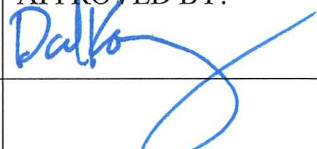


**CITY OF MARYSVILLE**

**EXECUTIVE SUMMARY FOR ACTION**

**CITY COUNCIL MEETING DATE: December 12, 2016**

|   |  |            |
|---|--|------------|
| <b>AGENDA ITEM:</b><br>PA 16017 – Marysville, Lake Stevens, and Lakewood School Districts’ Capital Facilities Plan (CFPs)   | <b>AGENDA SECTION:</b><br>New Business   |            |
| <b>PREPARED BY:</b><br>Angela Gemmer, Senior Planner  | <b>APPROVED BY:</b><br> |            |
| <b>ATTACHMENTS:</b><br>1. Memo to PC dated October 28, 2016<br>2. PC Recommendation dated November 9, 2016<br>3. PC Minutes dated October 11 and November 9, 2016<br>4. Marysville School District CFP<br>5. Lake Stevens School District CFP<br>6. Lakewood School District CFP<br>7. Adopting Ordinance | <b>MAYOR</b>   | <b>CAO</b> |
| <b>BUDGET CODE:</b>   | <b>AMOUNT:</b>   |            |

**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 11, 2016 and a duly advertised public hearing on November 9, 2016 to review the Marysville, Lake Stevens and Lakewood School District’s 2016 – 2021 CFPs, and received testimony from staff and 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 recommend the Marysville, Lake Stevens and Lakewood School District 2016 – 2021 CFPs to Marysville City Council for adoption by ordinance.

|  |
|--|
| <b>RECOMMENDED ACTION:</b><br>Affirm the PC’s Recommendation and adopt the Marysville, Lake Stevens and Lakewood 2016 – 2021 CFPs as a sub-element of the Capital Facilities Element of the Marysville Comprehensive Plan. |
| <b>COUNCIL ACTION:</b>   |



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

## MEMORANDUM

**DATE:** October 28, 2016  
**TO:** Planning Commission  
**FROM:** Angela Gemmer, Associate Planner  
**RE:** 2016-2021 School District Capital Facilities Plans for the Marysville, Lake Stevens, and Lakewood School Districts PA16-017  
**CC:** Dave Koenig, Community Development Director  
Chris Holland, Planning Manager  
Mike Sullivan, 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 CFPs have been adopted by each district's board of directors.

For the current CFP update only, the Lake Stevens School District is applying an additional local (elective) discount to the school impact fee. Over the next six years, the District will need to add additional capacity (a new elementary school and new classrooms to the existing high school) to address current and expected growth. These projects will result in additional capacity costs that are reflected in fees that are significantly higher than the current fees. Recognizing the impact of the fee increase to the development community and new home buyers, while balancing the needs of the District, an additional elective credit of \$1,945 has been provided to the single family impact fee.

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) and the elective credit noted above for the Lake Stevens School District:

| <b>Marysville School District</b>         | <b>2014 - 2019<br/>(current)</b> | <b>2016 – 2021<br/>(proposed)</b> | <b>Difference</b>  |
|---|----------------------------------|-----------------------------------|--------------------|
| Single-family                             | \$1,817.00                       | <b>\$1,552.00</b>                 | <b>-\$265.00</b>   |
| Multi-family (studio or one bedroom unit) | \$0.00                           | \$0.00                            | \$0.00             |
| Multi-family (two or more bedroom unit)   | \$1,180.00                       | <b>\$2,096.00</b>                 | <b>+\$916.00</b>   |
| <b>Lake Stevens School District</b>       | <b>2014 – 2019<br/>(current)</b> | <b>2016 – 2021<br/>(proposed)</b> | <b>Difference</b>  |
| Single-family                             | \$4,680.00                       | <b>\$6,624.00</b>                 | <b>+\$1,944.00</b> |
| Duplex/Townhouse                          | \$2,532.00                       | <b>\$3,678.00</b>                 | <b>+\$1,146.00</b> |
| Multi-family (studio or one bedroom unit) | \$0.00                           | \$0.00                            | \$0.00             |
| Multi-family (two or more bedroom unit)   | \$2,532.00                       | <b>\$3,678.00</b>                 | <b>+\$1,146.00</b> |
| <b>Lakewood School District</b>           | <b>2014 – 2019<br/>(current)</b> | <b>2016 – 2021<br/>(proposed)</b> | <b>Difference</b>  |
| Single-family                             | \$1,203.00                       | <b>\$857.00</b>                   | <b>-\$346.00</b>   |
| Multi-family (studio or one bedroom unit) | \$0.00                           | \$0.00                            | \$0.00             |
| Multi-family (two or more bedroom unit)   | \$2,811.00                       | <b>\$1,037.00</b>                 | <b>-\$1,774.00</b> |

Staff respectfully requests that the Planning Commission forward a recommendation of approval for the Marysville, Lake Stevens, and Lakewood Schools Districts' 2016 to 2021CFPs to the City Council for adoption as a subelement of the Capital Facilities Element of the Marysville Comprehensive Plan.



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

## PC Recommendation – 2016-2021 School District Capital Facilities Plans Update

The Planning Commission (PC) of the City of Marysville, having held a public hearing on November 9, 2016 in review of a NON-PROJECT action amendment of the Marysville Comprehensive Plan, proposing adoption of the 2016-2021 School District Capital Facilities Plans Update as a subelement of the Marysville Comprehensive Plan, and having considered the exhibits and testimony presented, does hereby enter the following findings, conclusions and recommendation for consideration by the Marysville City Council:

### FINDINGS:

1. The proposal was submitted to the State of Washington Department of Commerce for 60-day review on September 22, 2016, in accordance with RCW 36.70A.106.
2. The PC held a public work session to both introduce and review the NON-PROJECT action amendments proposing adoption of the NON-PROJECT action 2016-2021 School District Capital Facilities Plans Update as described above, on October 11, 2016.
3. The PC held a duly-advertised public hearing on November 9, 2016 and received testimony from city staff and the public.
4. At the public hearing, the PC reviewed and considered the 2016-2021 School District Capital Facilities Plans Update.

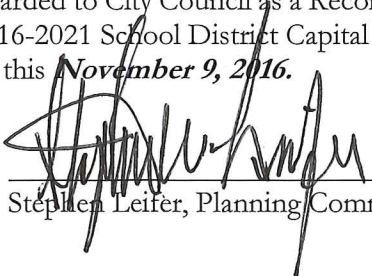
### CONCLUSION:

At the public hearing, held on November 9, 2016, the PC recommended **APPROVING** the 2016-2021 School District Capital Facilities Plans Update.

### RECOMMENDATION:

Forwarded to City Council as a Recommendation of **APPROVAL** of the NON-PROJECT action known as 2016-2021 School District Capital Facilities Plans Update, as a subelement of the 2015 Comprehensive Plan, this *November 9, 2016*.

By: \_\_\_\_\_

  
Stephen Leifer, Planning Commission Chair

# PLANNING COMMISSION



# MINUTES

October 11, 2016

7:00 p.m.

City Hall

## CALL TO ORDER

Chair Leifer called the October 11, 2016 meeting to order at 7:00 p.m. noting the excused absence of Commissioner Smith and the presence of the various school district representatives.

### Marysville

**Chairman:** Steve Leifer

**Commissioners:** Roger Hoen, Jerry Andes, Kelly Richards, Tom Thetford, Brandon Whitaker

**Staff:** Community Development Director Dave Koenig, Associate Planner Angela Gemmer

**Absent:** Kay Smith (excused)

## APPROVAL OF MINUTES

### September 27, 2016

**Motion** made by Commissioner Richards, seconded by Commissioner Whitaker, to approve the September 27, 2016 Meeting Minutes. **Motion** passed unanimously (6-0).

## AUDIENCE PARTICIPATION

### NEW BUSINESS

#### A. School District's 2016-2021 Capital Facilities Plan

- Robb Stanton, Lake Stevens School District
- Denise Stiffarm, Pacifica Law Group representing Marysville and Lakewood School Districts
- Dale Leach, Lakewood School District

Associate Planner Angela Gemmer explained in order to collect school district impact fees, each school district is required to adopt a Capital Facilities Plan as a

sub-element to the City's Capital Facilities Element of the Comprehensive Plan. This year Lake Stevens School District has a sizeable increase in its impact fees due to capital facility improvements. They have adopted a local discount to try to mitigate the impacts to their community while still balancing the needs of the district to provide amenities for the children that will be served by the district. Marysville School District is seeing a slight reduction in their single-family impact fee and almost a \$1,000 increase in their multi-family rate. Lake Stevens School District is proposing significant increases (~\$2,000) for single-family impact fee rates and moderate increases of about \$1,200 is proposed for duplex and multi-family units. Lakewood School District is seeing decreases in both its single-family and multifamily rates.

- Lake Stevens School District No. 4

Robb Stanton explained that Lake Stevens never stopped growing even during the economic downturn so they have seen a tremendous growth, especially in elementary students. This is the significant reason for the increase in impact fees. Additionally, they are doing a high school modernization with additional square footage. Also, the student generation rate went up which factored in to the fees. Lake Stevens' fees went up 83% when they did the calculation. The Board sincerely believes that development should share in the cost of growth, but they also believe that that big of a jump would be difficult. As a result they settled on an increase of about \$2,000 (instead of about \$4,000) by providing a local discount.

Commissioner Hoen asked about the total impact fee to a dwelling. Angela Gemmer explained that it was approximately \$17,000 total for traffic and park impact fees, and capital improvement fees plus the school impact fee which varies depending on the district. Mr. Stanton added that they calculated that the school district impact fees are 18-20% of the total fees of a single family residence.

Chair Leifer commented on the dramatic difference of the cost per head for new construction between the school districts. Denise Stiffarm explained that the student generation rate is what drives the impact fees. Each district does a district-specific student generation rate based on the average number of students that come out of dwelling units. One is done for multifamily and one is done for single family. Lakewood's impact fee is based upon a high school project so their key factor is the high school student generation rate. Marysville's impact fee is based on a middle school project so their key factor is the middle school student generation rate. Similarly, Lake Stevens has an elementary project which is based upon the elementary student generation rate. The student generation rate for elementary schools tends to be higher because there tends to be more elementary students coming out of new dwelling units.

Commissioner Richards asked why the student generation rate is so much higher for elementary projects than middle or high school projects. Mr.

Stanton speculated that it has to do with the nature of the kinds of homes that were built in Lake Stevens.

Chair Leifer asked if any of the additional cost has to do with the fact that properties around Lake Stevens pay higher property taxes than Lakewood or Marysville. Ms. Stiffarm did not think so. In the fee formula there is a credit provided for any taxes that a homeowner will pay towards a school bond or other project to ensure they are not paying twice. A higher assessed valuation would actually lead to a lower impact fee.

- Lakewood School District No. 306

Ms. Stiffarm explained that Lakewood's plan is a continuation of what they had in 2014 which is focused on building high school capacity. They passed a bond a couple years ago, and they are well into construction of that project. The district has had pretty moderate growth over the past several years which is expected to continue over the next few years. The big difference with this year's plan is that the impact fees based on the high school project are going down at the single-family level by a bit and down even more for multi-family units. The new school is expected to open soon and be ready for kids.

Commissioner Andes commented that with all the new apartments that were built in the last several years it doesn't make sense that the fees have gone down. Ms. Stiffarm explained that there are fewer students in those units than were expected.

Mr. Leach added that there are two major multi-family developments which have been built. One of those is seeing a higher number of students than the student generation rate. The other is not seeing as high a number of students as expected. The district is trying to anticipate and prepare as well as possible. So far they are up about 2% in their enrollment this year.

- Marysville School District No. 25

Ms. Stiffarm explained that Marysville had a bond measure that did not pass in April. The Capital Facilities Plan has held steady with what was in the 2014 Plan but with some adjustments to it based on the district's identified capacity needs. There is new capacity being added at the elementary school level. There is a new middle school in this plan that was planned as part of the April 2016 bond and some high school capacity additions. Only the middle school project was used for the student generation rate. The multi-family student generation rate is almost the same as the single family rate. The district has chosen to use moderate growth projections for the next six-year period. The district has implemented full-day kindergarten and is looking to reduce K-3 class size, but that is not a part of this plan.

Commissioner Andes asked about the overall plan for the middle schools. Ms. Stiffarm explained they are keeping two of the middle schools, but Totem Middle School will close. By moving students around and expanding the middle school at the Marysville-Tulalip campus and building the new middle school they will have a net increase of about 250 student capacity at the middle school level. Commissioner Richards asked about the location of the new middle school. Ms. Stiffarm wasn't sure, but indicated she could provide that information to staff.

Chair Leifer acknowledged the school district's tremendous needs. He noted that Marshall Elementary is bursting at the seams and wondered if there is something planned to relieve that. Ms. Stiffarm agreed that there is a need at the elementary level for more capacity, but noted that it is not addressed as part of this Capital Facilities Plan.

Commissioner Whitaker referred to two tables on page 20 and asked about the difference between the two tables. Ms. Stiffarm explained that the two tables together would comprise the anticipated wish list for the bond measure. The top table identifies those improvements that add capacity, and the bottom table identifies those that relate more to modernization.

Chair Leifer thanked everyone for the presentations. Associate Planner commented that there would be a public hearing in early November. Mr. Stanton thanked Angela Gemmer for all of her work on their behalf. The others agreed.

#### B. WSDOT ROW Annexation – Pre-zone

Associate Planner Gemmer explained that the City is looking to annex right-of-way that is going to serve the future interchange on the south end of town. She noted that there are plans to have a public hearing on Tuesday, October 25. She explained staff was looking for confirmation that there would be a quorum on that date so that action can be taken.

Chair Leifer asked about the purpose of this annexation. Community Development Director Koenig explained that as it stands now, when this goes forward through the permit process, it will have to go through Snohomish County and Marysville because there is a small section that is in the county. Staff's hope is that it can just go through Marysville so it will be easier to get permitted. Additionally, the community is already providing services to this area so it clears up jurisdictional issues.

**Motion** made by Commissioner Richards, seconded by Commissioner Andes, to direct staff to schedule a hearing for October 25. **Motion** passed unanimously (6-0).



Commissioner Andes asked about the Lakewood Master Plan. Director Koenig replied they are planning to have another work session on that first. The work session may be at the next meeting depending on when it is ready.

Chair Leifer asked about the concurrency rate up at 172<sup>nd</sup>/I-5. Director Koenig explained that he would have Public Works respond to it in detail. Chair Leifer asked about 169<sup>th</sup> and asked if the City is going to fund the roundabout at 23<sup>rd</sup> and the section from 169<sup>th</sup> over to 27<sup>th</sup>. Director Koenig replied that this would be in the proposed budget.

Commissioner Hoen asked if the potential westbound left-turn lane at 27<sup>th</sup> might be eliminated. Director Koenig explained that it would. Commissioner Hoen referred to 169<sup>th</sup> and asked if the alignment of the road had been decided yet. Director Koenig explained that the curve required to move the road over would take up most of the area anyway. From a design standpoint curving the road doesn't do as much as you would think it would.


## **CITY COUNCIL AGENDA ITEMS AND MINUTES**

### **ADJOURNMENT**

**Motion** made by Commissioner Hoen, seconded by Commissioner Richards, to adjourn the meeting at 7:53 p.m. **Motion** passed unanimously.

### **NEXT MEETING:**

October 25, 2016

  
\_\_\_\_\_  
Angela Gemmer, Senior Planner for  
Laurie Hugdahl, Recording Secretary

# PLANNING COMMISSION



# MINUTES

November 9, 2016

7:00 p.m.

City Hall

## CALL TO ORDER

Chair Leifer called the November 9, 2016 meeting to order at 7:00 p.m. noting the absence of Kelly Richards.

### Roll Call

**Chairman:** Steve Leifer

**Commissioners:** Roger Hoen, Kay Smith, Brandon Whitaker, Jerry Andes, Tom Thetford, Kelly Richards

**Staff:** Community Development Director Dave Koenig, Senior Planner Angela Gemmer, City Engineer Jeff Laycock, Project Engineer Ryan Morrison, Water Resources Manager Kari Chennault, Surface Water Specialist Matthew Eyer

**Absent:**

## APPROVAL OF MINUTES

October 25, 2016

Chair Leifer requested that two corrections be made to the minutes to clarify the intent of the statements made.

**Motion** made by Commissioner Smith, seconded by Commissioner Richards, to approve the October 25 Meeting Minutes as corrected.

Commissioner Richards arrived at 7:05.

**Motion** passed unanimously (7-0), to approve the minutes as corrected.

## AUDIENCE PARTICIPATION

None

## **PUBLIC HEARING**

### School District's 2016-2021 Capital Facilities Plan

Chair Leifer opened the hearing at 7:06 p.m. Ms. Gemmer explained what the requirements were for school impact fees to be collected by school districts. The districts had submitted CFP's that met all the required criteria. She then described the criteria that had to be met, and stated that all required elements for approval had been addressed. Lake Stevens School District was utilizing a local discount in their plan this year to determine fees due to a large increase in the school impact fee. The large increase is based on the need to construct new elementary school and new classrooms to the existing high school. In order to mitigate the impacts of a large increase in fees, a local discount was being proposed to balance the needs of the school district with the impacts to future residents and developers

Ms. Gemmer overviewed each of the districts' proposed impact fee changes. Staff is requesting Planning Commission make a recommendation to City Council to approve the plans as presented.

Chair Leifer stated that all of his curiosities had been satisfied at the previous meetings when each district presented their individual plans.

Commissioner Hoen questioned why Lake Stevens was in the Marysville Plan. Ms. Gemmer explained the reason for this; being the boundaries don't always neatly coincide with City limit boundaries. Director Koenig added that school district boundaries are separate from City boundaries, and that as the City has grown, it has grown into other school district boundaries.

Public Comment – None

**Motion** made by Commissioner Richards, seconded by Commissioner Smith, to forward this to the City Council with a recommendation for approval. **Motion** passed unanimously (7-0).

The public hearing was closed at 7:15 p.m.

## **NEW BUSINESS**

### Water Comprehensive Plan

Mr. Morrison began an explanation of the Comp Plan and described the update process for the plan. Mr. Morrison gave a presentation of the current water service provided by the City, including the current water service area and types of connections, as well as consumption history and demand and projected consumption for the future. He then

described the proposed improvements to the water system that would be required in the future and the costs associated with those improvements. Mr. Morrison explained that the plan focused on the use of City sources in order to limit the reliance on the Everett system, which comes at a much higher cost.

Chair Leifer questioned a recent Tribe funded water main and how the diversion to the Tribes would be reduced. Morrison and Laycock commented that once that line went active, it would likely reduce the City's contribution. Chair Leifer also asked if the water system contributed to the general fund or if rates were just enough to cover costs. Mr. Morrison and Laycock explained that the capital fees funded the infrastructure and that the rates covered the needs of the system.

Commissioner Richards questioned what the Arlington Christian School box on the map meant. Mr. Morrison explained that they receive water from Marysville. He also questioned whether fluoride in City water was necessary. Mr. Morrison commented that Marysville does not fluoridate its water, though the Everett water supply does. Ms. Chennault added that there is not a hard boundary between water systems, so it is difficult to tell the percentage of fluoride. Generally, the further north you are in the City, the less fluoride in the water.

Mr. Laycock discussed the work being done to ensure adequate supply and flow in the 83<sup>rd</sup> and 87<sup>th</sup> Ave. area to accommodate the expected development in that area. There was discussion about any plans to increase pressure north of 100<sup>th</sup> Street. Ms. Chennault noted that the plan had looked for any deficiencies throughout the City and that any areas with psi below 40 had been identified. The area Chair Leifer mentioned was approximately 55 psi, so was not identified as deficient in the plan.

It was noted that there was sufficient water for the anticipated population growth.

### Stormwater Comprehensive Plan

Mr. Eyer described the current stormwater system. The system is regulated by DOE. He explained that we are in the middle of a permit cycle, so the planned goals are to look at any deficiencies in the system and how to correct them. The entire system underwent analysis and concerns were identified. He overviewed the results of the analysis, including a total of 25 projects identified. A six year plan was developed to address the 25 projects identified as well as the potential funding sources to address the issues identified. Mr. Eyer overviewed each of the projects. He explained the financial review included in the plan.

Commissioner Thetford questioned if the total for the water treatment facility project included the grant funds. Mr. Eyer replied that it did, and if the grant funding were not received, the project would not be feasible without a grant.

Commissioner Whitaker asked if the list of CIP projects submitted with the Municipal Permit annual reports to DOE were included in the Surface Water Plan update. Mr. Eyer responded that the stormwater comp plan was a bit unlike the water and sewer comp

plans in that there is not a RCW requirement or permit requirement to include that and that was why they tried to streamline it and not include anything that was not useful.

Chair Leifer questioned the remaining capacity in the stormwater ponds. Mr. Eyer replied that Pond 1 is at capacity, and Pond 2 had 147 acres of developable land capacity still available. There was discussion on whether pond 1 acreage that had been paid for but that was not currently being used. Ms. Chennault added that the ordinance required a building permit be obtained in order to buy into the pond and that many properties obtained a grading permit, but did not necessarily have civil plans or an actual planned project at this time. Low Impact Design methodologies were discussed including how the expected new requirements to utilize these methodologies would affect someone that had already bought into the pond. Ms. Chennault responded that the ponds themselves are a low impact development feature and that she was hopeful this fact could be utilized to meet some of the requirements.

Chair Leifer commended staff on the work and thoroughness of the presentations.

## **CITY COUNCIL AGENDA ITEMS AND MINUTES**

### **ADJOURNMENT**

**Motion** made by Commissioner Richards, seconded by Commissioner Thetford, to adjourn the meeting at 7:51 p.m. **Motion** passed unanimously.

**NEXT MEETING** – November 22



---

Amy Hess, Recording Secretary

# MARYSVILLE SCHOOL DISTRICT NO. 25

## CAPITAL FACILITIES PLAN

**2016-2021**

### *BOARD OF DIRECTORS*

Pete Lundberg, President

Dr. Tom Albright, Vice President

Bruce Larson

Mariana Maksimos

Chris Nation

### *SUPERINTENDENT*

Dr. Becky Berg

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For information regarding the Marysville School District 2016-2021 Capital Facilities Plan, contact the Finance and Operations Department, Marysville School District No. 25, 4220 80th Street N.E., Marysville, Washington 98270-3498. Telephone: (360) 965-0094.

## *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 (2016-2021).

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 10,885 (October 1, 2015 enrollment) with ten 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 9<sup>th</sup> graders to Marysville Pilchuck High School with approximately 500 9<sup>th</sup> graders remaining at Marysville Junior High School. In 2007, the District completed the shift of 9<sup>th</sup> 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 growth-related enrollment increases at the elementary and middle school level. Also of concern is the condition of existing facilities.

