.53%	176	167	187	159	165	154
9-12 Sub-Total	806	794	733	731	711	744		720	709	694	645	650	626
DISTRICT K-12 TOTAL	2,509	2,533	2,361	2,386	2,318	2,350		2,332	2,324	2,326	2,317	2,335	2,355

Notes: Specific subtotalling on this report will be driven by District Grade spans.

School Facilities and Organization

Printed Dec 23, 2013

* 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. 2013	2014	2015	2016	2017	2018	2019
Elementary (K-5)	970	997	1,001	1,032	1,029	1,053	1,070
Middle School (6-8)	539	517	515	499	540	527	553
High School (9-12)	744	720	709	694	645	650	626
TOTAL	2,253	2,234	2,225	2,225	2,214	2,230	2,249

Percentage by Grade Span	Oct. 2013	2014	2015	2016	2017	2018	2019
Elementary (K-5)	43%	45%	45%	46%	47%	47%	47%
Middle School (6-8)	24%	23%	23%	22%	24%	24%	25%
High School (9-12)	33%	32%	32%	32%	29%	29%	28%
TOTAL**	100%	100%	100%	100%	100%	100%	100%

Average Percentage by Grade Span	
Elementary (K-5)	45%
Middle School (6-8)	24%
High School (9-12)	31%
TOTAL	100%

Table A-4

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

Enrollment by Grade Span	Oct. 2013*	Avg. %age	2014	2015	2016	2017	2018	2019
Elementary (K-5)	970	45%	1,038	1,062	1,085	1,109	1,133	1,159
Middle School (6-8)	539	24%	553	566	579	592	604	618
High School (9-12)	744	31%	715	731	748	764	781	799
TOTAL**	2,253	100%	2,306	2,359	2,412	2,465	2,518	2,576

*Actual October 2013 Enrollment.

** Totals may vary due to rounding.

***Using average percentage by grade span.

APPENDIX B

STUDENT GENERATION FACTOR REVIEW



**DOYLE
CONSULTING**

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study for the Lakewood School District

4/10/2014

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 2006 through December 2012. 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 2014. 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 200 single family detached units were compared with data on 2,310 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	7	0.035
1	5	0.025
2	10	0.050
3	5	0.025
4	4	0.020
5	5	0.025
6	5	0.025
7	5	0.025
8	8	0.040
9	10	0.050
10	7	0.035
11	5	0.025
12	6	0.030
K-5	36	0.180
6-8	18	0.090
9-12	28	0.140
K-12	82	0.410

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 101 multi-family 2+ BR units were compared with data on 2,310 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	1	0.010
1	6	0.059
2	4	0.040
3	4	0.040
4	4	0.040
5	1	0.010
6	3	0.030
7	6	0.059
8	1	0.010
9	6	0.059
10	4	0.040
11	2	0.020
12	2	0.020
K-5	20	0.198
6-8	10	0.099
9-12	14	0.139
K-12	44	0.436

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	.180	.090	.140	.410
Multi-Family 2+ BR	.198	.099	.139	.436