### ***Facilities and Capacity Needs***

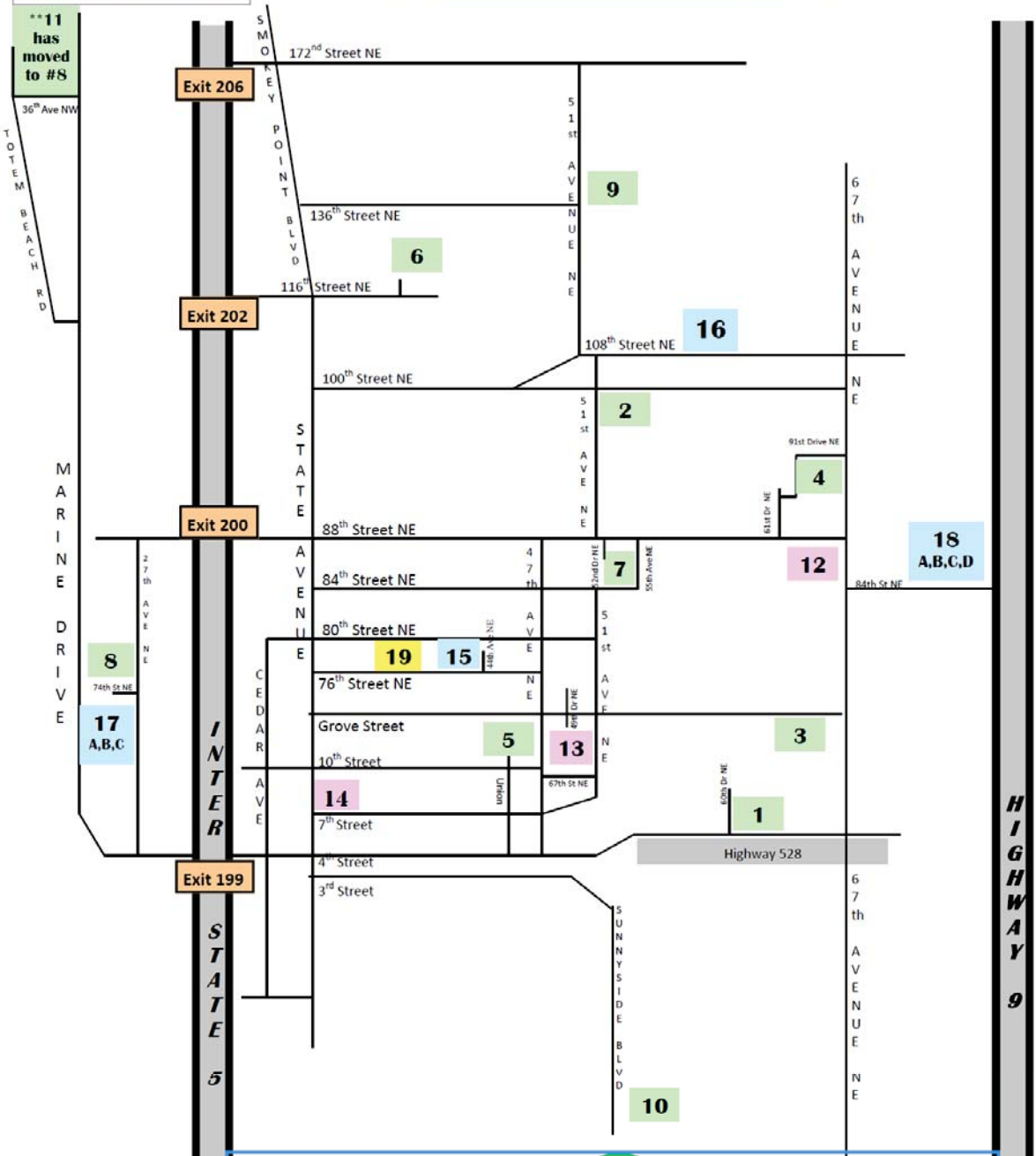
The District encounters a variety of issues that affect the capital facilities planning process. Affordable housing (as compared to Seattle and adjacent cities) in the District tends to draw young families, which puts demands on the school facilities. In addition, the 2005 amendments to the Snohomish 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. School capacity impacts are obvious.

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 million technology levy. The District presented a \$230 million bond measure to the voters in April 2016 to fund modernization and addition projects as identified in this Capital Facilities Plan. The District failed to received sufficient votes for approval of the bond proposal. The District's Board of Directors will evaluate the scope and timing of a future bond proposal. However, the identified needs still exist and are included in the District's six year plan.

# Welcome to the Marysville School District No. 25

**\*\*Tulip 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.



**Legend:**

|   |  |  |
|---|--|--|
| <p><b>Elementary Schools:</b></p> <ul style="list-style-type: none"> <li>1) Allen Creek</li> <li>2) Cascade</li> <li>3) Grove</li> <li>4) Kellogg Marsh</li> <li>5) Liberty</li> <li>6) Marshall</li> <li>7) Pinewood</li> <li>8) QuilCeda/Tulalip</li> <li>9) Shoutles</li> <li>10) Sunnyside</li> </ul> | <p><b>Middle Schools:</b></p> <ul style="list-style-type: none"> <li>12) Cedarcrest Middle</li> <li>13) Marysville Middle</li> <li>14) Totem Middle</li> <li>17C) 10th Street</li> </ul> | <p><b>High Schools:</b></p> <ul style="list-style-type: none"> <li>15) Msvl Mountain View HS</li> <li>16) Pathways of Choice</li> <li>17A) Arts &amp; Technology</li> <li>17B) Heritage</li> <li>18A) Academy of Construction &amp; Engineer.</li> <li>18B) Bio Med Academy</li> <li>18C) Internat'l School of Communications</li> <li>18D) School for the Entrepreneur</li> </ul> |
|---|--|--|

Revised July 2011

| Elementary Schools |  | Middle Schools (Grades 6-8)                      |   |  |
|--------------------|--|--|---|--|
| 1                  | Allen Creek Elementary<br>6505 60th Drive NE<br>Take Exit #199. Turn east on 4th Street. Follow approx. 1.5 miles. School is on the left.  | 360-965-1100<br>Janelle McFalls, Principal       | 10th Street<br>See #17C below for school location.  |  |
| 2                  | Cascade Elementary<br>5200 100th Street NE<br>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.   | 360-965-1200<br>Teresa Iyall-Williams, Principal | 12 Cedarcrest Middle School<br>6400 88th Street NE<br>Take exit #200. Turn east on 88th St. NE. Follow approx. 1.5 miles. School is on the right.   |  |
| 3                  | Grove Elementary<br>6510 Grove Street<br>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. | 360-965-1700<br>Sharon Anderson, Principal       | 13 Marysville Middle School<br>4923 67th Street NE<br>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.                             |  |
| 4                  | Kellogg Marsh Elementary<br>6325 91st Street NE<br>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.                              | 360-965-1900<br>Eneille Nelson, Principal        | 14 Totem Middle School<br>1605 7th Street<br>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.  |  |
| 5                  | Liberty Elementary<br>1919 10th Street<br>Take Exit #199. Turn east on 4th St. Follow to Union and turn left. Go to end of street. School is straight ahead.   | 360-965-1800<br>Gloria Henderson, Principal      | <b>High Schools (Grades 9-12) - Learning Communities</b>  |  |
| 6                  | Marshall Elementary<br>4407 116th Street NE<br>Take Exit #202. Turn east on 116th St. NE. Follow approx. 0.5 miles. School is on the left.   | 360-965-1600<br>Kelly Sheward, Principal         | 15 Marysville Mountain View High School<br>4317 76th Street NE<br>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.                           | 360-965-3000<br>Dawn Bechtholdt, Principal                   |
| 7                  | Pinewood Elementary<br>5115 84th Street NE<br>Take Exit #200. Turn east on 88th Street NE. Follow approximately 1 mile. Turn right on 52nd Dr. NE. School is straight ahead.   | 360-965-1300<br>Kathy Thornton, Principal        | 16 Marysville-Pilchuck<br>5611 108th Street NE<br>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.  | 360-965-2000<br>Robert Lowry, Principal                      |
| 8                  | Quil Ceda/Tulalip Elementary<br>2415 74th Street NE<br>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.               | 360-965-3100<br>Cory Taylor, Principal           | 17 Marysville Tulalip Campus (Renamed June 2011)*<br>(*formerly Marysville Secondary Campus)<br>7204 27th Avenue NE<br>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. | 360-965-2900<br>360-965-2800<br>360-965-0440                 |
| 9                  | Shoultles Elementary<br>13525 51st Avenue NE<br>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.                            | 360-965-1400<br>Lynn Heimsoth, Principal         | 17 A Marysville Arts & Technology -Dawn Bechtholdt, Principal<br>17 B Heritage (Grades 9-12) -Shelly Lacy, Principal<br>17 C 10th Street (Grades 6-8) -Daniel Alderson, Principal   | 360-965-2900<br>360-965-2800<br>360-965-0440                 |
| 10                 | Sunnyside Elementary<br>3707 Sunnyside Blvd.<br>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.  | 360-965.1500<br>Brynn Marcum, Principal          | 18 Marysville Getchell Campus (Opened fall 2010)<br>8301 84th Street NE<br>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.      | 360-965-2300<br>360-965-2500<br>360-965-2400<br>360-965-2600 |
| 11                 | Tulalip Elementary: moved to Quil Ceda Elementary #8 Sep 2011<br>Rev 7/2011  |  | <b>Administrative Offices - Service Center</b>  |  |
|                    |  |  | 19 District Office<br>4220 80th Street NE<br>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.   | 360-965-0000   |

## *SECTION 2 -- EDUCATIONAL PROGRAM STANDARDS*

The District acknowledges and realizes that classroom population impacts the quality of instruction provided. School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classrooms (portables).

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

District educational program standards may change in the future as a result of changes in the program year, special programs class sizes, grade span configurations, and use of new technology, as well as other physical aspects of the school facilities. The State Legislature's implementation of requirements for full-day kindergarten and reduced K-3 class size will also impact school capacity and educational program standards. The District has implemented full-day kindergarten classes. Future updates to this CFP will include details regarding timing and impact of reduced K-3 class size. 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<br/>(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).

For the school years of 2013-14 and 2014-15, the District’s compliance with the minimum educational service standards was as follows:

| 2013-14 School Year |  |  |                                   |                                    |                                 |                                  |
|---------------------|--|--|-----------------------------------|------------------------------------|---------------------------------|----------------------------------|
| LOS Standard        | <b>MINIMUM<br/>LOS#<br/>Elementary</b> | <b>REPORTED<br/>LOS<br/>Elementary</b> | <b>MINIMUM<br/>LOS<br/>Middle</b> | <b>REPORTED<br/>LOS<br/>Middle</b> | <b>MINIMUM<br/>LOS<br/>High</b> | <b>REPORTED<br/>LOS<br/>High</b> |
|                     | 29                                     | 24                                     | 32                                | 26                                 | 34                              | 23                               |

\* The District determines the reported 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 (excludes portables).

| 2014-15 School Year |  |  |                                   |                                    |                                 |                                  |
|---------------------|--|--|-----------------------------------|------------------------------------|---------------------------------|----------------------------------|
| LOS Standard        | <b>MINIMUM<br/>LOS#<br/>Elementary</b> | <b>REPORTED<br/>LOS<br/>Elementary</b> | <b>MINIMUM<br/>LOS<br/>Middle</b> | <b>REPORTED<br/>LOS<br/>Middle</b> | <b>MINIMUM<br/>LOS<br/>High</b> | <b>REPORTED<br/>LOS<br/>High</b> |
|                     | 29                                     | 24                                     | 32                                | 25                                 | 34                              | 23                               |

\* The District determines the reported 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 (excludes portables).

### ***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 and Two* 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 66 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                         |
| <b>TOTAL</b>             | <b>102.7</b>             | <b>448,693</b>               | <b>203</b>                | <b>4,791</b>                |

\* 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                         |
| <b>TOTAL</b>                       | <b>63.2</b>              | <b>322,567</b>               | <b>98</b>                 | <b>2,450</b>                |

\* 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 10<sup>th</sup> 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<br/>(Acres)</i> | <i>Building<br/>Area (sq ft)</i> | <i>Teaching<br/>Stations*</i> | <i>Permanent<br/>Capacity**</i> |
|--|------------------------------|----------------------------------|-------------------------------|---------------------------------|
| Marysville Pilchuck                    | 83.0                         | 259,033                          | 56.0                          | 1,400                           |
| Marysville Getchell                    | 38.0                         | 193,000                          | 61.0                          | 1,525                           |
| Marysville Tulalip<br>Campus*** (9-12) | 39.4                         | 70,000                           | 19.0                          | 475                             |
| Mountain View                          | 2.4                          | 18,350                           | 8.0                           | 200                             |
| <b>TOTAL</b>                           | <b>162.8</b>                 | <b>540,383</b>                   | <b>144</b>                    | <b>3,600</b>                    |

\* 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 10<sup>th</sup> 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                      |
| <b><i>SUBTOTAL</i></b>   | <b>39</b>             | <b>25</b>                    | <b>921</b>              |

| <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                       |
| <b><i>SUBTOTAL</i></b>     | <b>19</b>           | <b>4</b>                  | <b>475</b>              |

| <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                         | 50                      |
| <b><i>SUBTOTAL</i></b> | <b>8</b>            | <b>0</b>                  | <b>200</b>              |

|                     |           |           |              |
|---------------------|-----------|-----------|--------------|
| <b><i>TOTAL</i></b> | <b>66</b> | <b>29</b> | <b>1,596</b> |
|---------------------|-----------|-----------|--------------|

\* Each portable is 600 square feet. The District's relocatable facilities identified above have adequate useful remaining life and are evaluated regularly.

\*\*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<br/>(Square Feet)</i> | <i>Site Size<br/>(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 <sup>st</sup> 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 2016 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 2025. *See Appendix A.*

District's overall enrollment declined over the last several 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 and middle school levels over the next six years. Using the modified cohort survival projections, a total enrollment of 11,100 is expected in 2021. In other words, the District projects an increase in overall enrollment by 215 students between 2015 and 2021. *See Table 10.*

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. Between 2000 and 2015 the District's enrollment constituted approximately 16.5% of the District's total population. Assuming that, between 2016 and 2021, 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 12,898 students in 2021. *See Table 10.*

**Table 10**  
**Projected Student Enrollment (FTE)\***  
**2016-2021**

| <i>Projection</i> | <i>2015*</i> | <i>2016</i> | <i>2017</i> | <i>2018</i> | <i>2019</i> | <i>2020</i> | <i>2021</i> | <i>Actual Change</i> | <i>Percent Change</i> |
|-------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------------|-----------------------|
| OFM/County        | 10,885       | 11,220      | 11,555      | 11,890      | 12,225      | 12,560      | 12,898      | 2,013                | 18.5%                 |
| District          | 10,885       | 10,855      | 10,790      | 10,805      | 10,832      | 10,946      | 11,100      | 215                  | 1.98%                 |

\*Actual October 2015 enrollment

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 2021 and to the future are highly speculative. The District projects a total enrollment of 12,001 students in 2025, the last year in the District’s projections. This is based on the District’s enrollment projections updated in 2015. *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.* These estimates are used only for general planning purposes. However, they are indicative of the likelihood of continued enrollment growth over the next ten years.

**Table 11-A**  
**Projected FTE Student Enrollment - District**  
**2025**

| <i>Grade Span</i>         | <i>Projected FTE Enrollment</i> |
|---------------------------|---------------------------------|
| Elementary (K-5)          | 5,837                           |
| Middle Level School (6-8) | 2,744                           |
| High School (9-12)        | 3,420                           |
| <b>TOTAL (K-12)</b>       | <b>12,001</b>                   |

Assuming that the District’s enrollment will continue to constitute 16.5% 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)          | 7,045                           |
| Middle Level School (6-8) | 3,297                           |
| High School (9-12)        | 4,646                           |
| <b>TOTAL (K-12)</b>       | <b>14,988</b>                   |

Again, these estimates are highly speculative given current information and the length of the planning period. The District will continue to monitor enrollment growth and make appropriate adjustments in future updates to the CFP.

**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 (2016-2021). Capacity needs are expressed in terms of “unhoused students”

Table 12 identifies the District’s current permanent capacity needs (based upon information contained in Table 14):

**Table 12**  
**Unhoused Students – Based on October 2015 Enrollment/Capacity**

| <i>Grade Span</i>        | <i>Unhoused Students/(Available Capacity)</i> |
|--------------------------|---|
| Elementary Level (K-5)   | (335)   |
| Middle Level (6-8)       | 70  |
| High School Level (9-12) | 221   |

Assuming no permanent capacity additions or adjustments, Table 13 identifies the additional permanent classroom capacity that will be needed in 2021:

**Table 13**  
**Unhoused Students – 2021**

| <i>Grade Span</i>        | <i>Unhoused Students/(Available Capacity)</i> |
|--------------------------|---|
| Elementary Level (K-5)   | (569)   |
| Middle Level (6-8)       | (43)  |
| High School Level (9-12) | 354   |

Capacity improvements and school reconfigurations planned by the District through 2021 are included below in Table 14. Interim capacity provided by relocatable classrooms is not included, though the District expects to continue to use relocatable classrooms to provide for a portion of the capacity needs. (Information on relocatable classrooms by grade level and interim capacity can be found in Table 5. Information on planned construction projects can be found in the Financing Plan, Table 15.)



**Table 14 - Projected Student Capacity**

***Elementary School -- Surplus/Deficiency***

|   | <b>2015*</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
|---|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Existing Permanent Capacity               | 4,791        | 4,791       | 4,791       | 4,791       | 4,791       | 4,791       | 5,023       |
| Permanent Capacity Change                 | 0            | 0           | 0           | 0           | 0           | 232^        |             |
| Total Permanent Capacity**                | 4,791        | 4,791       | 4,791       | 4,791       | 4,791       | 5,023       | 5,023       |
| Enrollment                                | 5,126        | 5,106       | 5,107       | 5,125       | 5,090       | 5,254       | 5,360       |
| Permanent Capacity Surplus (Deficiency)** | (335)        | (315)       | (316)       | (334)       | (299)       | (231)       | (337)       |

\*Actual October 2015 enrollment

\*\*Does not include added relocatable capacity.

^Additions at Cascade and Liberty; existing portable facilities at each school removed.

***Middle School Level -- Surplus/Deficiency***

|   | <b>2015*</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
|---|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Existing Permanent Capacity               | 2,450        | 2,450       | 2,450       | 2,450       | 2,450       | 3,050       | 2,705       |
| Permanent Capacity Change                 | 0            | 0           | 0           |             | 600^        | (345)^^     | 0           |
| Total Permanent Capacity**                | 2,450        | 2,450       | 2,450       | 2,450       | 3,050       | 2,705       | 2,705       |
| Enrollment                                | 2,380        | 2,376       | 2,401       | 2,457       | 2,566       | 2,501       | 2,493       |
| Permanent Capacity Surplus (Deficiency)** | 70           | 74          | 49          | 593         | 484         | 204         | 212         |

\*Actual October 2015 enrollment

\*\*Does not include added relocatable capacity.

^New Middle School opens with 700 new student capacity; replacement Marysville Middle School opens with capacity adjusting from 800 to 700 students. Portables at Cedarcrest removed.

^^Marysville Tulalip Campus changes from 175 students in grades 6-8 to 580 students in grades 6-8; Totem Middle School (750 capacity) closes.

***High School Level -- Surplus/Deficiency***

|   | <b>2015*</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
|---|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Existing Permanent Capacity               | 3,600        | 3,600       | 3,600       | 3,600       | 3,600       | 3,600       | 3,700       |
| Permanent Capacity Change                 | 0            | 0           | 0           | 0           | 0           | 100^        | 0           |
| Total Permanent Capacity**                | 3,600        | 3,600       | 3,600       | 3,600       | 3,600       | 3,700       | 3,700       |
| Enrollment                                | 3,379        | 3,373       | 3,282       | 3,223       | 3,175       | 3,191       | 3,246       |
| Permanent Capacity Surplus (Deficiency)** | 221          | 227         | 318         | 377         | 425         | 509         | 454         |

\*Actual October 2015 enrollment

\*\*Does not include added relocatable capacity.

^Addition at MPHS; A&T program moves from Marysville Tulalip Campus to MPHS (Tulalip Heritage stays at MTC with a capacity of 100 students)

## **SECTION SIX: FINANCING PLAN**

### ***Planned Improvements***

The District plans in the next six years for modernization and addition projects including: the replacement and addition of capacity at Cascade Elementary School and Liberty Elementary School, construction of a new middle school, replace Marysville Middle School, replace and modernize Marysville Pilchuck High School, and address various health and safety projects throughout the District. These projects will help to address capacity needs at the elementary and middle school levels. The District's voters recently passed a levy for technology upgrades, which is being implemented over a portion of the six year planning period. The District may also add additional relocatable classrooms as needed.

### ***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. The District presented a \$230 million bond in April 2016 to the voters to fund modernization and addition projects as identified in this Capital Facilities Plan. This bond failed; however, the District expects, pending Board review and approval, a similar proposal to be presented to the voters during the six years of this CFP.

***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 2016-2021. The financing components include bonds, State School Construction Assistance 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                          | 2016 | 2017    | 2018     | 2019     | 2020    | 2021 | Total Cost | Bonds/ Local Funds | Projected State Funds | Impact Fees |
|----------------------------------|------|---------|----------|----------|---------|------|------------|--------------------|-----------------------|-------------|
| <b>Elementary</b>                |      |         |          |          |         |      |            |                    |                       |             |
| Cascade Addition <sup>1**</sup>  |      |         | \$0.300  | \$2.019  | \$2.019 |      | \$4.337    | X                  | X                     | X           |
| Liberty Addition <sup>2**</sup>  |      |         | \$0.997  | \$2.498  | \$2.498 |      | \$5.993    | X                  | X                     | X           |
| <b>Middle School</b>             |      |         |          |          |         |      |            |                    |                       |             |
| New Middle School <sup>3**</sup> |      | \$4.500 | \$21.750 | \$21.750 |         |      | \$48.000   | X                  | X                     | X           |
| <b>High School</b>               |      |         |          |          |         |      |            |                    |                       |             |
| MPHS Addition                    |      | \$3.600 | \$2.040  | \$2.040  |         |      | \$7.679    | X                  | X                     |             |
|                                  |      |         |          |          |         |      |            |                    |                       |             |

\*\*Growth-related

Improvements Not Adding New Permanent Capacity (Costs in Millions)

| Project                          | 2016           | 2017            | 2018             | 2019             | 2020            | 2021 | Total Cost       | Bonds/ Levies | Projected State Funds | Impact Fees |
|----------------------------------|----------------|-----------------|------------------|------------------|-----------------|------|------------------|---------------|-----------------------|-------------|
| <b>Elementary</b>                |                |                 |                  |                  |                 |      |                  |               |                       |             |
| Cascade Replacement <sup>3</sup> |                |                 | \$2.500          | \$14.082         | \$14.082        |      | \$30.663         | X             | X                     |             |
| Liberty Replacement <sup>4</sup> |                |                 | \$2.500          | \$13.804         | \$13.804        |      | \$30.107         | X             | X                     |             |
| <b>Middle</b>                    |                |                 |                  |                  |                 |      |                  |               |                       |             |
| Marysville Middle Modernization  |                | \$6.500         | \$20.000         | \$20.000         |                 |      | \$46.500         | X             | X                     |             |
| <b>High School</b>               |                |                 |                  |                  |                 |      |                  |               |                       |             |
| MPHS Replacement/Modernization   |                | \$18.000        | \$89.621         | \$89.621         |                 |      | \$107.621        | X             | X                     |             |
| <b>District-wide</b>             |                |                 |                  |                  |                 |      |                  |               |                       |             |
| Tech/Misc Improvements           | \$3.000        | \$3.000         | \$3.000          |                  |                 |      | \$9.000          | X             |                       |             |
| Health & Safety Projects         |                |                 |                  |                  | \$11.500        |      | \$11.500         | X             |                       |             |
|                                  |                |                 |                  |                  |                 |      |                  |               |                       |             |
| <b>TOTALS</b>                    | <b>\$3.000</b> | <b>\$35.600</b> | <b>\$142.708</b> | <b>\$165.814</b> | <b>\$43.903</b> |      | <b>\$301.400</b> | <b>X</b>      | <b>X</b>              |             |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

\*Dollars are rounded.

## ***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                 | .239              | .112                | .123               | .474         |
| Multi-Family<br>(1 Bedroom)   | No Data           | No Data             | No Data            | No Data      |
| Multi-Family<br>(2+ Bedrooms) | .273              | .105                | .108               | .486         |

(Source: Doyle Consulting, March 2016)

***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  
2016***

| <b><i>Housing Type</i></b> | <b><i>Impact Fee Per Dwelling Unit</i></b> |
|----------------------------|--|
| Single Family              | \$1,552                                    |
| Multi-Family (1 Bedroom)   | N/A  |
| Multi-Family (2+ Bedroom)  | \$2,096                                    |

## FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

### Student Generation Factors – Single Family

|              |             |
|--------------|-------------|
| Elementary   | .239        |
| Middle       | .112        |
| Senior       | .123        |
| <b>Total</b> | <b>.474</b> |

### Student Generation Factors – Multi Family (1 Bdrm)

|              |             |
|--------------|-------------|
| Elementary   | .000        |
| Middle       | .000        |
| Senior       | .000        |
| <b>Total</b> | <b>.000</b> |

### Student Generation Factors – Multi Family (2+ Bdrm)

|              |             |
|--------------|-------------|
| Elementary   | .273        |
| Middle       | .105        |
| Senior       | .108        |
| <b>Total</b> | <b>.486</b> |

### Projected Student Capacity per Facility

|               |     |
|---------------|-----|
| Middle School | 700 |
|---------------|-----|

### Required Site Acreage per Facility

N/A

### Facility Construction Cost

|        |              |
|--------|--------------|
| Middle | \$48,000,000 |
|--------|--------------|

### Permanent Facility Square Footage

|              |                  |
|--------------|------------------|
| Elementary   | 448,693          |
| Middle       | 322,567          |
| Senior       | 540,383          |
| <b>Total</b> | <b>1,311,643</b> |

### Temporary Facility Square Footage

|              |               |
|--------------|---------------|
| Elementary   | 37,800        |
| Middle       | 13,800        |
| Senior       | 4,800         |
| <b>Total</b> | <b>56,400</b> |

### Total Facility Square Footage

|              |                  |
|--------------|------------------|
| Elementary   | 486,493          |
| Middle       | 336,367          |
| Senior       | 544,583          |
| <b>Total</b> | <b>1,368,043</b> |

### Average Site Cost/Acre

N/A

### Temporary Facility Capacity

Capacity  
Cost

### State School Construction Assistance

Current Funding Percentage 63.74%

### Construction Cost Allocation

Current CCA 213.23

### District Average Assessed Value

Single Family Residence \$258,960

### District Average Assessed Value

Multi Family (1 Bedroom) \$79,076

### District Average Assessed Value

Multi Family (2+ Bedroom) \$115,893

### SPI Square Footage per Student

Elementary 90  
Middle 108  
High 130

### District Property Tax Levy Rate (Bonds)

Current/\$1,000 \$1.20

### General Obligation Bond Interest Rate

Current Bond Buyer Index 3.27%

### 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***



### Marysville Enrollment History

|                    | <u>2001</u> | <u>2002</u> | <u>2003</u> | <u>2004</u> | <u>2005</u> | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| County Births      | 8703        | 8344        | 8592        | 8675        | 8924        | 9070        | 9570        | 9795        | 9237        | 9001        |
| % of Cohort        | 9.9%        | 10.0%       | 9.7%        | 10.2%       | 9.5%        | 9.4%        | 9.4%        | 9.5%        | 8.8%        | 9.4%        |
| City of Marysville | 611         | 644         | 668         | 648         | 716         | 808         | 846         | 877         | 849         | 847         |
| % of City Cohort   | 140.8%      | 129.8%      | 124.9%      | 136.3%      | 118.9%      | 105.8%      | 106.1%      | 106.4%      | 95.3%       | 100.1%      |

### Medium Range Projection

|                    | <i>Projected Births</i> |             |             |             |             |             |             |             |             |             |
|--------------------|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                    | <u>2011</u>             | <u>2012</u> | <u>2013</u> | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> | <u>2020</u> |
| County Births      | 8925                    | 9226        | 9406        | 9524        | 9643        | 9718        | 9793        | 9868        | 9943        | 10018       |
| K % of Cohort      | 9.4%                    | 9.4%        | 9.5%        | 9.5%        | 9.5%        | 9.5%        | 9.6%        | 9.7%        | 9.7%        | 9.7%        |
| City of Marysville | 860                     | 864         | 893         | 885         | 911         | 913         | 921         | 926         | 936         | 942         |
| K % of City Cohort | 97.6%                   | 99.9%       | 100.0%      | 102.2%      | 100.5%      | 101.5%      | 101.9%      | 103.1%      | 102.8%      | 102.9%      |

|              | <u>Oct-06</u> | <u>Oct-07</u> | <u>Oct-08</u> | <u>Oct-09</u> | <u>Oct-10</u> | <u>Oct-11</u> | <u>Oct-12</u> | <u>Oct-13</u> | <u>Oct-14</u> | <u>Oct-15</u> |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| K            | 860           | 836           | 834           | 883           | 851           | 855           | 898           | 933           | 809           | 848           |
| 1            | 852           | 915           | 883           | 859           | 890           | 861           | 830           | 903           | 957           | 771           |
| 2            | 968           | 882           | 907           | 871           | 843           | 879           | 860           | 848           | 891           | 952           |
| 3            | 909           | 948           | 894           | 904           | 846           | 830           | 857           | 844           | 848           | 874           |
| 4            | 881           | 908           | 933           | 886           | 899           | 858           | 834           | 824           | 827           | 838           |
| 5            | 895           | 878           | 913           | 917           | 874           | 885           | 844           | 834           | 816           | 843           |
| 6            | 921           | 872           | 840           | 879           | 891           | 853           | 845           | 830           | 802           | 775           |
| 7            | 897           | 915           | 875           | 851           | 859           | 903           | 874           | 855           | 826           | 793           |
| 8            | 910           | 896           | 913           | 866           | 831           | 852           | 895           | 843           | 866           | 812           |
| 9            | 949           | 912           | 902           | 881           | 852           | 838           | 876           | 919           | 864           | 895           |
| 10           | 956           | 950           | 911           | 874           | 892           | 900           | 854           | 905           | 926           | 860           |
| 11           | 876           | 875           | 897           | 849           | 862           | 842           | 821           | 793           | 828           | 828           |
| 12           | <u>926</u>    | <u>1032</u>   | <u>963</u>    | <u>980</u>    | <u>987</u>    | <u>943</u>    | <u>900</u>    | <u>877</u>    | <u>874</u>    | <u>796</u>    |
| <b>Total</b> | <b>11800</b>  | <b>11819</b>  | <b>11665</b>  | <b>11500</b>  | <b>11377</b>  | <b>11299</b>  | <b>11188</b>  | <b>11208</b>  | <b>11134</b>  | <b>10885</b>  |
|              | 217           | 19            | -154          | -165          | -123          | -78           | -111          | 20            | -74           | -249          |
|              | 1.9%          | 0.2%          | -1.3%         | -1.4%         | -1.1%         | -0.7%         | -1.0%         | 0.2%          | -0.7%         | -2.2%         |
| K-5          | 5365          | 5367          | 5364          | 5320          | 5203          | 5168          | 5123          | 5186          | 5148          | 5126          |
| 6-8          | 2728          | 2683          | 2628          | 2596          | 2581          | 2608          | 2614          | 2528          | 2494          | 2380          |
| 9-12         | 3707          | 3769          | 3673          | 3584          | 3693          | 3523          | 3451          | 3494          | 3492          | 3379          |

|              | <u>Oct-16</u> | <u>Oct-17</u> | <u>Oct-18</u> | <u>Oct-19</u> | <u>Oct-20</u> | <u>Oct-21</u> | <u>Oct-22</u> | <u>Oct-23</u> | <u>Oct-24</u> | <u>Oct-25</u> |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| K            | 839           | 863           | 893           | 904           | 916           | 927           | 939           | 955           | 962           | 970           |
| 1            | 840           | 833           | 860           | 889           | 900           | 912           | 925           | 937           | 953           | 960           |
| 2            | 772           | 842           | 835           | 866           | 898           | 911           | 927           | 948           | 960           | 977           |
| 3            | 945           | 764           | 833           | 830           | 863           | 897           | 915           | 938           | 959           | 971           |
| 4            | 862           | 942           | 762           | 835           | 834           | 869           | 908           | 933           | 957           | 979           |
| 5            | 848           | 863           | 943           | 766           | 842           | 844           | 883           | 930           | 956           | 980           |
| 6            | 813           | 817           | 832           | 914           | 744           | 819           | 822           | 864           | 910           | 935           |
| 7            | 775           | 813           | 817           | 835           | 920           | 750           | 828           | 834           | 877           | 923           |
| 8            | 789           | 771           | 808           | 817           | 837           | 923           | 755           | 836           | 842           | 885           |
| 9            | 838           | 807           | 788           | 831           | 840           | 860           | 949           | 782           | 866           | 873           |
| 10           | 903           | 848           | 816           | 801           | 844           | 853           | 874           | 969           | 798           | 884           |
| 11           | 782           | 823           | 772           | 747           | 733           | 773           | 781           | 804           | 892           | 735           |
| 12           | <u>850</u>    | <u>805</u>    | <u>847</u>    | <u>796</u>    | <u>774</u>    | <u>760</u>    | <u>801</u>    | <u>813</u>    | <u>838</u>    | <u>929</u>    |
| <b>Total</b> | <b>10855</b>  | <b>10790</b>  | <b>10805</b>  | <b>10832</b>  | <b>10946</b>  | <b>11100</b>  | <b>11308</b>  | <b>11545</b>  | <b>11771</b>  | <b>12001</b>  |
| Change       | -30           | -65           | 16            | 26            | 114           | 154           | 208           | 237           | 226           | 230           |
| % Change     | -0.3%         | -0.6%         | 0.1%          | 0.2%          | 1.1%          | 1.4%          | 1.9%          | 2.1%          | 2.0%          | 2.0%          |
| K-5          | 5106          | 5107          | 5125          | 5090          | 5254          | 5360          | 5498          | 5642          | 5748          | 5837          |
| 6-8          | 2376          | 2401          | 2457          | 2566          | 2501          | 2493          | 2405          | 2535          | 2629          | 2744          |
| 9-12         | 3373          | 3282          | 3223          | 3175          | 3191          | 3246          | 3405          | 3368          | 3394          | 3420          |

**APPENDIX B**

**SCHOOL IMPACT FEE CALCULATIONS**

**School Impact Fee Calculation - Single Family Dwelling Unit**  
**Marysville School District 2016 CFP**

School Site Acquisition Cost:

|            | <u>Site Size</u><br><u>Acreage</u> | <u>Cost/</u><br><u>Acre</u> | <u>Facility</u><br><u>Size</u> | <u>Site Cost/</u><br><u>Student</u> | <u>Student</u><br><u>Factor</u> | <u>Cost/</u><br><u>SFDU</u> |
|------------|------------------------------------|-----------------------------|--------------------------------|-------------------------------------|---------------------------------|-----------------------------|
| Elementary | 10                                 | \$0                         | 600                            | \$0                                 | 0.2390                          | \$0                         |
| Middle     | 20                                 | \$0                         | 700                            | \$0                                 | 0.1120                          | \$0                         |
| Senior     | 40                                 | \$0                         | 1500                           | \$0                                 | 0.1230                          | \$0                         |
| TOTAL      |                                    |                             |                                |                                     |                                 | \$0                         |

School Construction Cost:

|            | <u>Sq. Ft. %</u><br><u>Permanent</u> | <u>Facility</u><br><u>Cost</u> | <u>Facility</u><br><u>Size</u> | <u>Bldg. Cost/</u><br><u>Student</u> | <u>Student</u><br><u>Factor</u> | <u>Cost/</u><br><u>SFDU</u> |
|------------|--------------------------------------|--------------------------------|--------------------------------|--------------------------------------|---------------------------------|-----------------------------|
| Elementary | 95.88%                               | \$0                            | 600                            | \$0                                  | 0.2390                          | \$0                         |
| Middle     | 95.88%                               | \$48,000,000                   | 700                            | \$68,571                             | 0.1120                          | \$7,364                     |
| Senior     | 95.88%                               | \$0                            | 1500                           | \$0                                  | 0.1230                          | \$0                         |
| TOTAL      |                                      |                                |                                |                                      |                                 | \$7,364                     |

Temporary Facility Cost:

|            | <u>Sq. Ft. %</u><br><u>Temporary</u> | <u>Facility</u><br><u>Cost</u> | <u>Facility</u><br><u>Size</u> | <u>Bldg. Cost/</u><br><u>Student</u> | <u>Student</u><br><u>Factor</u> | <u>Cost/</u><br><u>SFDU</u> |
|------------|--------------------------------------|--------------------------------|--------------------------------|--------------------------------------|---------------------------------|-----------------------------|
| Elementary | 4.12%                                | \$0                            | 25                             | \$0                                  | 0.2390                          | \$0                         |
| Middle     | 4.12%                                | \$0                            | 25                             | \$0                                  | 0.1120                          | \$0                         |
| Senior     | 4.12%                                | \$0                            | 25                             | \$0                                  | 0.1230                          | \$0                         |
| TOTAL      |                                      |                                |                                |                                      |                                 | \$0                         |

State School Construction Funding Assistance Credit:

|            | <u>Const Cost</u><br><u>Allocation</u> | <u>OSPI Sq. Ft./</u><br><u>Student</u> | <u>Funding</u><br><u>Assistance</u> | <u>Credit/</u><br><u>Student</u> | <u>Student</u><br><u>Factor</u> | <u>Cost/</u><br><u>SFDU</u> |
|------------|--|--|-------------------------------------|----------------------------------|---------------------------------|-----------------------------|
| Elementary | 213.23                                 | 90.0                                   | 0.00%                               | \$0                              | 0.2390                          | \$0                         |
| Middle     | 213.23                                 | 108.0                                  | 63.74%                              | \$14,679                         | 0.1120                          | \$1,644                     |
| Senior     | 213.23                                 | 130.0                                  | 0.00%                               | \$0                              | 0.1230                          | \$0                         |
| TOTAL      |  |  |                                     |                                  |                                 | \$1,644                     |

**School Impact Fee Calculation - Single Family Dwelling Unit**  
**Marysville School District 2016 CFP**

Tax Payment Credit Calculation:

|                                  |           |
|----------------------------------|-----------|
| Average SFR Assessed Value       | \$258,960 |
| Current Capital Levy Rate/\$1000 | \$1.20    |
| Annual Tax Payment               | \$310.75  |
| Years Amortized                  | 10        |
| Current Bond Interest Rate       | 3.27%     |
| <br>                             |           |
| Present Value of Revenue Stream  | \$2,615   |

Impact Fee Summary - Single Family Dwelling Unit:

|                         |           |
|-------------------------|-----------|
| Site Acquisition Cost   | \$0       |
| Permanent Facility Cost | \$7,364   |
| Temporary Facility Cost | \$0       |
| State SCFA Credit       | (\$1,644) |
| Tax Payment Credit      | (\$2,615) |
| <br>                    |           |
| Unfunded Need           | \$3,105   |
| <br>                    |           |
| 50% Required Adjustment | \$1,552   |

|                          |         |
|--------------------------|---------|
| Single Family Impact Fee | \$1,552 |
|--------------------------|---------|

**School Impact Fee Calculation - Multi-Family Dwelling Unit**  
**Marysville School District 2016 CFP**

School Site Acquisition Cost:

|            | <u>Site Size<br/>Acreage</u> | <u>Cost/<br/>Acre</u> | <u>Facility<br/>Size</u> | <u>Site Cost/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>MFDU</u> |
|------------|------------------------------|-----------------------|--------------------------|-------------------------------|---------------------------|-----------------------|
| Elementary | 10                           | \$0                   | 600                      | \$0                           | 0.2730                    | \$0                   |
| Middle     | 20                           | \$0                   | 700                      | \$0                           | 0.1050                    | \$0                   |
| Senior     | 40                           | \$0                   | 1500                     | \$0                           | 0.1080                    | \$0                   |
| TOTAL      |                              |                       |                          |                               |                           | \$0                   |

School Construction Cost:

|            | <u>Sq. Ft. %<br/>Permanent</u> | <u>Facility<br/>Cost</u> | <u>Facility<br/>Size</u> | <u>Bldg. Cost/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>MFDU</u> |
|------------|--------------------------------|--------------------------|--------------------------|--------------------------------|---------------------------|-----------------------|
| Elementary | 95.88%                         | \$0                      | 600                      | \$0                            | 0.2730                    | \$0                   |
| Middle     | 95.88%                         | \$48,000,000             | 700                      | \$68,571                       | 0.1050                    | \$6,903               |
| Senior     | 95.88%                         | \$0                      | 1500                     | \$0                            | 0.1080                    | \$0                   |
| TOTAL      |                                |                          |                          |                                |                           | \$6,903               |

Temporary Facility Cost:

|            | <u>Sq. Ft. %<br/>Temporary</u> | <u>Facility<br/>Cost</u> | <u>Facility<br/>Size</u> | <u>Bldg. Cost/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>MFDU</u> |
|------------|--------------------------------|--------------------------|--------------------------|--------------------------------|---------------------------|-----------------------|
| Elementary | 4.12%                          | \$0                      | 25                       | \$0                            | 0.2730                    | \$0                   |
| Middle     | 4.12%                          | \$0                      | 25                       | \$0                            | 0.1050                    | \$0                   |
| Senior     | 4.12%                          | \$0                      | 25                       | \$0                            | 0.1080                    | \$0                   |
| TOTAL      |                                |                          |                          |                                |                           | \$0                   |

State School Construction Funding Assistance Credit:

|            | <u>Const Cost<br/>Allocation</u> | <u>OSPI Sq. Ft./<br/>Student</u> | <u>Funding<br/>Assistance</u> | <u>Credit/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>MFDU</u> |
|------------|----------------------------------|----------------------------------|-------------------------------|----------------------------|---------------------------|-----------------------|
| Elementary | 213.23                           | 90.0                             | 0.00%                         | \$0                        | 0.2730                    | \$0                   |
| Middle     | 213.23                           | 108.0                            | 63.74%                        | \$14,679                   | 0.1050                    | \$1,541               |
| Senior     | 213.23                           | 130.0                            | 0.00%                         | \$0                        | 0.1080                    | \$0                   |
| TOTAL      |                                  |                                  |                               |                            |                           | \$1,541               |

**School Impact Fee Calculation - Multi-Family Dwelling Unit**  
**Marysville School District 2016 CFP**

Tax Payment Credit Calculation:

|                                     |             |
|-------------------------------------|-------------|
| Average MFR Assessed Value          | \$115,893   |
| Current Capital Levy Rate/\$1000    | \$1.20      |
| Annual Tax Payment                  | \$139.07    |
| Years Amortized                     | 10          |
| Current Bond Interest Rate          | 3.27%       |
| <br>Present Value of Revenue Stream | <br>\$1,170 |

Impact Fee Summary - Multi-Family Dwelling Unit:

|                                    |                    |
|------------------------------------|--------------------|
| Site Acquisition Cost              | \$0                |
| Permanent Facility Cost            | \$6,903            |
| Temporary Facility Cost            | \$0                |
| State SCFA Credit                  | (\$1,541)          |
| Tax Payment Credit                 | (\$1,170)          |
| <br>Unfunded Need                  | <br>\$4,192        |
| <br>50% Required Adjustment        | <br>\$2,096        |
| <br><b>Multi-Family Impact Fee</b> | <br><b>\$2,096</b> |

**APPENDIX C**

***STUDENT GENERATION RATES (SGR)***



**DOYLE  
CONSULTING**

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

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## **Student Generation Rate Study for the Marysville School District**

4/25/2016

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 2008 through December 2014. 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 April 2016. 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 1,538 single family detached units were compared with data on 10,958 students registered in the District, and the following matches were found by grade level(s)\*:

| GRADE(S) | COUNT OF MATCHES | CALCULATED RATE |
|----------|------------------|-----------------|
| K        | 62               | 0.040           |
| 1        | 63               | 0.041           |
| 2        | 73               | 0.047           |
| 3        | 72               | 0.047           |
| 4        | 48               | 0.031           |
| 5        | 50               | 0.033           |
| 6        | 60               | 0.039           |
| 7        | 58               | 0.038           |
| 8        | 54               | 0.035           |
| 9        | 52               | 0.034           |
| 10       | 54               | 0.035           |
| 11       | 44               | 0.029           |
| 12       | 39               | 0.025           |
|          |                  |                 |
| K-5      | 368              | 0.239           |
| 6-8      | 172              | 0.112           |
| 9-12     | 189              | 0.123           |
| K-12     | 729              | 0.474           |

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 286 multi-family 2+ BR units were compared with data on 10,958 students registered in the District, and the following matches were found by grade level(s)\*:

| GRADE(S) | COUNT OF MATCHES | CALCULATED RATE |
|----------|------------------|-----------------|
| K        | 17               | 0.059           |
| 1        | 12               | 0.042           |
| 2        | 15               | 0.052           |
| 3        | 12               | 0.042           |
| 4        | 11               | 0.038           |
| 5        | 11               | 0.038           |
| 6        | 7                | 0.024           |
| 7        | 9                | 0.031           |
| 8        | 14               | 0.049           |
| 9        | 8                | 0.028           |
| 10       | 6                | 0.021           |
| 11       | 6                | 0.021           |
| 12       | 11               | 0.038           |
|          |                  |                 |
| K-5      | 78               | 0.273           |
| 6-8      | 30               | 0.105           |
| 9-12     | 31               | 0.108           |
| K-12     | 139              | 0.486           |

6. **Multi-Family 0-1 BR Rates:** Research indicated that 69 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 10,958 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      | .239 | .112 | .123 | .474 |
| Multi-Family 2+ BR | .273 | .105 | .108 | .486 |

\*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 2016 - 2021

*prepared for:*

Snohomish County  
Planning Department

*And*

City of Lake Stevens  
City of Marysville

August 2016

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

## **BOARD OF DIRECTORS**

Kevin Plemel  
David Iseminger  
Paul Lund  
John Boerger  
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 Robb Stanton at the District (425) 335-1500

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## 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 (2016-2021). This CFP is based in large measure on the recently adopted (2015) *Facilities Master Plan for the Lake Stevens School District*.