*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	2014									
School Site Acquisition Cost:										
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor										
	Facility	Cost/	Facility	Student	Student	Student	Cost/	Cost/	Cost/	
	Acres	Acre	Capacity	Factor	Factor	Factor	SFR	MFR (1)	MFR (2+)	
Elementary	0.00	\$	500	0.180	0.000	0.198	\$0	\$0	\$0	
Middle			85	0.090	0.000	0.099	\$0	\$0	\$0	
High			323	0.140	0.000	0.139	\$0	\$0	\$0	
							\$0	\$0	\$0	
School Construction Cost:										
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)										
	%Perm/	Facility	Facility	Student	Student	Student	Cost/	Cost/	Cost/	
	Total Sq.Ft.	Cost	Capacity	Factor	Factor	Factor	SFR	MFR (1)	MFR (2+)	
Elementary	93.58%	\$	500	0.180	0.000	0.198	\$0	\$0	\$0	
Middle	93.56%	\$	85	0.090	0.000	0.099	\$0	\$0	\$0	
High	93.66%	\$ 23,553,551	323	0.140	0.000	0.139	\$9,552	\$0	\$9,483	
							TOTAL	\$9,552	\$0	\$9,483
Temporary Facility Cost:										
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)										
	%Temp/	Facility	Facility	Student	Student	Student	Cost/	Cost/	Cost/	
	Total Sq.Ft.	Cost	Size	Factor	Factor	Factor	SFR	MFR (1)	MFR (2+)	
Elementary	6.44%	\$	26	0.180	0.000	0.198	\$0	\$0	\$0	
Middle	6.44%	\$	29	0.090	0.000	0.099	\$0	\$0	\$0	
High	6.44%	\$	30	0.140	0.000	0.139	\$0	\$0	\$0	
							TOTAL	\$0	\$0	\$0
State Matching Credit:										
Boeckh Index X SPI Square Footage X District Match % X Student Factor										
	Boeckh	SPI	District	Student	Student	Student	Cost/	Cost/	Cost/	
	Index	Footage	Match %	Factor	Factor	Factor	SFR	MFR (1)	MFR (2+)	
Elementary	\$ 200.40	90	0.00%	0.180	0.000	0.198	\$0	\$0	\$0	
Middle	\$ 200.40	108	0.00%	0.090	0.000	0.099	\$0	\$0	\$0	
Sr. High	\$ 200.40	130	54.59%	0.140	0.000	0.139	\$1,991	\$0	\$1,977	
							TOTAL	\$1,991	\$0	\$1,977
Tax Payment Credit:										
Average Assessed Value							\$259,068	\$64,444	\$94,676	
Capital Bond Interest Rate							4.38%	4.38%	4.38%	
Net Present Value of Average Dwelling							\$2,062,081	\$512,949	\$753,584	
Years Amortized							10	10	10	
Property Tax Levy Rate (Bonds)							\$2.50	\$2.50	\$2.50	
Present Value of Revenue Stream							\$5,155	\$1,282	\$1,884	
Fee Summary:				Single	Multi-	Multi-				
				Family	Family (1)	Family (2+)				
Site Acquisition Costs				\$0	\$0	\$0				
Permanent Facility Cost				\$9,552	\$0	\$9,483				
Temporary Facility Cost				\$0	\$0	\$0				
State Match Credit				(\$1,991)	\$0	(\$1,977)				
Tax Payment Credit				(\$5,155)	(\$1,282)	(\$1,884)				
FEE (AS CALCULATED)				\$2,405	\$0	\$5,622				
FEE (AS DISCOUNTED 50%)				\$1,203	\$0	\$2,811				

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' 2014 – 2019 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 AND REPEALING ORDINANCE NO. 2912.

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 26, 2012 the Marysville City Council approved Ordinance No. 2912, adopting an update to the Comprehensive Plan that adopted the Marysville, Lake Stevens and Lakewood School Districts' 2012 – 2017 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 2014 – 2019 Capital Facilities Plan; and

WHEREAS, the Marysville Planning Commission, after review of the proposed Comprehensive Plan amendment, held a public workshop on October 14, 2014, and held a public hearing on November 12, 2014, and received testimony from each Districts' representative, staff and other interested parties following public notice; and

WHEREAS, the Marysville Planning Commission held public hearings on the 2014 – 2019 Capital Facilities Plans of each School District on November 12, 2014; 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 December 8, 2014 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’ 2014 – 2019 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 2014 – 2019, the Lake Stevens School District Capital Facilities Plan 2014 – 2019, and the Lakewood School District Capital Facilities Plan 2014 – 2019 (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. 2912.

Section 2: Ordinance 2912 is hereby repealed for the reason that it is replaced by this Ordinance.

Section 3: 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 4: 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 _____, 2014.

CITY OF MARYSVILLE

By: _____
JON NEHRING, MAYOR

Attest:

By: _____
APRIL O'BRIEN, DEPUTY CITY CLERK

Approved as to form:

By: _____
GRANT K. WEED, CITY ATTORNEY

Date of Publication: _____

Effective Date: _____