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<sup>1</sup>. 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 2014.

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

| <b>Element</b>   | <b>See Page</b> | <b>/ Table</b> |
|--|-----------------|----------------|
| Future enrollment forecasts for each grade span (elementary, middle, mid-high and high).   | 5-2             | 5-2            |
| An inventory of existing capital facilities owned by the District, showing the locations and student capacities of the facilities.   | 4-1             | 4-1            |
| A forecast of the future needs for capital facilities and school sites; distinguishing between existing and projected deficiencies.  | 6-1<br>6-2      | 6-1<br>6-2     |
| The proposed capacities of expanded or new capital facilities.   | 6-5             | 6-3            |
| 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 | 6-5             | 6-3            |

---

<sup>1</sup> See Appendix F of this CFP

| Element  | See Page /         | Table |
|--|--------------------|-------|
| 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. |                    |       |
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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 by Doyle Consulting (See Appendix C).
- 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 of Marysville and Lake Stevens constitutes approval of the methodology used herein by those entities.

Unless otherwise noted, all enrollment and student capacity data in this CFP is expressed in terms of total students, not Full Time Equivalents (FTE).<sup>2</sup>

### ***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.

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<sup>2</sup> Full Time Equivalents (FTE) include half the students attending kindergarten and all students enrolled in grades 1 – 12.



The District currently serves a student population of 8,392 (2015 1049 report) 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;
- Projected permanent capacity shortfall by 2021 for K-5 of 1,106 students (with no improvements);
- Aging school facilities;
- The need for additional property and lack of suitable sites to accommodate a school facility;
- The implementation of full-day kindergarten at all elementary schools and reduced class sizes at the K-3 level will create additional unhoused students.
- Currently five of the six elementary schools are above their design capacity. Voters recently approved financing for a seventh school.
- Inability to locate more temporary portables on school sites.

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).

\*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. The current average assessed value for 2016 is \$319,877 for single-family detached residential dwellings; \$96,305 for one-bedroom multi-family units, and \$141,144 for two or more bedroom multi-family units.

\*Boeckh Index (See Construction Cost Allocation)

\*Board means the Board of Directors of the Lake Stevens School District (“School Board”).

Capital Bond Rate means the annual percentage rate computed against capital (construction) bonds issued by the District. For 2016, a rate of 3.27% is used.

\*Capital Facilities means school facilities identified in the District’s capital facilities plan that 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, which is consistent with the adopted “Facilities Plan for the Lake Stevens School District – 2015”.

Construction Cost Allocation (formerly the Boeckh Index) means a factor used by OSPI as a guideline for determining the area cost allowance for new school construction. The Index for the 2016 Capital Facilities Plan is \$213.23, as provided by Snohomish County.

\*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 (Capital Levy) 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 .00127.

\*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.

\*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 3.27% 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.<sup>3</sup>

\*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

- A. to prevent the overbuilding of school facilities,
- B. to meet the needs of service areas within the District, or
- C. to cover the gap between the time that families move into new residential developments and the date that construction is completed on permanent school facilities.

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

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

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

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

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<sup>3</sup> For purposes of calculating Student Generation Rates, assisted living or senior citizen housing is not included in this definition.

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

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

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

\*Student Factor [Student Generation Rate (SGR)] means the number of students of each grade span (elementary, middle, mid-high and 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). Educational Program Standards are the same as the minimum level of service as required by Appendix F.

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-3 should not exceed **25** students.
- Average class size for grades 4-5 should not exceed **27** students.
- Special Education for students may be provided in a self-contained classroom. The practical capacity for these classrooms is 12 students.
- All students will be provided music instruction in a separate classroom.
- Students may have a scheduled time in a computer lab.
- Optimum design capacity for new elementary schools is 550 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 12 students.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day.

Therefore, classroom capacity is adjusted using a utilization factor of 83% at the high school, 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.

**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                | 1   |
| Highland Elementary      | K-5               | 27                | 7   |
| Hillcrest Elementary     | K-5               | 32                | 7   |
| Mt. Pilchuck Elementary  | K-5               | 29                | 2   |
| Skyline Elementary       | K-5               | 24                | 0   |
| Sunnycrest Elementary    | K-5               | 30                | 5   |
| Lake Stevens Middle      | 6-7               | 33                | 14  |
| North Lake Middle        | 6-7               | 33                | 9   |
| Cavelero Mid-High        | 8-9               | 62                | 3   |
| Lake Stevens High School | 10-12             | 63                | 21  |
| <b>Total</b>             |                   | <b>360</b>        | <b>69</b>   |

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

***Minimum Educational Service Standards***

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

The Lake Stevens School District has set minimum educational service standards based on several criteria. Exceeding these minimum standards will trigger significant changes in program delivery. If there are 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 |
|----------------------------|-------------------|----------------------|------------------------|---------------------------|--------------------------|-------------------------|----------------------------|---|
| <b>Elementary Schools</b>  |                   |                      |                        |                           |                          |                         |                            |   |
| Glenwood Elementary        | 9                 | 42,673               | 2                      | 21                        | 513                      | 621                     | 1992                       | Yes                                       |
| Hillcrest Elementary       | 15                | 49,735               |                        | 23                        | 549                      | 819                     | 2008                       | Yes                                       |
| Highland Elementary        | 8.7               | 49,727               |                        | 21                        | 512                      | 728                     | 1999                       | Yes                                       |
| Mt. Pilchuck Elementary    | 22                | 49,833               | 4                      | 19                        | 501                      | 690                     | 2008                       | Yes                                       |
| Skyline Elementary         | 15                | 42,673               | 3                      | 20                        | 513                      | 621                     | 1992                       | Yes                                       |
| Sunnycrest Elementary      | 15                | 46,970               |                        | 23                        | 549                      | 738                     | 2009                       | Yes                                       |
| <b>Total</b>               | <b>84.7</b>       | <b>281,611</b>       | <b>9</b>               | <b>127</b>                | <b>3,137</b>             | <b>4,217</b>            |                            |   |
| <b>Middle Schools</b>      |                   |                      |                        |                           |                          |                         |                            |   |
| Lake Stevens Middle School | 25                | 86,374               | 4                      | 27                        | 684                      | 894                     | 1996                       | Yes                                       |
| North Lake Middle School   | 15                | 90,323               | 3                      | 28                        | 751                      | 991                     | 2001                       | Yes                                       |
| <b>Total</b>               | <b>40</b>         | <b>176,697</b>       | <b>7</b>               | <b>55</b>                 | <b>1,435</b>             | <b>1,885</b>            |                            |   |
| <b>Mid-High</b>            |                   |                      |                        |                           |                          |                         |                            |   |
| Cavelero Mid-High School   | 37                | 224,694              | 3                      | 62                        | 1,418                    | 1,418                   | 2007                       | Yes                                       |
| <b>Total</b>               | <b>37</b>         | <b>224,694</b>       | <b>3</b>               | <b>62</b>                 | <b>1,418</b>             | <b>1,418</b>            |                            |   |
| <b>High Schools</b>        |                   |                      |                        |                           |                          |                         |                            |   |
| Lake Stevens High School   | 38                | 207,195              | 8                      | 61                        | 1,526                    | 2,036                   | 2008                       | Yes                                       |
| <b>Total</b>               | <b>38</b>         | <b>207,195</b>       | <b>8</b>               | <b>61</b>                 | <b>1,526</b>             | <b>2,036</b>            |                            |   |

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.

**Table 4-2 -- Portables**

| School Name              | Portable Classrooms | Capacity in Portables | Portable ft <sup>2</sup> |
|--------------------------|---------------------|-----------------------|--------------------------|
| <b><u>ELEMENTARY</u></b> |                     |                       |                          |
| Glenwood                 | 4                   | 108                   | 3,584                    |
| Highland                 | 8                   | 162                   | 7,168                    |
| Hillcrest                | 10                  | 270                   | 8,960                    |
| Mt. Pilchuck             | 7                   | 189                   | 6,272                    |
| Skyline                  | 4                   | 108                   | 3,584                    |
| Sunnycrest               | 7                   | 189                   | 6,272                    |
| Total                    | 40                  | 1,080                 | 35,840                   |
| <b><u>MIDDLE</u></b>     |                     |                       |                          |
| Lake Stevens Middle      | 7                   | 210                   | 6,272                    |
| North Lake Middle        | 8                   | 240                   | 7,168                    |
| Total                    | 15                  | 450                   | 13,440                   |
| <b><u>MID-HIGH</u></b>   |                     |                       |                          |
| Cavelero Mid-High        |                     |                       |                          |
| Total                    |                     |                       |                          |
| <b><u>HIGH</u></b>       |                     |                       |                          |
| Lake Stevens High School | 17                  | 510                   | 15,232                   |
| Total                    | 17                  | 510                   | 15,232                   |
| District K-12 Total      | 72                  | 2,040                 | 64,512                   |
| <b><u>OTHER</u></b>      |                     |                       |                          |
| Early Learning Center    | 14                  | 150                   | 12,544                   |
| Non K-12 Total           | 14                  | 150                   | 12,544                   |

**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 72 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 on Table 4-2.

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.

**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 an elementary school, middle school and early learning center.

A parcel of approximately 23 acres located at 20<sup>th</sup> Street SE and 83<sup>rd</sup> Street. This property was donated to the School District for an educational facility. The property is encumbered

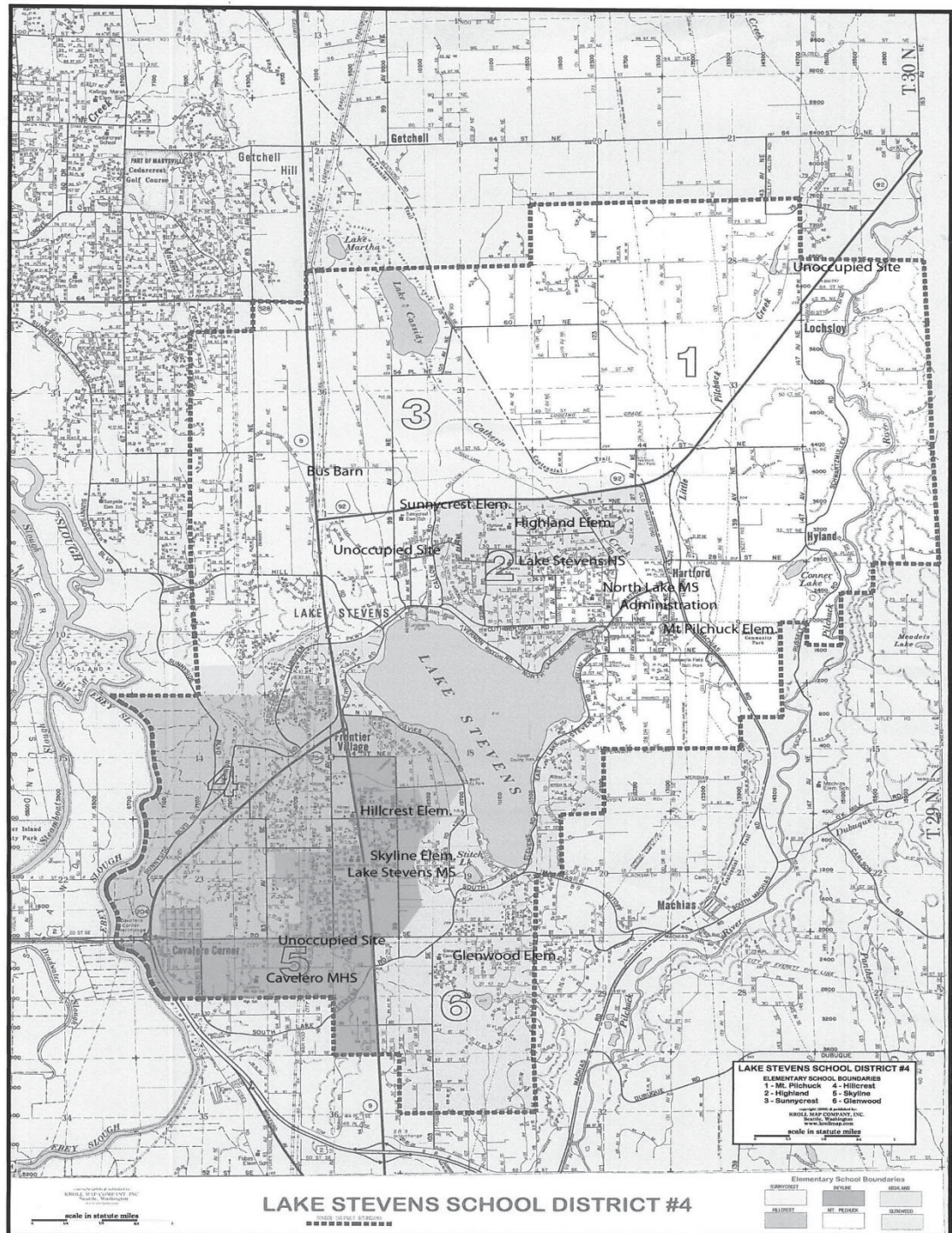
by wetlands and easements, leaving less than 10 available acres (not considered sufficient for an elementary school site).

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

A 20 ft. x 200 ft. parcel located on 20<sup>th</sup> 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.

Figure 1 – Map of District Facilities

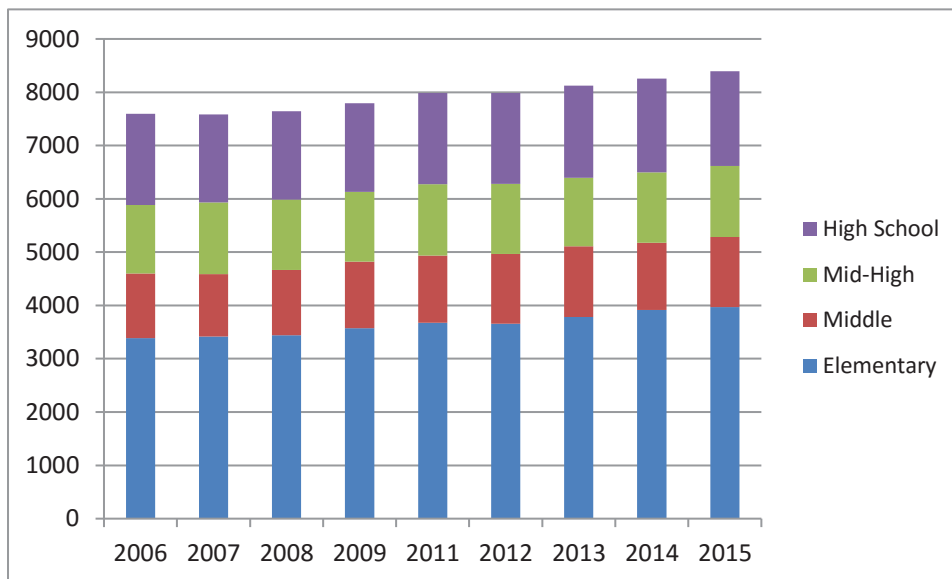


## SECTION 5: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

### *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 2015, student enrollment increased by 799 students, approximately 10.5%. Overall there was a 12.8% increase countywide during this 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 by the County to rise from 43,000 in 2015 to almost 61,000 in Year 2035, an increase of 42%.

**Figure 2 – Lake Stevens School District  
Enrollment 2006-2015**



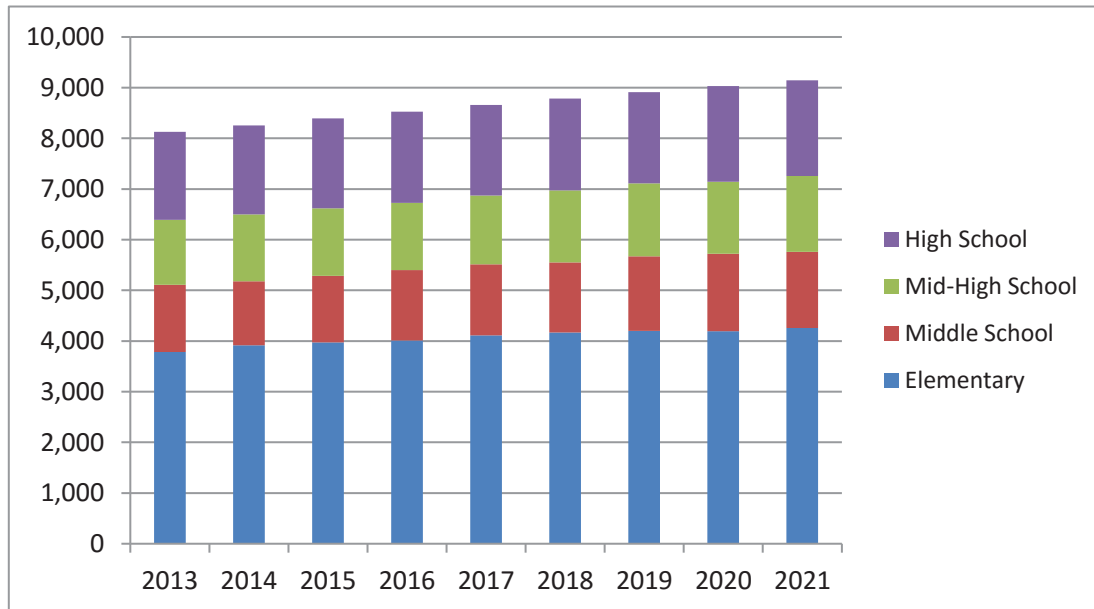
**Table 5-1  
Enrollment 2006-2015**

|                   | 2006         | 2007         | 2008         | 2009         | 2011         | 2012         | 2013         | 2014         | 2015         |
|-------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Elementary</b> | 3,385        | 3,415        | 3,441        | 3,572        | 3,675        | 3,658        | 3,783        | 3,917        | 3,971        |
| <b>Middle</b>     | 1,215        | 1,172        | 1,224        | 1,252        | 1,263        | 1,307        | 1,328        | 1,261        | 1,314        |
| <b>Mid-High</b>   | 1,282        | 1,348        | 1,320        | 1,308        | 1,336        | 1,313        | 1,283        | 1,318        | 1,331        |
| <b>Sr. High</b>   | 1,711        | 1,647        | 1,658        | 1,663        | 1,711        | 1,709        | 1,732        | 1,757        | 1,776        |
| <b>Total</b>      | <b>7,593</b> | <b>7,582</b> | <b>7,643</b> | <b>7,795</b> | <b>7,985</b> | <b>7,987</b> | <b>8,126</b> | <b>8,253</b> | <b>8,392</b> |

Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, economic conditions and demographic trends in the area affect the estimates. Monitoring population growth for the area are essential yearly activities in the ongoing management of the capital facilities plan. In the event 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 shows enrollment growth from 2006 to 2015 according to OSPI and District records.

**Figure 3 – Lake Stevens School District Enrollment 2013-2021**



**Table 5-2 Projected Enrollment 2016-2021**

|                     | 2013         | 2014         | 2015         | 2016         | 2017         | 2018         | 2019         | 2020         | 2021         |
|---------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Elementary School   | 3,783        | 3,917        | 3,971        | 3,999        | 4,099        | 4,154        | 4,185        | 4,181        | 4,243        |
| Middle School       | 1,328        | 1,261        | 1,314        | 1,378        | 1,395        | 1,376        | 1,466        | 1,523        | 1,494        |
| Mid-High School     | 1,283        | 1,318        | 1,331        | 1,324        | 1,354        | 1,417        | 1,435        | 1,411        | 1,496        |
| High School         | 1,732        | 1,757        | 1,776        | 1,793        | 1,778        | 1,808        | 1,795        | 1,883        | 1,880        |
| <b>Total</b>        | <b>8,126</b> | <b>8,253</b> | <b>8,392</b> | <b>8,495</b> | <b>8,626</b> | <b>8,754</b> | <b>8,881</b> | <b>8,998</b> | <b>9,114</b> |
| OSPI Total Estimate | 8,126        | 8,253        | 8,392        | 8,474        | 8,574        | 8,698        | 8,793        | 8,931        | 9,045        |

Table 5-2 shows projected enrollments over the six-year CFP planning period. Beginning in September 2016, all kindergarten programs at all elementary schools in the district will be full day. As a result, kindergarten student enrollment will change from FTE to headcount to reflect the full day programs and the need for classrooms to support these programs.

The District uses a Ratio Method for its projections, where enrollment as a percentage of total population is tracked for past years, with assumptions being made for what this percentage will be in future years. Between 2006-2015, the average percentage was just under 20%. For future planning, a more modest assumption of 18.8% is used. OSPI methodology uses a modified cohort



survival method which is explained in Appendix B. OSPI Headcount estimates are found in Table 5-2 and along with the District’s Ratio Method estimates. The difference is minor (69 students in 2021).

In summary, the Lake Stevens School District, using the ratio method, estimates that headcount enrollment will total 9,114 students in 2021. This represents an 8.6% increase over 2015.

**2035 Enrollment Projections**

Although student enrollment projections beyond 2021 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 enrollment of 11,470 based on the Ratio method. (OSPI does not forecast enrollments beyond 2021). The forecast is based on the County’s OFM-based population forecast of 60,913 in the District. Assuming the County forecasts are correct, student enrollment will continue to increase through 2035 and the 18.8% ratio is considered reasonable. The 2015 actual ratio was 19.5%. OSPI has forecasted a decline in the student/population ratio. The 2035 assumption reflects this ratio decline.

**Table 5-3 - Projected 2035 Enrollment**

| <b>Grade Span</b>     | <b>Projected 2035 FTE Student Enrollment</b> |
|-----------------------|--|
| Elementary (K-5)      | 5,398  |
| Middle (6-7)          | 1,851  |
| Mid-High (8-9)        | 1,827  |
| High (10-12)          | 2,395  |
| District Total (K-12) | 11,470                                       |

The 2035 estimate represents a 36.7% increase over 2015 enrollment levels. The total population in the Lake Stevens School District is forecasted to rise by 41.2%. 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.

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.

## SECTION 6: CAPITAL FACILITIES PLAN

### ***Existing Deficiencies***

Current enrollment at each grade level is identified in Table 5-2. The District currently (2015) has 834 unhousted students at the elementary level and 250 unhousted students at the high school level. It has excess capacity at the middle school (121) and mid-high (87) school levels.

### ***Facility Needs (2016-2021)***

Projected available student capacity was derived by subtracting projected student enrollment from 2015 permanent school capacity (excluding portables) for each of the six years in the forecast period (2016-2021). 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 2021 the District would be over capacity at the elementary level by 1106 students, 59 students at middle school, 79 at mid-high and 354 at the high school level.

These 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 2015 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 2015 – 2021**

| Grade Span                 | 2015  | 2016  | 2017  | 2018   | 2019   | 2020   | 2021   | 2015-21 |
|----------------------------|-------|-------|-------|--------|--------|--------|--------|---------|
| <b>Elementary (K-5)</b>    |       |       |       |        |        |        |        |         |
| Capacity (Deficit)         | (834) | (862) | (962) | (1017) | (1048) | (1044) | (1106) |         |
| Growth Related             |       | (28)  | (128) | (183)  | (214)  | (210)  | (272)  | 24.60%  |
| <b>Middle School (6-7)</b> |       |       |       |        |        |        |        |         |
| Capacity (Deficit)         | 121   | 57    | 40    | 59     | (31)   | (88)   | (59)   |         |
| Growth Related             |       | 0     | 0     | 0      | (31)   | (88)   | (59)   | 100.00% |
| <b>Mid-High (8-9)</b>      |       |       |       |        |        |        |        |         |
| Capacity (Deficit)         | 87    | 93    | 63    | 1      | (18)   | 7      | (79)   |         |
| Growth Related             |       | 0     | 0     | 0      | (18)   | 0      | (79)   | 100.00% |
| <b>High School (10-12)</b> |       |       |       |        |        |        |        |         |
| Capacity (Deficit)         | (250) | (267) | (252) | (282)  | (269)  | (357)  | (354)  |         |
| Growth Related             |       | (17)  | (2)   | (32)   | (19)   | (107)  | (104)  | 29.36%  |

\* Figures assume no capital improvements.

Deficiencies would remain at all four grade levels with no new capacity improvements.

**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 (2021), additional permanent student capacity will be needed as follows:

**Table 6-2 – 2021 Additional Capacity Need**

| Grade Level   | 2015 Capacity | 2021 Enrollment | 2021 Additional Capacity Needed | 2035 Enrollment | 2035 Additional Capacity Needed |
|---------------|---------------|-----------------|---------------------------------|-----------------|---------------------------------|
| Elementary    | 3,137         | 4,243           | 1,106                           | 5,398           | 2,261                           |
| Middle School | 1,435         | 1,494           | 59                              | 1,851           | 416                             |
| Mid-High      | 1,418         | 1,496           | 79                              | 1,827           | 409                             |
| High School   | 1,526         | 1,880           | 354                             | 2,395           | 869                             |
| Total         | 7,516         | 9,114           | 1,598                           | 11,470          | 3,954                           |

**Planned Improvements (2016 - 2021)**

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 2021 based on OSPI enrollment projections.

**Elementary Schools:** Based upon current enrollment estimates, elementary student population will increase to the level of requiring a new elementary school. The construction of a new elementary school is projected by 2017 for which a bond issue was approved in 2016. There would remain a projected 556 unhoused students, a number which would justify one additional school.

**Middle Schools:** With the move of the 8<sup>th</sup> grade to the new Cavelero Mid-High School, there is currently sufficient student capacity. There will be a 59 student deficit in 2021.

**Mid-High School:** Cavelero Mid-High houses grades 8 & 9. There is current sufficient capacity although slight deficit of 78 students would occur in 2021 without additional construction.

**High Schools:** The high school houses grades 10-12. There will be an estimated 204 unhoused students at this level, even with a proposed 150-student addition beginning in 2018

**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 were included in the approved 2016 bond issue.

### **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 2016-2021. 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 \$116,000,000 was approved by the electorate in February 2016. Funds will be used to construct a new elementary school and modernize Lake Stevens High School, as well as fund other non-growth-related projects.

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 2021.

**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 state matching funds are dispersed after a district has paid its local share of the project, 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 project with local funds. 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 2016 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> |
|-------|--------------------|---------------------|
| 2016* | \$ 701,824.00      | \$ 762,952.60       |
| 2015  | \$ 894,016.00      | \$ 1,109,061.31     |
| 2014  | \$ 698,188.00      | \$ 1,389,783.74     |
| 2013  | \$1,005,470.00     | \$ 22,304.10        |
| 2012  | \$1,526,561.00     | \$ -                |

\* To date

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 2016-2021**

|   | Estimated Project Cost by Year - in \$millions |         |         |         |        | Total        | Local Cost* | State Match |
|---|--|---------|---------|---------|--------|--------------|-------------|-------------|
|   | 2016   | 2017    | 2018    | 2019    | 2020   |              |             |             |
| <b>Improvements Adding Student Capacity</b>     |  |         |         |         |        |              | Local       | Match       |
| <b>Elementary</b>                               |  |         |         |         |        |              |             |             |
| Site Acquisition                                |  | \$ 1.5  |         |         |        | \$ 1.5       | \$ 1.5      |             |
| Acres   |  | 10      |         |         |        | 10           |             |             |
| Capacity Addition                               |  | 550     |         |         |        | 550          |             |             |
| Construction Cost                               |  | \$ 38.0 |         |         |        | \$ 38.0      | \$ 28.0     | \$ 10.0     |
| Capacity Addition                               |  | 700     |         |         |        | 700          |             |             |
| <b>Middle</b>                                   |  |         |         |         |        |              |             |             |
| Site Acquisition                                |  |         |         |         |        |              |             |             |
| Acres   |  |         |         |         |        |              |             |             |
| Capacity Addition                               |  |         |         |         |        |              |             |             |
| Construction Cost                               |  |         |         |         |        |              |             |             |
| Capacity Addition                               |  |         |         |         |        |              |             |             |
| <b>Mid-High</b>                                 |  |         |         |         |        |              |             |             |
| Site Acquisition                                |  |         |         |         |        |              |             |             |
| Acres   |  |         |         |         |        |              |             |             |
| Capacity Addition                               |  |         |         |         |        |              |             |             |
| Construction Cost                               |  |         |         |         |        |              |             |             |
| Capacity Addition                               |  |         |         |         |        |              |             | \$ -        |
| <b>High School</b>                              |  |         |         |         |        |              |             |             |
| Site Acquisition                                |  |         |         |         |        |              |             |             |
| Acres   |  |         |         |         |        |              |             |             |
| Capacity Addition                               |  |         |         |         |        |              |             |             |
| Construction Cost                               |  |         | \$ 7.3  |         |        | \$ 7.3       | \$ 4.4      | \$ 2.9      |
| Capacity Addition                               |  |         | 150     |         |        | 150          |             |             |
| <b>Total Cost</b>                               |  | \$ 39.5 | \$ 7.3  |         |        | \$ 46.8      | \$ 33.9     | \$ 12.9     |
| <b>Improvements Not Adding Student Capacity</b> |  |         |         |         |        | <b>Total</b> | Local       | Match       |
| <b>Elementary</b>                               |  |         |         |         |        |              |             |             |
| Construction Cost                               |  |         |         |         |        |              |             |             |
| <b>Middle</b>                                   |  |         |         |         |        |              |             |             |
| Construction Cost                               |  |         |         |         |        |              |             |             |
| <b>Mid-High</b>                                 |  |         |         |         |        |              |             |             |
| Construction Cost                               |  |         |         |         |        |              |             |             |
| <b>High School</b>                              |  |         |         |         |        |              |             |             |
| Construction Cost                               |  |         | \$ 37.9 | \$ 37.8 |        | \$ 75.7      | \$ 58.6     | \$ 17.1     |
| <b>District-wide Improvements</b>               |  |         |         |         |        |              |             |             |
| Construction Cost                               |  | \$ 4.0  | \$ 2.5  | \$ 1.5  | \$ 1.5 | \$ 9.5       | \$ 9.5      |             |
| Early learning center                           |  | \$ 11.0 |         |         |        | \$ 11.0      | \$ 11.0     |             |
| <b>Totals</b>                                   |  | \$ 15.0 | \$ 40.4 | \$ 39.3 | \$ 1.5 | \$ 96.2      | \$ 79.1     | \$ 17.1     |
| Elementary (including land acquisition)         |  | \$ 39.5 |         |         |        | \$ 39.5      | \$ 29.5     | \$ 10.0     |
| Middle  |  |         |         |         |        |              |             |             |
| Mid-High  |  |         |         |         |        |              |             |             |
| High School                                     |  |         | \$ 45.2 | \$ 37.8 |        | \$ 83.0      | \$ 63.0     | \$ 20.0     |
| District Wide                                   |  | \$ 15.0 | \$ 2.5  | \$ 1.5  | \$ 1.5 | \$ 20.5      | \$ 20.5     |             |
| <b>Annual Total</b>                             |  | \$ 54.5 | \$ 47.7 | \$ 39.3 | \$ 1.5 | \$143.0      | \$113.0     | \$ 30.0     |

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 District plans to acquire additional land during the six-year planning period, 2016 - 2021. As noted previously, the District will need to acquire an additional elementary school site between 2016 and 2021.

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 \$150,000 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 the \$150,000 per acre figure.

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 550 students, new middle schools 750 students and new high schools 1,500 students.

Student Factor: The student factor (or student generation rate) is the average number of students generated by each housing type – in this case: single-family detached dwellings and multiple-family dwellings. Multiple-family dwellings, which may be rental or owner-occupied units within structures containing two or more dwelling units, were broken out into one-bedroom and two-plus bedroom units. Pursuant to a requirement of Chapter 30.66C, each school district was required to conduct student generation studies within their jurisdictions. A description of this methodology

is contained in Appendix D. Doyle Consulting performed the analysis. The student generation rates for the Lake Stevens School District are shown on Table 6-5.

**Table 6-4 – Projected Growth Related Capacity (Deficit) After Programmed Improvements**

|                                      | <b>Elementary</b> | <b>Middle</b> | <b>Mid-High</b> | <b>High School</b> |
|--------------------------------------|-------------------|---------------|-----------------|--------------------|
| <b>2015</b>                          |                   |               |                 |                    |
| 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                   | 3,971             | 1,314         | 1,331           | 1,776              |
| Surplus (Deficit) After Improvement  | (834)             | 121           | 87              | (250)              |
| <b>2016</b>                          |                   |               |                 |                    |
| Existing Capacity                    | 3,137             | 1,435         | 1,418           | 1,526              |
| Programmed Improvement Capacity      |                   |               |                 |                    |
| Capacity After Improvement           | 3,137             | 1,435         | 1,418           | 1,526              |
| Projected Enrollment                 | 3,999             | 1,378         | 1,324           | 1,793              |
| Surplus (Deficit) After Improvement  | (862)             | 57            | 94              | (267)              |
| <b>2017</b>                          |                   |               |                 |                    |
| Existing Capacity                    | 3,137             | 1,435         | 1,418           | 1,526              |
| Programmed Improvement Capacity      | 700               |               |                 |                    |
| Capacity After Improvement           | 3,837             | 1,435         | 1,418           | 1,526              |
| Projected Enrollment                 | 4,099             | 1,395         | 1,354           | 1,778              |
| Surplus (Deficit) After Improvement  | (262)             | 40            | 64              | (252)              |
| <b>2018</b>                          |                   |               |                 |                    |
| Existing Capacity                    | 3,837             | 1,435         | 1,418           | 1,526              |
| Programmed Improvement Capacity      |                   |               |                 | 150                |
| Capacity After Improvement           | 3,837             | 1,435         | 1,418           | 1,676              |
| Projected Enrollment                 | 4,154             | 1,376         | 1,417           | 1,808              |
| Surplus (Deficit) After Improvement  | (317)             | 59            | 1               | (132)              |
| <b>2019</b>                          |                   |               |                 |                    |
| Existing Capacity                    | 3,837             | 1,435         | 1,418           | 1,676              |
| Programmed Improvement Capacity      |                   |               |                 |                    |
| Capacity After Improvement           | 3,837             | 1,435         | 1,418           | 1,676              |
| Projected Enrollment                 | 4,185             | 1,466         | 1,435           | 1,795              |
| Surplus (Deficit) After Improvement* | (348)             | (31)          | (17)            | (119)              |
| <b>2020</b>                          |                   |               |                 |                    |
| Existing Capacity                    | 3,837             | 1,435         | 1,418           | 1,676              |
| Programmed Improvement Capacity      |                   |               |                 |                    |
| Capacity After Improvement           | 3,837             | 1,435         | 1,418           | 1,676              |
| Projected Enrollment                 | 4,181             | 1,523         | 1,411           | 1,883              |
| Surplus (Deficit) After Improvement* | (344)             | (88)          | 7               | (207)              |
| <b>2021</b>                          |                   |               |                 |                    |
| Existing Capacity                    | 3,837             | 1,435         | 1,418           | 1,676              |
| Programmed Improvement Capacity      |                   |               |                 |                    |
| Capacity After Improvement           | 3,837             | 1,435         | 1,418           | 1,676              |
| Projected Enrollment                 | 4,243             | 1,494         | 1,496           | 1,880              |
| Surplus (Deficit) After Improvement  | (406)             | (59)          | (78)            | (204)              |



**Table 6-5 – Student Generation Rates**

|                             | <b>Elementary</b> | <b>Middle</b> | <b>Mid-High</b> | <b>High</b> | <b>Total</b> |
|-----------------------------|-------------------|---------------|-----------------|-------------|--------------|
| Single Family               | 0.361             | 0.107         | 0.105           | 0.103       | 0.676        |
| Multiple Family, 1 Bedroom  |                   |               |                 |             |              |
| Multiple Family, 2+ Bedroom | 0.139             | 0.020         | 0.032           | 0.063       | 0.254        |

The District expects that .676 students will be generated from each new single family home in the District and that .254 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 2015) 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 2021: 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**

Construction Cost Allocation (formerly the Boeckh Index): This number 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 allocation is \$213.23 (January 2016) up from \$200.40 in 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%.

#### **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 3.27%.

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 0.00127.

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 for 2016 is \$290,763 for single-family detached residential dwellings; \$79,076 for one-bedroom multi-family units, and \$115,893 for two or more bedroom multi-family units.

## **6. Adjustments**

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

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

Over the next six years, the District will construct a new elementary school and add new classrooms to Lake Stevens High School to address growth that is both current and expected. As a result of these new capacity costs, the District's fees have increased significantly in this year's plan over previous years.

The District recognizes the impact that an 83% increase in single-family school impact fees could have on development and new home buyers in our community. At the same time, the costs to provide adequate and suitable learning environments for students that come from this new construction is significant in a rapidly-growing community such as ours. The fact that the calculated fees to address this impact on our school system are required by ordinance to be reduced by 50% makes it even more difficult to provide these classrooms without impacting current taxpayers.

The community has supported the District through the Facilities Master Planning Committee and the passage of a capital bond in February of 2016 that will provide more classroom space for both elementary and high school students. But the costs for these improvements that create capacity for future growth must be shared by new construction.

To find balance between the needs of the District and of the community, the District, for purposes of the 2016-2021 Capital Facilities Plan only, is providing an additional elective credit of \$1,945 from the school impact fees calculated under the fee formula for single family units. The fee resulting from the elective credit in this year's Capital Facilities Plan, combined with the 50% reduction required by ordinance, constitutes the recommended school impact fee for single family units. The District will evaluate as a part of the capital facilities plan update in the future whether or not to include an elective credit to any calculated fee.

**Table 6-6 - Impact Fee Variables**

| Criteria                                   | Elementary    | Middle       | Mid-High     | High         |
|--|---------------|--------------|--------------|--------------|
| <b>Student Factor</b>                      |               |              |              |              |
| Single Family                              | 0.361         | 0.107        | 0.105        | 0.103        |
| Multiple Family 1 Bdrm                     | -             | -            | -            | -            |
| Multiple Family 2 Bdrm                     | 0.139         | 0.020        | 0.032        | 0.063        |
| <b>Site Acquisition Cost Element</b>       |               |              |              |              |
| Site Needs (acres)                         | 10.0          |              |              |              |
| Growth Related                             | 2.5           | -            | -            | -            |
| Cost Per Acre                              | \$150,000.00  | \$150,000.00 | \$150,000.00 | \$150,000.00 |
| Additional Capacity                        | 550           |              |              |              |
| Growth Related                             | 135           |              |              |              |
| <b>School Construction Cost Element</b>    |               |              |              |              |
| Estimated Facility Construction Cost       | \$38,000,000  |              |              | \$7,300,000  |
| Growth Related                             | \$9,344,343   | \$0          | \$0          | \$2,143,211  |
| Additional Capacity                        | 700           |              |              | 150          |
| Growth Related                             | 172           | -            | -            | 44           |
| Current Facility Square Footage            | 281,611       | 176,697      | 224,694      | 207,195      |
| <b>Relocatable Facilities Cost Element</b> |               |              |              |              |
| Relocatable Facilities Cost                | \$110,000     | \$110,000    | \$110,000    | \$110,000    |
| Growth Related                             | \$27,049      | \$110,000    | \$110,000    | \$32,294     |
| Relocatable Facilities Capacity/Unit       | 27            | 30           | 30           | 30           |
| Growth Related                             | 6             | 30           | 30           | 8            |
| Existing Portable Square Footage           | 35,840        | 13,440       | -            | 15,232       |
| <b>State Match Credit</b>                  |               |              |              |              |
| Cost Construction Allocation               | \$213.23      | \$213.23     | \$213.23     | \$213.23     |
| School Space per Student (OSPI)            | 90            | 117          | 117          | 130          |
| State Match Percentage                     | 40.00%        | 40.00%       | 40.00%       | 40.00%       |
| <b>Tax Payment Credit</b>                  |               |              |              |              |
| Interest Rate                              | 3.27%         | 3.27%        | 3.27%        | 3.27%        |
| Loan Payoff (Years)                        | 10            | 10           | 10           | 10           |
| Property Tax Levy Rate (Bonds)             | 0.00127       | 0.00127      | 0.00127      | 0.00127      |
| Average AV per DU Type                     | \$290,763.00  | \$79,075.76  |              | \$115,892.88 |
|  | (Single Fam.) | (MF 1 bdrm)  |              | (MF 2 bdrm)  |
| <b>Growth-Related Capacity Percentage</b>  |               |              |              |              |
| Discount 1                                 | 50%           | 50%          | 50%          | 50%          |
| Discount 2                                 | 25%           | 25%          | 25%          | 25%          |

### **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**

| <b>Housing Type</b>     | <b>Impact Fee Per Unit</b> |
|-------------------------|----------------------------|
| Single Family Detached  | \$17,138                   |
| One Bedroom Apartment   | ---                        |
| Two + Bedroom Apartment | \$7,356                    |
| Two + Duplex/Townhouse  | \$7,356                    |

#### **50% Discount**

| <b>Housing Type</b>         | <b>Impact Fee Per Unit</b> |
|-----------------------------|----------------------------|
| 8569/Single Family Detached | \$8,569                    |
| One Bedroom Apartment       | ---                        |
| Two + Bedroom Apartment     | \$3,678                    |
| Two + Duplex/Townhouse      | \$3,678                    |

#### **With District Single-Family Discount**

| <b>Housing Type</b>     | <b>Impact Fee Per Unit</b> |
|-------------------------|----------------------------|
| Single Family Detached  | \$6,624                    |
| One Bedroom Apartment   | ---                        |
| Two + Bedroom Apartment | \$3,678                    |
| Two + Duplex/Townhouse  | \$3,678                    |

Appendix A  
Impact Fee Calculation

IMPACT FEE WORKSHEET  
 LAKE STEVENS SCHOOL DISTRICT  
**SINGLE-FAMILY RESIDENTIAL**

**SITE ACQUISITION COST**

|                                    |      |   |            |   |                       |     |   |                |       |   |                |               |
|------------------------------------|------|---|------------|---|-----------------------|-----|---|----------------|-------|---|----------------|---------------|
| acres needed                       | 2.50 | x | \$ 150,000 | / | capacity (# students) | 135 | x | student factor | 0.361 | = | \$1,003        | (elementary)  |
| acres needed                       | 0    | x | \$ 150,000 | / | capacity (# students) | 0   | x | student factor | 0.107 | = |                | (middle)      |
| acres needed                       | 0    | x | \$ 150,000 | / | capacity (# students) | 0   | x | student factor | 0.105 | = |                | (mid-high)    |
| acres needed                       | 0    | x | \$ 150,000 | / | capacity (# students) | 0   | x | student factor | 0.103 | = |                | (high school) |
| <b>TOTAL SITE ACQUISITION COST</b> |      |   |            |   |                       |     |   |                |       | = | <b>\$1,003</b> |               |

**SCHOOL CONSTRUCTION COST**

|   |             |   |  |         |   |                |       |   |          |               |
|---|-------------|---|--|---------|---|----------------|-------|---|----------|---------------|
| total const. cost                               | \$9,344,343 | / | capacity (# students)                        | 172     | x | student factor | 0.361 | = | \$19,612 | (elementary)  |
| total const. cost                               | \$0         | / | capacity (# students)                        | 0       | x | student factor | 0.107 | = |          | (middle)      |
| total const. cost                               | \$0         | / | capacity (# students)                        | 0       | x | student factor | 0.105 | = |          | (mid-high)    |
| total const. cost                               | \$2,143,211 | / | capacity (# students)                        | 44      | x | student factor | 0.103 | = | \$5,017  | (high school) |
|   |             |   |  |         |   | Subtotal       |       | = | \$24,629 |               |
| Total Square Feet of Permanent Space (District) | 890,197     | / | Total Square Feet of School Facilities (000) | 954,709 |   |                |       | = | 93.24%   |               |

**TOTAL FACILITY CONSTRUCTION COST**

= \$ 22,965

**RELOCATABLE FACILITIES COST (PORTABLES)**

|  |            |   |  |               |   |                |       |   |         |               |
|--|------------|---|--|---------------|---|----------------|-------|---|---------|---------------|
| Portable Cost                                  | \$ 27,049  | / | 6  | facility size | x | student factor | 0.361 | = | \$1,627 | (elementary)  |
| Portable Cost                                  | \$ 110,000 | / | 30   | facility size | x | student factor | 0.107 | = | \$392   | (middle)      |
| Portable Cost                                  | \$ 110,000 | / | 30   | facility size | x | student factor | 0.105 | = | \$385   | (mid-high)    |
| Portable Cost                                  | \$ 32,294  | / | 8  | facility size | x | student factor | 0.103 | = | \$416   | (high school) |
|  |            |   |  |               |   | Subtotal       |       | = | \$2,821 |               |
| Total Square Feet of Portable Space (District) | 64,512     | / | Total Square Feet of School Facilities (000) | 954,709       |   |                |       | = | 6.76%   |               |

**TOTAL RELOCATABLE COST ELEMENT**

= \$191

**CREDIT AGAINST COST CALCULATION -- MANDATORY**

**STATE MATCH CREDIT**

|                          |           |                  |        |   |               |        |   |                |       |   |         |               |
|--------------------------|-----------|------------------|--------|---|---------------|--------|---|----------------|-------|---|---------|---------------|
| CCA Index                | \$ 213.23 | x OSPI Allowance | 90.00  | x | State Match % | 40.00% | x | student factor | 0.361 | = | \$2,771 | (elementary)  |
| CCA Index                | \$ 213.23 | x OSPI Allowance | 117.00 | x | State Match % | 40.00% | x | student factor | 0.107 | = |         | (middle)      |
| CCA Index                | \$ 213.23 | x OSPI Allowance | 117.00 | x | State Match % | 40.00% | x | student factor | 0.105 | = |         | (mid-high)    |
| CCA Index                | \$ 213.23 | x OSPI Allowance | 130.00 | x | State Match % | 40.00% | x | student factor | 0.103 | = | \$1,142 | (high school) |
| TOTAL STATE MATCH CREDIT |           |                  |        |   |               |        |   |                |       | = | \$3,913 |               |

**TAX PAYMENT CREDIT**

|   |   |         |                   |   |                |           |                               |
|---|---|---------|-------------------|---|----------------|-----------|-------------------------------|
| $[(1 + \text{interest rate } 3.27\%)^{\wedge} 10 - 1] / [ \text{interest rate } 3.27\% ]$ | x | 0.00127 | capital levy rate | x | assessed value | \$290,763 | tax payment credit = \$ 3,107 |
|---|---|---------|-------------------|---|----------------|-----------|-------------------------------|

**IMPACT FEE CALCULATION**

|   |           |
|---|-----------|
| SITE ACQUISITION COST                   | \$1,003   |
| FACILITY CONSTRUCTION COST              | \$ 22,965 |
| RELOCATABLE FACILITIES COST (PORTABLES) | \$191     |
| (LESS STATE MATCH CREDIT)               | (\$3,913) |
| (LESS TAX PAYMENT CREDIT)               | (\$3,107) |
| (LESS ELECTIVE CREDIT)                  | (\$1,945) |

|                                  | Non-Discounted  | 50% Discount   | w/Elective Credit |
|----------------------------------|-----------------|----------------|-------------------|
| <b>FINAL IMPACT FEE PER UNIT</b> | <b>\$17,138</b> | <b>\$8,569</b> | <b>\$6,624</b>    |



IMPACT FEE WORKSHEET  
LAKE STEVENS SCHOOL DISTRICT

**MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS**

**SITE ACQUISITION COST**

|              |     |   |            |                       |     |   |                |   |   |     |               |
|--------------|-----|---|------------|-----------------------|-----|---|----------------|---|---|-----|---------------|
| acres needed | 2.5 | x | \$ 125,000 | capacity (# students) | 135 | x | student factor | 0 | = | \$0 | (elementary)  |
|              |     |   | /          |                       |     |   |                |   |   |     |               |
| acres needed | 0   | x | \$ 125,000 | capacity (# students) | 0   | x | student factor | 0 | = | \$0 | (middle)      |
|              |     |   | /          |                       |     |   |                |   |   |     |               |
| acres needed | 0   | x | \$ 125,000 | capacity (# students) | 0   | x | student factor | 0 | = | \$0 | (mid-high)    |
|              |     |   | /          |                       |     |   |                |   |   |     |               |
| acres needed | 0   | x | \$ 125,000 | capacity (# students) | 0   | x | student factor | 0 | = | \$0 | (high school) |
|              |     |   | /          |                       |     |   |                |   |   |     |               |

TOTAL SITE ACQUISITION COST

= \$0

**SCHOOL CONSTRUCTION COST**

|                   |             |   |                       |     |   |                |   |   |     |               |
|-------------------|-------------|---|-----------------------|-----|---|----------------|---|---|-----|---------------|
| total const. cost | \$7,380,468 | / | capacity (# students) | 135 | x | student factor | 0 | = | \$0 | (elementary)  |
|                   |             |   |                       |     |   |                |   |   |     |               |
| total const. cost | \$0         | / | capacity (# students) | 0   | x | student factor | 0 | = | \$0 | (middle)      |
|                   |             |   |                       |     |   |                |   |   |     |               |
| total const. cost | \$0         | / | capacity (# students) | 0   | x | student factor | 0 | = | \$0 | (mid-high)    |
|                   |             |   |                       |     |   |                |   |   |     |               |
| total const. cost | \$4,502,944 | / | capacity (# students) | 0   | x | student factor | 0 | = | \$0 | (high school) |
|                   |             |   |                       |     |   |                |   |   |     |               |

Subtotal

\$0

Total Square Feet of Permanent Space (District) / Total Square Feet of School Facilities (000)

890,197

954,709

= 93.24%

TOTAL FACILITY CONSTRUCTION COST

= \$ -

**RELOCATABLE FACILITIES COST (PORTABLES)**

|               |           |   |    |               |   |                |   |   |     |               |
|---------------|-----------|---|----|---------------|---|----------------|---|---|-----|---------------|
| Portable Cost | \$ 27,061 | / | 6  | facility size | x | student factor | 0 | = | \$0 | (elementary)  |
|               |           |   |    |               |   |                |   |   |     |               |
| Portable Cost | \$ -      | / | 30 | facility size | x | student factor | 0 | = | \$0 | (middle)      |
|               |           |   |    |               |   |                |   |   |     |               |
| Portable Cost | \$ -      | / | 30 | facility size | x | student factor | 0 | = | \$0 | (mid-high)    |
|               |           |   |    |               |   |                |   |   |     |               |
| Portable Cost | \$ 45,863 | / | 10 | facility size | x | student factor | 0 | = | \$0 | (high school) |
|               |           |   |    |               |   |                |   |   |     |               |

Subtotal

\$0

Total Square Feet of Portable Space (District) / Total Square Feet of School Facilities (000)

64,512

954,709

= 6.76%

TOTAL RELOCATABLE COST ELEMENT

= \$0

**CREDIT AGAINST COST CALCULATION -- MANDATORY**

**STATE MATCH CREDIT**

|                          |           |                  |     |   |               |        |   |                |   |   |     |               |
|--------------------------|-----------|------------------|-----|---|---------------|--------|---|----------------|---|---|-----|---------------|
| BOECKH Index             | \$ 213.23 | x OSPI Allowance | 90  | x | State Match % | 40.00% | x | student factor | 0 | = | \$0 | (elementary)  |
| BOECKH Index             | \$ 213.23 | x OSPI Allowance | 117 | x | State Match % | 40.00% | x | student factor | 0 | = |     | (middle)      |
| BOECKH Index             | \$ 213.23 | x OSPI Allowance | 117 | x | State Match % | 40.00% | x | student factor | 0 | = |     | (mid-high)    |
| BOECKH Index             | \$ 213.23 | x OSPI Allowance | 130 | x | State Match % | 40.00% | x | student factor | 0 | = |     | (high school) |
| TOTAL STATE MATCH CREDIT |           |                  |     |   |               |        |   |                |   | = | \$0 |               |

**TAX PAYMENT CREDIT**

$$\frac{[(1 + \text{interest rate } 3.27\%)^{\wedge} 10 - 1]}{(\text{interest rate } 3.27\%)} \times \text{assessed value } \$79,076 \times 0.00127 \text{ capital levy rate} = \text{tax payment credit } \$ (845)$$

**IMPACT FEE CALCULATION**

|   |         |
|---|---------|
| SITE ACQUISITION COST                   | \$0     |
| FACILITY CONSTRUCTION COST              | \$0     |
| RELOCATABLE FACILITIES COST (PORTABLES) | \$0     |
| (LESS STATE MATCH CREDIT)               | \$0     |
| (LESS TAX PAYMENT CREDIT)               | (\$845) |
|   |         |
|   |         |

|                                  | Non-Discounted | 50% Discount | 25% Discount |
|----------------------------------|----------------|--------------|--------------|
| <b>FINAL IMPACT FEE PER UNIT</b> | <b>\$0</b>     | <b>\$0</b>   | <b>\$0</b>   |

IMPACT FEE WORKSHEET  
LAKE STEVENS SCHOOL DISTRICT

**MULTIPLE FAMILY RESIDENTIAL -- 2 BDRM OR MORE**

|   |             |   |  |               |                       |                |       |                |                       |          |                    |
|---|-------------|---|--|---------------|-----------------------|----------------|-------|----------------|-----------------------|----------|--------------------|
| <b>SITE ACQUISITION COST</b>                    |             |   |  |               |                       |                |       |                |                       |          |                    |
| acres needed                                    | 2.5         | x | \$ 150,000                                   | /             | capacity (# students) | 135            | x     | student factor | 0.139                 | =        | \$386 (elementary) |
| acres needed                                    | 0           | x | \$ 150,000                                   | /             | capacity (# students) | 0              | x     | student factor | 0.020                 | =        | \$0 (middle)       |
| acres needed                                    | 0           | x | \$ 150,000                                   | /             | capacity (# students) | 0              | x     | student factor | 0.032                 | =        | \$0 (mid-high)     |
| acres needed                                    | 0           | x | \$ 150,000                                   | /             | capacity (# students) | 0              | x     | student factor | 0.063                 | =        | \$0 (high school)  |
| TOTAL SITE ACQUISITION COST                     |             |   |  |               |                       |                |       |                |                       | =        | \$386              |
| <b>SCHOOL CONSTRUCTION COST</b>                 |             |   |  |               |                       |                |       |                |                       |          |                    |
| total const. cost                               | \$9,344,343 | / | capacity (# students)                        | 172           | x                     | student factor | 0.139 | =              | \$7,552 (elementary)  |          |                    |
| total const. cost                               | \$0         | / | capacity (# students)                        | 0             | x                     | student factor | 0.02  | =              | \$0 (middle)          |          |                    |
| total const. cost                               | \$0         | / | capacity (# students)                        | 0             | x                     | student factor | 0.032 | =              | \$0 (mid-high)        |          |                    |
| total const. Cost                               | \$2,143,211 | / | capacity (# students)                        | 44            | x                     | student factor | 0.063 | =              | \$3,069 (high school) |          |                    |
|   |             |   |  |               |                       |                |       |                |                       | =        | \$10,620           |
| Total Square Feet of Permanent Space (District) | 890,197     | / | Total Square Feet of School Facilities (000) | 954,709       | =                     | 93.24%         |       |                |                       |          |                    |
| TOTAL FACILITY CONSTRUCTION COST                |             |   |  |               |                       |                |       |                |                       | =        | \$ 9,903           |
| <b>RELOCATABLE FACILITIES COST (PORTABLES)</b>  |             |   |  |               |                       |                |       |                |                       |          |                    |
| Portable Cost                                   | \$ 27,049   | / | 6  | facility size | x                     | student factor | 0.139 | =              | \$627 (elementary)    |          |                    |
| Portable Cost                                   | \$ 75,000   | / | 30   | facility size | x                     | student factor | 0.02  | =              | \$50 (middle)         |          |                    |
| Portable Cost                                   | \$ 110,000  | / | 30   | facility size | x                     | student factor | 0.032 | =              | \$117 (mid-high)      |          |                    |
| Portable Cost                                   | \$ 32,294   | / | 8  | facility size | x                     | student factor | 0.063 | =              | \$254 (high school)   |          |                    |
|   |             |   |  |               |                       |                |       |                |                       | Subtotal | \$1,048            |
| Total Square Feet of Portable Space (District)  | 64,512      | / | Total Square Feet of School Facilities (000) | 954,709       | =                     | 6.76%          |       |                |                       |          |                    |
| TOTAL RELOCATABLE COST ELEMENT                  |             |   |  |               |                       |                |       |                |                       | =        | \$71               |

**CREDIT AGAINST COST CALCULATION -- MANDATORY**

**STATE MATCH CREDIT**

|                          |           |                  |     |   |               |        |   |                |       |   |         |               |
|--------------------------|-----------|------------------|-----|---|---------------|--------|---|----------------|-------|---|---------|---------------|
| BOECKH Index             | \$ 213.23 | x OSPI Allowance | 90  | x | State Match % | 40.00% | x | student factor | 0.139 | = | \$1,067 | (elementary)  |
| BOECKH Index             | \$ 213.23 | x OSPI Allowance | 117 | x | State Match % | 40.00% | x | student factor | 0.02  | = |         | (middle)      |
| BOECKH Index             | \$ 213.23 | x OSPI Allowance | 117 | x | State Match % | 40.00% | x | student factor | 0.032 | = |         | (mid-high)    |
| BOECKH Index             | \$ 213.23 | x OSPI Allowance | 130 | x | State Match % | 40.00% | x | student factor | 0.063 | = | \$699   | (high school) |
| TOTAL STATE MATCH CREDIT |           |                  |     |   |               |        |   |                |       | = | \$1,766 |               |

**TAX PAYMENT CREDIT**

|   |    |                       |      |   |  |   |                   |   |                |           |                    |   |          |
|---|----|-----------------------|------|---|--|---|-------------------|---|----------------|-----------|--------------------|---|----------|
| $\frac{[(1 + \text{interest rate } 3.27\%)^{\wedge} 10 - 1]}{3.27\%}$ | 10 | years to pay off bond | - 1] | / | $\frac{[ \text{interest rate } 3.27\% ]}{0.00127}$ | x | capital levy rate | x | assessed value | \$115,893 | tax payment credit | = | \$ 1,238 |
|---|----|-----------------------|------|---|--|---|-------------------|---|----------------|-----------|--------------------|---|----------|

**IMPACT FEE CALCULATION**

|   |           |
|---|-----------|
| SITE ACQUISITION COST                   | \$386     |
| FACILITY CONSTRUCTION COST              | \$9,903   |
| RELOCATABLE FACILITIES COST (PORTABLES) | \$71      |
| (LESS STATE MATCH CREDIT)               | (\$1,766) |
| (LESS TAX PAYMENT CREDIT)               | (\$1,238) |

|                           |                |              |
|---------------------------|----------------|--------------|
| FINAL IMPACT FEE PER UNIT | Non-Discounted | 50% Discount |
|                           | \$7,356        | \$3,678      |

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)  
4/18/2016

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 2008 through December 2014. 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 April 2016. 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 1,983 single family detached units were compared with data on 8,430 students registered in the District, and the following matches were found by grade level(s)\*:

| Grades | Count of Matches | Calculated Rate |
|--------|------------------|-----------------|
| K      | 135              | 0.068           |
| 1      | 132              | 0.067           |
| 2      | 117              | 0.059           |
| 3      | 121              | 0.061           |
| 4      | 104              | 0.052           |
| 5      | 107              | 0.054           |
| 6      | 102              | 0.051           |
| 7      | 110              | 0.055           |
| 8      | 101              | 0.051           |
| 9      | 107              | 0.054           |
| 10     | 66               | 0.033           |
| 11     | 77               | 0.039           |
| 12     | 61               | 0.031           |
|        |                  |                 |
| K-5    | 716              | 0.361           |
| 6-7    | 212              | 0.107           |
| 8-9    | 208              | 0.105           |
| 10-12  | 204              | 0.103           |
| K-12   | 1340             | 0.676           |

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 252 multi-family 2+ BR units were compared with data on 8,430 students registered in the District, and the following matches were found by grade level(s)\*:

| Grades       | Count of Matches | Calculated Rate |
|--------------|------------------|-----------------|
| K            | 6                | 0.024           |
| 1            | 6                | 0.024           |
| 2            | 4                | 0.016           |
| 3            | 7                | 0.028           |
| 4            | 8                | 0.032           |
| 5            | 4                | 0.016           |
| 6            | 3                | 0.012           |
| 7            | 2                | 0.008           |
| 8            | 5                | 0.020           |
| 9            | 3                | 0.012           |
| 10           | 5                | 0.020           |
| 11           | 6                | 0.024           |
| 12           | 5                | 0.020           |
|              |                  |                 |
| <b>K-5</b>   | 35               | 0.139           |
| <b>6-7</b>   | 5                | 0.02            |
| <b>8-9</b>   | 8                | 0.032           |
| <b>10-12</b> | 16               | 0.063           |
| <b>K-12</b>  | 64               | 0.254           |

**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\*:**

|                    | <b>K-5</b> | <b>6-7</b> | <b>8-9</b> | <b>10-12</b> | <b>K-12</b> |
|--------------------|------------|------------|------------|--------------|-------------|
| Single Family      | .361       | .107       | .105       | .103         | .676        |
| Multi-Family 2+ BR | .139       | .020       | .032       | .063         | .254        |

\*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



**RESOLUTION NO. 13-16:  
2016-21 CAPITAL FACILITIES PLAN**

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


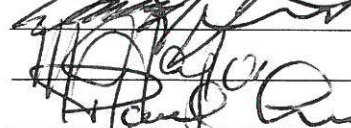
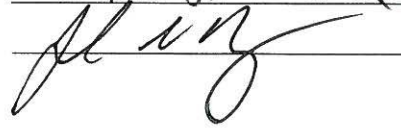
**WHEREAS**, the District finds that the Plan meets the basic requirements of RCW 36.70A and RCW 82.02; and

**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 2016-21, 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 24<sup>th</sup> day of August, 2016.

**LAKE STEVENS SCHOOL DISTRICT NO. 4  
BOARD OF DIRECTORS**

  
\_\_\_\_\_  
President  
  
\_\_\_\_\_  
  
\_\_\_\_\_

**ATTEST:**   
\_\_\_\_\_  
Superintendent:

Appendix E

Determination of Non-Significance and Environmental Checklist

**DETERMINATION OF NONSIGNIFICANCE**

**Lake Stevens School District No. 4  
Capital Facilities Plan 2016-2021**

**DESCRIPTION OF PROPOSAL:**

The proposed action is the adoption of the Lake Stevens School District No. 4 Capital Facilities Plan, 2016- 2021. Board adoption is scheduled to occur on August 24, 2016. 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 6-year and 15-year enrollment projections to quantify capital facility needs for years 2016-2021.

**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 Tuesday August 12, 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 22<sup>nd</sup> Street NE  
Lake Stevens, WA 98258  
**PHONE:** 425-335-1506

**PUBLISHED:** **The Everett Herald - July 25, 2016**

There is no agency appeal.

/ss/ Robb Stanton, Executive Director, Operations

7/19/16

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**LAKE STEVENS SCHOOL DISTRICT NO. 4  
ENVIRONMENTAL CHECKLIST**

**Adoption  
of  
Capital Facilities Plan 2016-2021**

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

*Proposal*

**Adoption of Capital Facilities Plan 2016-2021  
Lake Stevens School District No. 4**

*Proponent*

**Lake Stevens School District No. 4**

**Robb Stanton**

12309 22<sup>nd</sup> Street NE

Lake Stevens, Washington 98258

Phone: (425) 335-1506

*Project Representative*

**SHOCKEY PLANNING GROUP, INC.**

**Reid H. Shockey, AICP**

2716 Colby Avenue

Everett, Washington 98201

Phone: (425) 258-9308

**June 2016**



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## Appendices

Appendix A – Supplemental Sheet for Nonproject Actions

Appendix B – 2016-2021 Capital Facilities Plan

## ENVIRONMENTAL CHECKLIST

### A. BACKGROUND

1. **Name of proposed project, if applicable:** Adoption of Capital Facilities Plan, 2016-2021

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

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

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

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

4. **Date checklist prepared:** July 15, 2016.

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, 2016-2021, is scheduled to be adopted by the Lake Stevens School Board August 24, 2016.

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.**

- 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.**

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 (2016-2021).

**12. Location of the proposal. Give sufficient information for a person to understand the precise location of your proposed project, including a street address, if any, and section, township, and range, if known. If a proposal would occur over a range of area, provide the range or boundaries of the site(s). Provide a legal description, site plan, vicinity map, and topographic map, if reasonably available. While you should submit any plans required by the agency, you are not required to duplicate maps or detailed plans submitted with any permit applications related to this checklist.**

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

located south of the Marysville School District and north of the Snohomish School District.

## **B. ENVIRONMENTAL ELEMENTS**

### **1. EARTH**

- a. General description of the site (circle one):** Flat, rolling, hilly, steep slopes, mountainous, other.

The Lake Stevens School District is comprised of a variety of topographic features and landforms. Specific topographic and landform characteristics of the sites of proposed individual projects included in the CFP have been or would be described during project-level environmental review.

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

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

- c. What general types of soils are found on the site (for example, clay, sand, gravel, peat, muck)? If you know the classification of agricultural soils, specify them and note any prime farmland.**

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

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

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

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

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

Proposed grading activities as well as quantity, type, source and purpose of such activities would be addressed at that time. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

- f. Could erosion occur as a result of clearing, construction, or use? If so, generally describe.**

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

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

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

Proposed grading activities as well as quantity, type, source and purpose of such activities would be addressed at that time. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

**f. Could erosion occur as a result of clearing, construction, or use? If so, generally describe.**

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

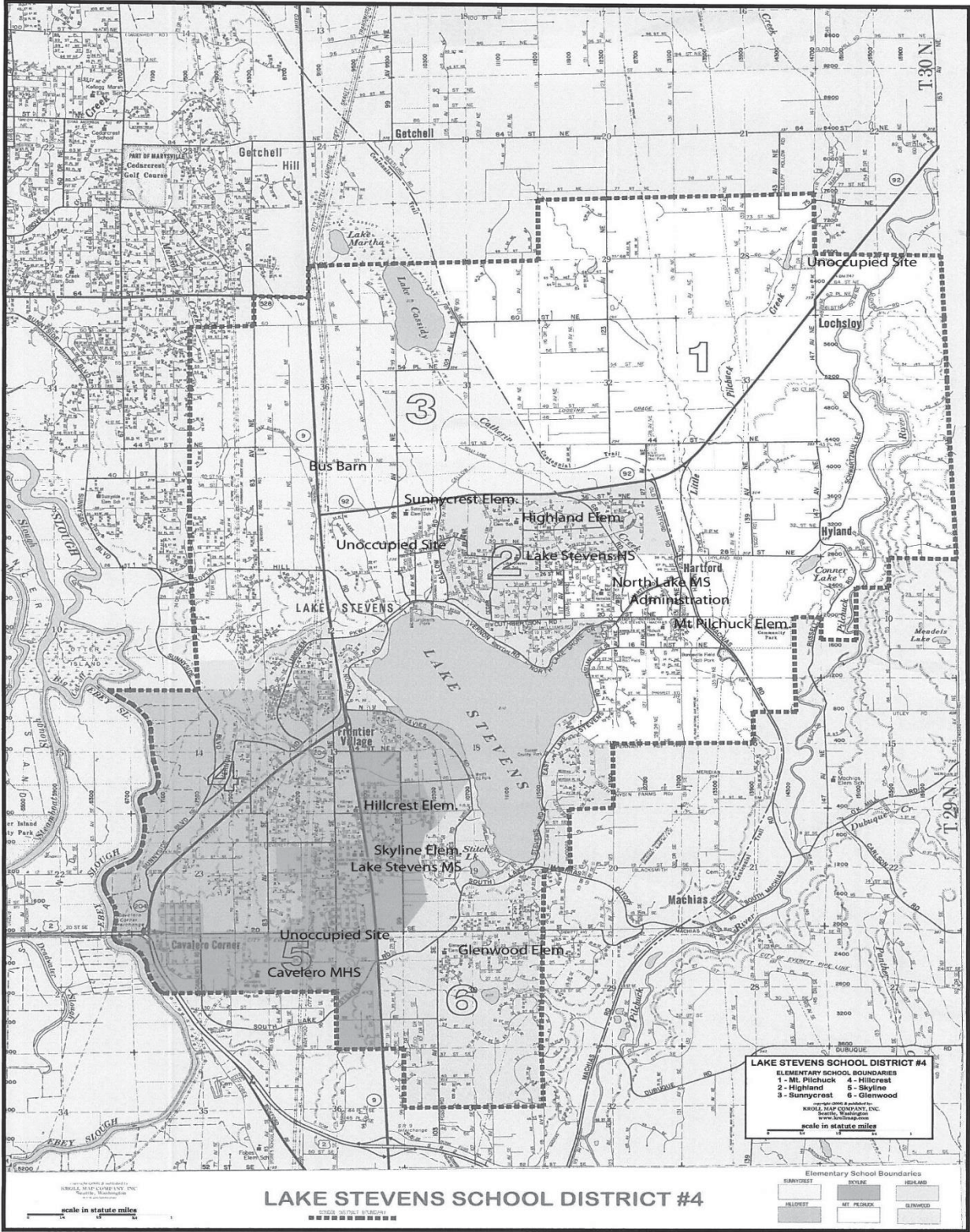
**g. About what percent of the site will be covered with impervious surfaces after project construction (for example, asphalt or buildings)?**

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

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

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

Figure 3 - Map of School Facilities



## 2. AIR

- a. **What types of emissions to the air would result from the proposal (i.e., dust, automobile, odors, and industrial wood smoke) during construction and when the project is completed? If any, generally describe and give approximate quantities if known.**

Various air emissions may result from the projects proposed in the CFP. The majority of emissions would be construction related and temporary. The air-quality impacts of specific projects have been or would be evaluated during project-level environmental review. For greater detail please see *Appendix A – Supplemental Sheet for Nonproject Actions*.

- b. **Are there any off-site sources of emissions or odor that may affect your proposal? If so, generally describe.**

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

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

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

## 3. WATER

- a. **Surface 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, and wetlands)? If yes, describe type and provide names. If appropriate, state what stream or river it flows into.**

The Lake Stevens School District is characterized by a variety of surface water bodies. The individual water bodies that are in close proximity to proposed projects included in the CFP have been or would be identified during project-level environmental review. When necessary, detailed studies of surface water regimes and flow patterns would be conducted, and the findings of such studies would be incorporated into the site designs of the individual projects. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP would, cause any significant adverse unavoidable impact.

- 2) **Will the project require any work over, in, or adjacent to (within 200 feet) the described waters? If yes, please describe and attach available plans.**

The proposed projects included in the CFP could require work within 200 feet of the surface waters located in the Lake Stevens School District. All local project approval requirements would be satisfied and evaluated at project-specific environmental review.

- 3) **Estimate the amount of fill and dredge material that would be placed in or removed from surface water or wetlands and indicate the area of the site that would be affected. Indicate the source of fill material.**

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

- 4) **Will the proposal require surface water withdrawals or diversions? Give general description, purpose, and approximate quantities if known.**

Any surface water withdrawals or diversions made in connection with the proposed projects outlined in the CFP would be addressed during project-specific environmental review.

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

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

- 6) **Does the proposal involve any discharges of waste materials to surface waters? If so, describe the type of waste and anticipated volume of discharge.**

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

**b. Ground Water:**

- 1) **Will ground water be withdrawn, or will water be discharged to ground water? Give general description, purpose, and approximate quantities if known.**



Individual projects proposed by the CFP may withdraw or discharge to groundwater resources. Any potential impacts on groundwater resources would be identified during project-specific environmental review. Each project is subject to local jurisdiction regulations regarding groundwater resources and would be compliant with such regulations. For more detail please see *Appendix A - Supplemental Sheet for Nonproject Actions*.

- 2) **Describe waste material that will be discharged into the ground from septic tanks or other sources, if any (for example: Domestic sewage; industrial, containing the following chemicals...; agricultural; etc.). Describe the general size of the system, the number of such systems, the number of houses to be served (if applicable), or the number of animals or humans the system(s) are expected to serve.**

Discharges of waste material associated with proposed individual projects included in the CFP would be addressed during project-specific environmental review.

**c. Water Runoff (including storm water):**

- 1) **Describe the source of runoff (including storm water) and method of collection and disposal, if any (include quantities, if known). Where will this water flow? Will this water flow into other waters? If so, describe.**

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

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

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

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

The impacts of specific projects on drainage patterns would be addressed during project-specific environmental review. Each project would be subject to all applicable regulations regarding stormwater discharge and other drainage patterns.

**d. Proposed measures to reduce or control surface, ground, and runoff water impacts, if any:**

Proposed measures to reduce or control surface runoff attributable to the individual projects included in the CFP would be addressed during project-specific environmental review. All jurisdictional regulation requirements would be satisfied.

#### 4. PLANTS

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

deciduous tree: alder, maple, aspen, other: \_\_\_\_\_

evergreen tree: fir, cedar, pine, other: \_\_\_\_\_

shrubs

grass

pasture

crop or grain

wet soil plants: cattail, buttercup, bulrush, skunk cabbage, other: \_\_\_\_\_

water plants: water lily, eelgrass, milfoil, other: \_\_\_\_\_

other types of vegetation: domestic vegetation

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

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

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

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

The specific impacts to threatened or endangered species by any of the proposed projects in the CFP have been or would be identified during project-specific environmental analysis. The proposed projects would be compliant with all applicable regulations regarding threatened and endangered species.

##### d. Proposed landscaping, use of native plants, or other measures to preserve or enhance vegetation on the site, if any:

Proposed landscaping and other measures to preserve or enhance vegetation on the sites included in the CFP would be identified during project-specific environmental review. All projects would be subject to local jurisdiction project review, and the landscaping requirements implied therein.

#### 5. ANIMALS

##### a. Circle any birds and animals which have been observed on or near the site or are known to be on or near the site:

birds: hawk, heron, eagle, songbirds, other: \_\_\_\_\_

mammals: deer, bear, elk, beaver, other: \_\_\_\_\_  
 fish: bass, salmon, trout, herring, shellfish, other: \_\_\_\_\_

A wide variety of wildlife exists in the Lake Stevens School District. Inventories of existing species observed on the proposed sites included in the CFP would be conducted during project-level environmental review.

**b. List any threatened or endangered species known to be on or near the site.**

The specific impacts to threatened or endangered species by any of the proposed projects in the CFP would be identified during project-level environmental review. The proposed projects would be compliant with all regulations regarding threatened and endangered species.

**c. Is the site part of a migration route? If so, explain.**

Impacts on migration routes by the proposed projects included in the CFP have been or would be identified during project-level environmental review.

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

Measures to preserve or enhance wildlife would be identified and determined during project-level environmental analysis.

**6. ENERGY AND NATURAL RESOURCES**

**a. What kinds of energy (electric, natural gas, oil, wood stove, solar) will be used to meet the completed project's energy needs? Describe whether it will be used for heating, manufacturing, etc.**

The State Board of Education requires a life cycle cost analysis be conducted for all heating, lighting, and insulation systems, prior to permitting of specific school projects. The identification of project energy needs has been or would be done during project-specific environmental review.

**b. Would your project affect the potential use of solar energy by adjacent properties? If so, generally describe.**

The impacts of proposed projects included in the CFP, on the use of solar energy by adjacent properties, have been or would be identified during project-specific environmental review.

**c. What kinds of energy conservation features are included in the plans of this proposal? List of other proposed measures to reduce or control energy impacts, if any:**

Projects included in the CFP have been or would be required to complete a life cycle cost analysis. Other conservation measures have been or would be identified during project-specific environmental review.

## 7. ENVIRONMENTAL HEALTH

- a. **Are there any environmental health hazards, including exposure to toxic chemicals, risk of fire and explosion, spill, or hazardous waste, that could occur as a result of this proposal? If so describe.**

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

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

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

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

Safety procedures and programs are part of the school's emergency programs for both existing and proposed school facilities. Projects included in the CFP would comply with all current codes, regulations, and rules. Individual projects have been or would be subject to environmental review, and the local project approval process.

### b. Noise

- 1) **What types of noise exist in the area which may affect your project (for example: traffic, equipment, operation, aircraft, other)?**

Various noise sources exist within the Lake Stevens School District boundaries. The specific noise sources that may affect individual projects included in the CFP have been or would be identified during project-specific environmental review.

- 2) **What types and levels of noise would be created by or associated with the project on a short-term or a long-term basis (for example: traffic, construction, operation, other)? Indicate what hours noise would come from the site.**

Short-term noise impacts associated with construction would exist for future projects included in the CFP. Long-term noise impacts associated with individual projects included in the CFP have been or would be identified through project-specific environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact. See *Appendix A - Supplemental Sheet for Nonproject Actions*.

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

Mitigation measures to reduce or control project-generated noise impacts have been or would be analyzed during project-specific environmental review. All projects would be subject to all applicable regulations regarding noise and would be compliant as such.

## 8. LAND AND SHORELINE USE

### a. What is the current use of the site and adjacent properties?

There are various land uses throughout the District's boundaries. Schools are a common feature in local neighborhoods. Specific land use designations that apply to individual sites included in the CFP would be identified during project-specific environmental review.

### b. Has the site been used for agriculture? If so, describe.

Existing school sites have not recently been used for agriculture. A historical review would be conducted for proposed sites, in conjunction with project-specific environmental review.

### c. Describe any structures on the site.

A brief description of existing school facilities is included in Section 4 of the CFP. Proposed structures, located on the proposed sites, have been or would be described in detail during the project-specific environmental review. See *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 an "environmentally sensitive" area? If so, specify.

Any environmentally sensitive areas located on District project sites have been or would be identified during the project-specific environmental review.

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

Current employment in the District as of June, 2016 is as follows;

|                       |     |
|-----------------------|-----|
| Administrators        | 33  |
| Certificated staff    | 512 |
| Non-represented staff | 50  |
| Classified staff      | 515 |

**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, Lake Stevens and Marysville 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. Comprehensive Plans were updated throughout Snohomish County in 2015 and have been coordinated with the Lake Stevens School District CFP.

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. Information was obtained from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. In addition, District generated data derived through statistically reliable methodologies was used. The information is consistent with the State Office of Financial Management (OFM) population forecasts used in the General Policy Plan.

The CFP complies with the provisions of RCW 36.70A (Growth Management Act) and RCW 82.02. The calculation methodology for impact fees meets the conditions and tests of RCW 82.02. The District proposes the use of impact fees for funding its capital projects and facilities. In future CFP updates, the District intends to update alternative funding sources in the event that impact fees are not available due to action by the State, County or the cities within their district boundaries.

The district has available three major sources of project financing: bonds, state match funds and school impact fees. Bonds are typically used to fund construction of new schools and require a 60% voter approval. They are then retired through property taxes. State match funds come from the common school construction fund. Bonds are sold on behalf of the funds then retired from revenues acquired predominantly from the sale of renewable resources from State school loans set aside by Enabling Act of 1889. To qualify, schools must meet state-established criteria of need. School impact fees are usually collected by the permitting agency at the time building permits are issued.

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

## 9. HOUSING

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

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

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

The impacts of the projects proposed in the CFP on existing housing units have been or would be identified at the time of project-specific environmental analysis.

### c. Proposed measures to reduce or control housing impacts, if any:

Measures to reduce or control any housing impacts caused by the projects included in the CFP have been or would be addressed during project-specific environmental review.

## 10. AESTHETICS

- a. What is the tallest height of any proposed structure(s), not including antennas; what is the principal exterior building material(s) proposed?**

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

- b. What views in the immediate vicinity would be altered or obstructed?**

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

- c. Proposed measures to reduce or control aesthetic impacts, if any:**

Appropriate measures to reduce or control the aesthetic impacts of the projects included in the CFP have been or would be identified on a project-specific basis. Jurisdictional design requirements would be satisfied during project review.

## 11. LIGHT AND GLARE

- a. What type of light or glare will the proposal produce? What time of day would it mainly occur?**

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

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

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

- c. What existing off-site sources of light or glare may affect your proposal?**

Off-site sources (such as land use generators and traffic) of light or glare that may affect projects included in the CFP have been or would be identified during project-specific environmental review, when appropriate.

- d. Proposed measures to reduce or control light and glare impacts, if any:**

Proposed measures to reduce or control light and glare impacts have been or would be identified during project-specific environmental review.

## 12. RECREATION

- a. What designated and informal recreational opportunities are in the immediate vicinity?**



There are numerous formal and informal recreational facilities within the Lake Stevens School District. These include facilities both on and in the vicinity of District facilities.

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

The recreational impacts of the projects included in the CFP have been or would be addressed during project-specific environmental review. The proposed projects included in the CFP, once completed, may enhance recreational opportunities and uses that exist on school sites.

- c. Proposed measures to reduce or control impacts on recreation, including opportunities to be provided by the project or applicant, if any:**

Recreational impacts of the projects included in the CFP have been or would be subject to mitigation during project-specific environmental review. School sites provide opportunities for public use throughout the District's boundaries.

### **13. HISTORIC AND CULTURAL PRESERVATION**

- a. Are there any places or objects listed on, or proposed for, national, state, or local preservation registers known to be on or next to the site? If so, generally describe.**

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

- b. Generally describe any landmarks or evidence of historic, archaeological, scientific, or cultural importance known to be on or next to the site?**

An inventory of historical sites at or near the sites of the projects included in the CFP has been or would be developed during project-specific environmental review.

- c. Proposed measures to reduce or control impacts, if any:**

If any landmarks or evidence of historic, archaeological, scientific, or cultural importance were to be discovered during project-specific review, the State Historic Preservation Officer would be contacted.

### **14. TRANSPORTATION**

- a. Identify public streets and highways serving the site, and describe proposed access to the existing street system. Show on site plans, if any.**

The impact on public streets and highways of the individual projects included in the CFP has been or would be identified during project-specific environmental review.

**b. Is site currently served by public transit? If not, what is the approximate distance to the nearest transit stop?**

The relationship between the specific projects included in the CFP and public transit has been or would be identified during project-specific environmental review. The District does provide school bus service to their facilities, and the need for service has or would be evaluated during project-specific review. Transit facilities are located throughout the District's boundaries.

**c. How many parking spaces would the completed project have? How many would the project eliminate?**

An inventory of parking spaces located at the sites of the projects included in the CFP, and the impacts of specific projects on parking availability, has been or would be conducted during project-specific environmental review.

**d. Will the proposal require any new roads or streets, or improvements to existing roads or streets, not including driveways? If so, generally describe (indicate whether public or private).**

The need for new streets or roads, or improvements to existing streets or roads has been or would be addressed during project-specific environmental review.

**e. Will the project use (or occur in the immediate vicinity of) water, rail, or air transportation? If so, generally describe.**

Use of water, rail or air transportation has been or would be addressed during project-specific environmental review, when appropriate.

**f. How many vehicular trips per day would be generated by the completed project? If known, indicate when peak volumes would occur.**

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

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

The mitigation of traffic impacts associated with the projects included in the CFP has been or would be addressed during project-specific environmental review. Identified mitigation would be consistent with the local permitting jurisdiction requirements for transportation mitigation and concurrency.

## 15. PUBLIC SERVICES

**a. Would the project result in an increased need for public services (for example: fire protection, police protection, health care, schools, other)? If so, generally describe:**

The District does not anticipate that the projects identified in the CFP would substantially increase the need for public services. Actual needs would be evaluated at project-specific environmental review.

The CFP is intended to provide the District, Snohomish County, the 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 2021. It also provides a more detailed schedule and financing program for capital improvements over the six-year period 2016-2021. 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.

**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.

**d. C. SIGNATURE**

**The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.**

Signature: \_\_\_\_\_

Date submitted: \_\_\_\_\_

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# Appendix A

## Supplemental Sheet for Nonproject Actions

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### D. SUPPLEMENTAL SHEET FOR NON-PROJECT ACTIONS (Do not use this sheet for project actions)

Because these questions are very general, it may be helpful to read them in conjunction with the list of the elements of the environment.

When answering these questions, be aware of the extent the proposal, or the types of activities likely to result from the proposal, would affect the item at a greater intensity or at a faster rate than if the proposal were not implemented. Respond briefly and in general terms.

**1. How would the proposal be likely to increase discharge to water; emissions to air; production, storage, or release of toxic or hazardous substances; or production of noise?**

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

**Proposed measures to avoid or reduce such increases are:**

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

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

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

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

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

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

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

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

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

**4. How would the proposal be likely to use or affect environmentally sensitive areas or areas designated (or eligible or under study) for governmental protection; such as parks, wilderness, wild and scenic rivers, threatened or endangered 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



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**Appendix B**  
**2014-2019**  
**Capital Facilities Plan**

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**INCORPORATED BY REFERENCE.**

**ADDITIONAL 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 180 calendar days prior to their desired effective date.
5. District plans and plan updates must include a resolution or motion from the district school board adopting the plan before it will become effective.

Appendix G  
Impact Fee Collections

| Month-Year                 | Impact Fees/<br>Mitigation<br>Payments<br>Received<br>(Snohomish<br>County) | Impact Fees/<br>Mitigation<br>Payments<br>Received<br>(City of<br>Lake<br>Stevens) | Impact Fees/<br>Mitigation<br>Payments<br>Received<br>(City of<br>Marysville) | Total Fees          | Total<br>Fees/Payments<br>Received per<br>year | Interest         | Expenditures        |
|----------------------------|---|--|---|---------------------|--|------------------|---------------------|
| Jan-14                     | \$4,648   | \$51,612   | \$18,768  | \$75,028            |  | \$352            | \$60,969            |
| Feb-14                     |   | \$60,996   |   | \$60,996            |  | \$304            | \$150,942           |
| Mar-14                     | \$13,944  | \$60,612   | \$23,364  | \$97,920            |  | \$345            | \$2,321             |
| Apr-14                     |   | \$84,456   |   | \$84,456            |  | \$293            | \$6,563             |
| May-14                     | \$4,648   | \$51,612   | \$9,384   | \$65,644            |  | \$299            | \$11,655            |
| Jun-14                     |   | \$28,152   |   | \$28,152            |  | \$278            | \$1,050             |
| Jul-14                     |   | \$32,844   | \$46,920  | \$79,764            |  | \$319            | \$529,345           |
| Aug-14                     |   | \$18,768   | \$4,692   | \$23,460            |  | \$267            | \$300,991           |
| Sep-14                     |   | \$14,076   | \$9,384   | \$23,460            |  | \$253            | \$143,092           |
| Oct-14                     |   | \$75,072   | \$9,384   | \$84,456            |  | \$253            | \$12,437            |
| Nov-14                     | \$13,944  | \$51,612   |   | \$65,556            |  | \$239            | \$84,179            |
| Dec-14                     | \$9,296   |  |   | \$9,296             | \$698,188                                      | \$275            | \$86,238            |
| Jan-15                     | \$60,364  | \$70,380   | \$14,076  | \$144,820           |  | \$352            | \$1,630             |
| Feb-15                     |   | \$32,844   | \$18,768  | \$51,612            |  | \$332            | \$3,882             |
| Mar-15                     | \$14,600  | \$79,632   |   | \$94,232            |  | \$460            | \$640               |
| Apr-15                     | \$32,452  | \$32,688   | \$9,384   | \$74,524            |  | \$391            | \$29,950            |
| May-15                     | \$13,908  | \$28,080   |   | \$41,988            |  | \$410            | \$42,755            |
| Jun-15                     |   | \$28,080   |   | \$28,080            |  | \$450            | \$16,140            |
| Jul-15                     |   | \$28,080   | \$28,080  | \$56,160            |  | \$420            | \$40,387            |
| Aug-15                     |   | \$32,760   |   | \$32,760            |  | \$450            | \$446,795           |
| Sep-15                     | \$4,636   | \$28,080   | \$9,360   | \$42,076            |  | \$468            |                     |
| Oct-15                     |   | \$37,440   |   | \$37,440            |  | \$488            | \$56,965            |
| Nov-15                     | \$4,636   | \$28,080   |   | \$32,716            |  | \$411            | \$170,884           |
| Dec-15                     | \$14,248  | \$243,360  |   | \$257,608           | \$894,016                                      | \$603            | \$299,033           |
| Jan-16                     | \$9,272   | \$163,800  | \$23,400  | \$196,472           |  | \$927            | \$161,248           |
| Feb-16                     |   | \$65,520   |   | \$65,520            |  | \$931            | \$215,481           |
| Mar-16                     | \$9,272   | \$131,040  | \$74,880  | \$215,192           |  | \$1,015          | \$250,156           |
| Apr-16                     |   | \$201,240  | \$23,400  | \$224,640           | \$701,824                                      | \$954            | \$136,067           |
| <b>TOTAL<br/>(2006-16)</b> | <b>\$4,565,692</b>  | <b>\$6,016,177</b>   | <b>\$1,957,749</b>  | <b>\$12,539,618</b> | <b>\$12,539,618</b>                            | <b>\$374,959</b> | <b>\$12,173,365</b> |
| <b>TOTAL<br/>(2014-16)</b> | <b>\$209,868</b>  | <b>\$1,760,916</b>   | <b>\$323,244</b>  | <b>\$2,294,028</b>  | <b>\$2,294,028</b>                             | <b>\$12,537</b>  | <b>\$3,261,798</b>  |



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**LAKEWOOD SCHOOL DISTRICT NO. 306**

**CAPITAL FACILITIES PLAN**

**2016-2021**

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**Adopted: August 17, 2016**

# **LAKEWOOD SCHOOL DISTRICT NO. 306**

## **CAPITAL FACILITIES PLAN**

**2016-2021**

**BOARD OF DIRECTORS**  
**LARRY BEAN, PRESIDENT**  
**OSCAR ESCALANTE**  
**CATHERINE “SANDY” GOTTS**  
**GREGORY JENSEN**  
**JAHNA SMITH**

**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 (2016-2021).

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.

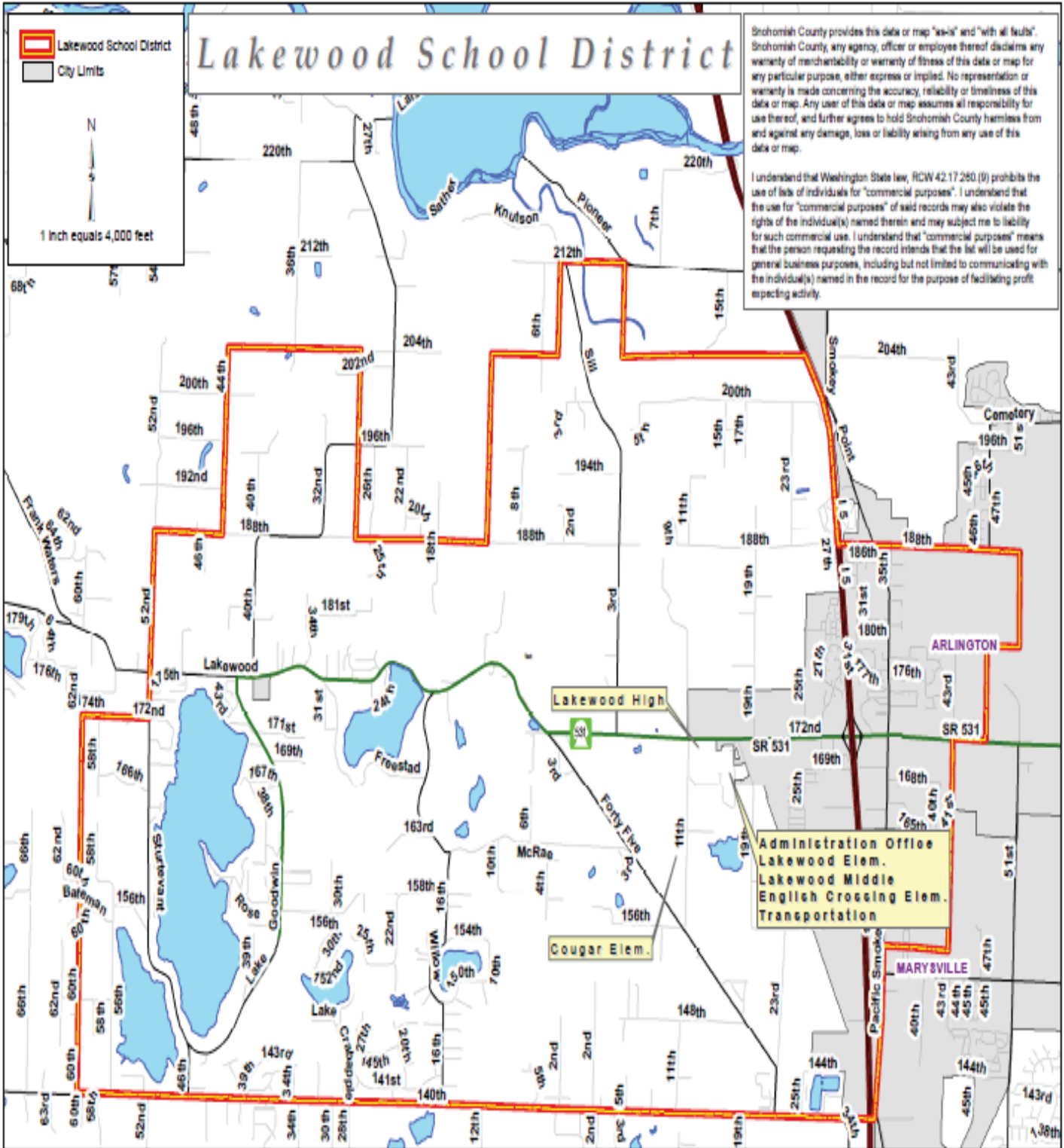
- The methodology used to calculate impact fees also complies with the criteria and the formulas established by the County.

***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 2,275 (October 1, 2015, reported 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.

The State Legislature's implementation of requirements for full-day kindergarten and reduced K-3 class size will also impact school capacity and educational program standards. The District has implemented full-day kindergarten classes. The District anticipates implementation of reduced K-3 class sizes in the 2017-18 school year. However, the details of implementation are still being reviewed. Future updates to this CFP will include any final implementation of reduced K-3 class size.

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 – 5<sup>th</sup> 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-5<sup>th</sup> Grade Special Education Resource Room Program
- K – 5<sup>th</sup> Grade Special Education Life Skills 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 – 5<sup>th</sup> Grade Special Education Resource Room Program
- K – 5<sup>th</sup> Grade Special Education Life Skills Program
- K – 5<sup>th</sup> Grade Counseling Services
- 3 – 5<sup>th</sup> 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
- 6<sup>th</sup> – 8<sup>th</sup> 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
- 9<sup>th</sup> – 12<sup>th</sup> 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 23 students.
- Class size for grades 5th – 8th will not exceed 26 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/multipurpose room.

### ***Educational Program Standards For Middle and High Schools***

- Class size for middle school grades will not exceed 26 students.
- Class size for high school grades will not exceed 28 students.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a work space during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day. 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 95% at the middle school and 85% 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 Board of Directors following appropriate public review and comment.

The District’s minimum level of service is as follows: on average, K-4 classrooms have no more than 26 students per classroom, 5-8 classrooms have no more than 28 students per classroom, and 9-12 classrooms have no more than 30 students per classroom. 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 more than 26 students per classroom, 5-8 classrooms have more than 28 students per classroom, or 9-12 classrooms more than 30 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.

For the school years of 2013-14 and 2014-15, the District’s compliance with the minimum educational service standards was as follows:

|                     |  |  |                                   |                                    |                                 |                                  |
|---------------------|--|--|-----------------------------------|------------------------------------|---------------------------------|----------------------------------|
| 2013-14 School Year |  |  |                                   |                                    |                                 |                                  |
| LOS Standard        | <b>MINIMUM<br/>LOS#<br/>Elementary</b> | <b>REPORTED<br/>LOS<br/>Elementary</b> | <b>MINIMUM<br/>LOS<br/>Middle</b> | <b>REPORTED<br/>LOS<br/>Middle</b> | <b>MINIMUM<br/>LOS<br/>High</b> | <b>REPORTED<br/>LOS<br/>High</b> |
|                     | 26                                     | 13                                     | 28                                | 21                                 | 30                              | 28.7                             |

\* The District determines the reported 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 (excludes portables).

|                     |  |  |                                   |                                    |                                 |                                  |
|---------------------|--|--|-----------------------------------|------------------------------------|---------------------------------|----------------------------------|
| 2014-15 School Year |  |  |                                   |                                    |                                 |                                  |
| LOS Standard        | <b>MINIMUM<br/>LOS#<br/>Elementary</b> | <b>REPORTED<br/>LOS<br/>Elementary</b> | <b>MINIMUM<br/>LOS<br/>Middle</b> | <b>REPORTED<br/>LOS<br/>Middle</b> | <b>MINIMUM<br/>LOS<br/>High</b> | <b>REPORTED<br/>LOS<br/>High</b> |
|                     | 26                                     | 17                                     | 28                                | 21                                 | 30                              | 27                               |

\* The District determines the reported 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 (excludes portables).



### 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**

| <b>Elementary School</b> | <b>Site Size (Acres)</b> | <b>Building Area (Square Feet)</b> | <b>Teaching Stations</b> | <b>Permanent Capacity</b> | <b>Year Built or Remodeled</b> |
|--------------------------|--------------------------|------------------------------------|--------------------------|---------------------------|--------------------------------|
| English Crossing         | *                        | 41,430                             | 20                       | 470                       | 1994                           |
| Cougar Creek             | 10**                     | 44,217                             | 22                       | 517                       | 2003                           |
| Lakewood                 | *                        | 45,400                             | 16                       | 376                       | 1998/1997                      |
| <b>TOTAL</b>             | <b>*</b>                 | <b>131,047</b>                     | <b>58</b>                | <b>1,363</b>              |                                |

| <b>Middle School</b> | <b>Site Size (Acres)</b> | <b>Building Area (Square Feet)</b> | <b>Teaching Stations</b> | <b>Permanent Capacity</b> | <b>Year Built or Remodeled</b> |
|----------------------|--------------------------|------------------------------------|--------------------------|---------------------------|--------------------------------|
| Lakewood Middle      | *                        | 62,835                             | 25                       | 618                       | 1971, 1994, and 2002           |

| <b>High School</b> | <b>Site Size (Acres)</b> | <b>Building Area (Square Feet)</b> | <b>Teaching Stations</b> | <b>Permanent Capacity</b> | <b>Year Built or Remodeled</b> |
|--------------------|--------------------------|------------------------------------|--------------------------|---------------------------|--------------------------------|
| Lakewood High      | *                        | 79,422                             | 24                       | 571                       | 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 11<sup>th</sup> 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. The District’s relocatable classrooms have adequate useful remaining life and are evaluated regularly.

**Table 2  
Relocatable Classroom (Portable) Inventory**

| <b>Elementary School</b> | <b>Relocatables</b> | <b>Interim Capacity</b> |
|--------------------------|---------------------|-------------------------|
| English Crossing         | 5                   | 118                     |
| Cougar Creek             | 0                   | 0                       |
| Lakewood                 | 5                   | 118                     |
| <b>SUBTOTAL</b>          | <b>10</b>           | <b>236</b>              |

| <b>Middle School</b> | <b>Relocatables</b> | <b>Interim Capacity</b> |
|----------------------|---------------------|-------------------------|
| Lakewood Middle      | 1                   | 26                      |
| <b>SUBTOTAL</b>      | <b>1</b>            | <b>26</b>               |

| <b>High School</b> | <b>Relocatables</b> | <b>Interim Capacity</b> |
|--------------------|---------------------|-------------------------|
| Lakewood High      | 7                   | 196                     |
| <b>SUBTOTAL</b>    | <b>7</b>            | <b>196</b>              |

|              |           |            |
|--------------|-----------|------------|
| <b>TOTAL</b> | <b>18</b> | <b>458</b> |
|--------------|-----------|------------|

**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**

| <b>Facility</b>         | <b>Building Area<br/>(Square Feet)</b> |
|-------------------------|--|
| Administration          | 1,384                                  |
| Business and Operations | 1,152                                  |
| Storage                 | 2,456                                  |
| Bus Garage              | 5,216                                  |
| Maintenance Shop        | 4,096                                  |
| Stadium                 | 14,500                                 |

The District is also a party to a cooperative agreement for use of the Marysville School District transportation facility (which is owned by the Marysville School District).

**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, 2015, reported enrollment was 2,275. Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projection. Monitoring birth rates in Snohomish County and population growth for the area are essential yearly activities in the ongoing management of the capital facilities plan. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projection.

**A. Six Year Enrollment Projections**

Two enrollment forecasts were conducted for the District: an estimate by the Office of the Superintendent of Public Instruction (OSPI) based upon the cohort survival method; and an estimate based upon County population as provided by OFM (“ratio method”).

Based on the cohort survival methodology, a total of 2,001 students are expected to be enrolled in the District by 2021, a decrease from the October 2015 enrollment levels. Notably, the cohort survival method does not anticipate new students from new development patterns. So, it would not capture new development resulting from the rebound in the residential construction industry and as anticipated in the population forecasts prepared by Snohomish County.

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 2015, the District’s student enrollment constituted approximately 17.10% of the total population in the District. Assuming that between 2016 and 2021, the District’s enrollment will continue to constitute 17.10% of the District’s total population and using OFM/County data, OFM/County methodology projects a total enrollment of 2,690 FTEs in 2021.

**Table 4  
Projected Student Enrollment (FTE)  
2016-2021**

| <b>Projection</b>    | <b>Oct. 2015*</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>Change 2015-21</b> | <b>Percent Change 2015-21</b> |
|----------------------|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------------|-------------------------------|
| <b>OFM/County</b>    | 2,275             | 2,344       | 2,413       | 2,482       | 2,551       | 2,620       | 2,690       | 415                   | 18.24%                        |
| <b>OSPI Cohort**</b> | 2,275             | 2,244       | 2,202       | 2,158       | 2,116       | 2,055       | 2,001       | (274)                 | (12.0%)                       |

\* Actual FTE, October 2015

\*\*Based upon the cohort survival methodology; complete projections located at Appendix A.

In addition to the OFM population-based enrollment projections, the District is aware of pending development within the District’s portion of the City of Marysville. This information is based on development applications filed with the City and does not consider additional projects that may be submitted to the City within the six years of this plan period. There are also several multi-family development projects under construction in the District at the present time.

Given these pending and in progress 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 2021 are highly speculative. Using OFM/County data as a base, the District projects a 2035 student FTE population of 3,127. This is based on the OFM/County data for the years 2000 through 2015 and the District’s average fulltime equivalent enrollment for the corresponding years (for the years 2000 to 2015, the District’s actual enrollment averaged 17.10% 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**

| <b>Grade Span</b>   | <b>FTE Enrollment –<br/>October 2015</b> | <b>Projected Enrollment 2035*</b> |
|---------------------|--|-----------------------------------|
| Elementary (K-5)    | 1,032                                    | 1,345                             |
| Middle School (6-8) | 551                                      | 813                               |
| High School (9-12)  | 692                                      | 969                               |
| <b>TOTAL (K-12)</b> | <b>2,275</b>                             | <b>3,127</b>                      |

\*Assumes average percentage per grade span. See Table A-2.

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

**SECTION 5  
CAPITAL FACILITIES NEEDS**

The projected available student capacity was determined by subtracting projected FTE student enrollment from permanent school capacity (i.e. excluding portables) for each of the six years in the forecast period (2016-2021).

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 2016. 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 2016-2021.

**Table 6-A\*  
Additional Capacity Needs  
2015-2021**

| <b>Grade Span</b>          | <b>2015**</b> | <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>Pct. Growth Related</b> |
|----------------------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------------|
| <b>Elementary (K-5)</b>    |               |                |                |                |                |                |                |                            |
| Total                      | 0             | 0              | 0              | 0              | 0              | 0              | 0              |                            |
| Growth Related             | --            | --             | --             | --             | --             | --             | --             | 0%                         |
| <b>Middle School (6-8)</b> |               |                |                |                |                |                |                |                            |
| Total                      | 0             | 0              | 9              | 27             | 45             | 63             | 81             |                            |
| Growth Related             | --            | --             | 9              | 27             | 45             | 63             | 81             | 100%                       |
| <b>High School</b>         |               |                |                |                |                |                |                |                            |
| Total                      | 121           | 156            | 177            | 198            | 220            | 241            | 263            |                            |
| Growth Related***          | --            | 35             | 56             | 77             | 99             | 120            | 142            | 54%                        |

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

\*\*Actual October 2015 Enrollment

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

By the end of the six-year forecast period (2021), additional permanent classroom capacity will be needed as follows:

**Table 6-B  
Unhoused Students**

| <b>Grade Span</b>            | <b>Unhoused Students /Growth Related in Parentheses)</b> |
|------------------------------|--|
| Elementary (K-5)             | 0 / (0)  |
| Middle School (6-8)          | 81 / (81)  |
| High School (9-12)           | 263 / (142)  |
| <b>TOTAL UNHOUSED (K-12)</b> | <b>344 / (223)</b>                                       |

Again, planned construction projects are not included in the analysis in Table 6-B. In addition, 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**

| <b>Grade Span</b>   | <b>2021 Unhoused Students /Growth Related in Parentheses)</b> | <b>Relocatable Capacity</b> |
|---------------------|---|-----------------------------|
| Elementary (K-5)    | 0 / (0)   | 236                         |
| Middle School (6-8) | 81 / (81)   | 268                         |
| High School (9-12)  | 263 / (142)   | 196                         |
| <b>Total (K-12)</b> | <b>344 / (223)</b>  | <b>458</b>                  |

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 2021 are included in Table 7 and more fully described in Table 8.

**Table 7  
Projected Student Capacity  
2016-2021**

**Elementary School Surplus/Deficiency**

|                          | <b>Oct 2015<br/>FTE</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
|--------------------------|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Existing Capacity        | 1,363                   | 1,363       | 1,363       | 1,363       | 1,363       | 1,363       | 1,363       |
| Added Permanent Capacity |                         |             |             |             |             |             |             |
| Total Capacity           | 1,363                   | 1,363       | 1,363       | 1,363       | 1,363       | 1,363       | 1,363       |
| Enrollment               | 1,032                   | 1,008       | 1,038       | 1,067       | 1,097       | 1,127       | 1,157       |
| Surplus (Deficiency)     | 331                     | 355         | 325         | 296         | 266         | 236         | 206         |

**Middle School Surplus/Deficiency**

|                          | <b>Oct 2015<br/>FTE</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
|--------------------------|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Existing Capacity        | 618                     | 618         | 618         | 618         | 618         | 618         | 618         |
| Added Permanent Capacity |                         |             |             |             |             |             |             |
| Total Capacity           | 618                     | 618         | 618         | 618         | 618         | 618         | 618         |
| Enrollment               | 551                     | 609         | 627         | 645         | 663         | 681         | 699         |
| Surplus (Deficiency)     | 67                      | 9           | (9)         | (27)        | (45)        | (63)        | (81)        |

**High School Surplus/Deficiency**

|                           | <b>Oct 2015<br/>FTE</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
|---------------------------|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Existing Capacity         | 571                     | 571         | 571         | 894         | 894         | 894         | 894         |
| Added Permanent Capacity* |                         |             | 323         |             |             |             |             |
| Total Capacity            | 571                     | 571         | 894         | 894         | 894         | 894         | 894         |
| Enrollment                | 692                     | 727         | 748         | 769         | 791         | 812         | 834         |
| Surplus (Deficiency)      | (121)                   | (156)       | 146         | 125         | 103         | 82          | 60          |

\*Lakewood High School expansion. 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. 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.

**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.

**Other:**

- 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 School Construction Assistance 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 certain projects at the 52.11% 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 2016-2021. 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                  | 2016 | 2017    | 2018     | 2019 | 2020 | 2021 | Total Cost | Bonds/ Levy | State Funds | Impact Fees |
|--------------------------|------|---------|----------|------|------|------|------------|-------------|-------------|-------------|
| <b>Elementary School</b> |      |         |          |      |      |      |            |             |             |             |
| <b>Middle School</b>     |      |         |          |      |      |      |            |             |             |             |
| <b>High School</b>       |      |         |          |      |      |      |            |             |             |             |
| Lakewood High Addition   |      | \$13.00 | \$10.554 |      |      |      | \$23.554   | X           | X           | X           |
| <b>Secondary</b>         |      |         |          |      |      |      |            |             |             |             |
| Site Acquisition         |      |         | \$0.775  |      |      |      | \$0.775    | X           |             | X           |

**Improvements Not Adding Capacity (Costs in Millions)**

| Project  | 2016    | 2017     | 2018    | 2019 | 2020 | 2021 | Total Cost | Bonds/ Levy | State Funds | Impact Fees |
|--|---------|----------|---------|------|------|------|------------|-------------|-------------|-------------|
| <b>Elementary</b>                                    |         |          |         |      |      |      |            |             |             |             |
| <b>Middle School</b>                                 |         |          |         |      |      |      |            |             |             |             |
| <b>High School</b>                                   |         |          |         |      |      |      |            |             |             |             |
| 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           |             |
| <b>District-wide</b>                                 |         |          |         |      |      |      |            |             |             |             |
|  |         |          |         |      |      |      |            |             |             |             |
|  |         |          |         |      |      |      |            |             |             |             |

**Total Permanent Improvements (Costs in Millions)**

|              | 2016    | 2017     | 2018      | 2019 | 2020 | 2021 | Total Cost | Bonds/ Levy | State Funds | Impact Fees |
|--------------|---------|----------|-----------|------|------|------|------------|-------------|-------------|-------------|
| <b>TOTAL</b> | \$3.100 | \$32.544 | \$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 are 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. A student factor (or student generation rate) is used to identify the average cost per dwelling unit by measuring the average number of students generated by each housing type (single-family dwellings and multi-family dwellings of one bedroom and two bedrooms or more). A description of the student methodology is contained in Appendix B. As required under the GMA, credits are applied in the formula to account for State School Construction Assistance 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   | .142        |
| Middle       | .142        |
| High         | .128        |
| <b>Total</b> | <b>.411</b> |

**Student Generation Factors – Multi Family (1 Bdrm)**

|              |             |
|--------------|-------------|
| Elementary   | .000        |
| Middle       | .000        |
| High         | .000        |
| <b>Total</b> | <b>.000</b> |

**Student Generation Factors – Multi Family (2+ Bdrm)**

|              |             |
|--------------|-------------|
| Elementary   | .206        |
| Middle       | .113        |
| High         | .074        |
| <b>Total</b> | <b>.399</b> |

**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         |
| High         | 79,422         |
| <b>Total</b> | <b>273,304</b> |

**96.74%**

**Temporary Facility Square Footage**

|              |              |
|--------------|--------------|
| Elementary   | 5,120        |
| Middle       | 512          |
| High         | 3,584        |
| <b>Total</b> | <b>9,216</b> |

**3.26%**

**Total Facility Square Footage**

|              |                |
|--------------|----------------|
| Elementary   | 136,167        |
| Middle       | 63,347         |
| High         | 83,006         |
| <b>Total</b> | <b>282,520</b> |

**100.00%**

**Average Site Cost/Acre**

**Temporary Facility Capacity**

Capacity  
Cost

**State Match Credit**

Current State Match Percentage 52.11%

**Construction Cost Allocation**

Current CCA 213.23

**District Average Assessed Value**

Single Family Residence \$305,066

**District Average Assessed Value**

Multi Family (1 Bedroom) \$79,076

Multi Family (2+ Bedroom) \$115,893

**SPI Square Footage per Student**

Elementary 90  
Middle 108  
High 130

**District Debt Service Tax Rate for Bonds**

Current/\$1,000 \$2.13

**General Obligation Bond Interest Rate**

Current Bond Buyer Index 3.27%

**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**

| <b>Housing Type</b>       | <b>Impact Fee Per Dwelling Unit</b> |
|---------------------------|-------------------------------------|
| Single Family             | \$857                               |
| Multi-Family (1 Bedroom)  | \$0                                 |
| Multi-Family (2+ Bedroom) | \$1,037                             |


**APPENDIX A**

**POPULATION AND ENROLLMENT DATA**



**Table A-1**

**ACTUAL STUDENT ENROLLMENT 2010-2015  
ACTUAL AND PROJECTED STUDENT ENROLLMENT 2016-2021  
Based on OSPI Cohort Survival\***



Snohomish/Lakewood(31306)

| Grade                      | --- ACTUAL ENROLLMENTS ON OCTOBER 1st --- |              |              |              |              | AVERAGE % SURVIVAL | --- PROJECTED ENROLLMENTS --- |              |              |              |              |              |              |
|----------------------------|---|--------------|--------------|--------------|--------------|--------------------|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                            | 2010                                      | 2011         | 2012         | 2013         | 2014         |                    | 2015                          | 2016         | 2017         | 2018         | 2019         | 2020         | 2021         |
| Kindergarten               | 163                                       | 197          | 184          | 195          | 150          | 142                | 148                           | 142          | 135          | 128          | 121          | 115          |              |
| Grade 1                    | 181                                       | 164          | 196          | 181          | 214          | 166                | 103.77%                       | 147          | 154          | 147          | 140          | 133          | 126          |
| Grade 2                    | 158                                       | 179          | 153          | 197          | 183          | 221                | 99.41%                        | 165          | 146          | 153          | 146          | 139          | 132          |
| Grade 3                    | 181                                       | 162          | 174          | 159          | 184          | 173                | 98.31%                        | 217          | 162          | 144          | 150          | 144          | 137          |
| Grade 4                    | 171                                       | 175          | 159          | 181          | 168          | 174                | 99.81%                        | 173          | 217          | 162          | 144          | 150          | 144          |
| Grade 5                    | 181                                       | 180          | 176          | 154          | 178          | 156                | 98.77%                        | 172          | 171          | 214          | 160          | 142          | 148          |
| <b>K-5 Sub-Total</b>       | <b>1,035</b>                              | <b>1,057</b> | <b>1,042</b> | <b>1,067</b> | <b>1,077</b> | <b>1,032</b>       |                               | <b>1,022</b> | <b>992</b>   | <b>955</b>   | <b>868</b>   | <b>829</b>   | <b>802</b>   |
| Grade 6                    | 210                                       | 194          | 180          | 178          | 174          | 186                | 105.15%                       | 164          | 181          | 180          | 225          | 168          | 149          |
| Grade 7                    | 193                                       | 200          | 182          | 182          | 181          | 174                | 98.36%                        | 183          | 161          | 178          | 177          | 221          | 165          |
| Grade 8                    | 190                                       | 204          | 203          | 179          | 174          | 191                | 101.33%                       | 176          | 185          | 163          | 180          | 179          | 224          |
| <b>6-8 Sub-Total</b>       | <b>593</b>                                | <b>598</b>   | <b>565</b>   | <b>539</b>   | <b>529</b>   | <b>551</b>         |                               | <b>523</b>   | <b>527</b>   | <b>521</b>   | <b>582</b>   | <b>568</b>   | <b>538</b>   |
| Grade 9                    | 185                                       | 183          | 185          | 204          | 169          | 172                | 96.14%                        | 184          | 169          | 178          | 157          | 173          | 172          |
| Grade 10                   | 181                                       | 187          | 176          | 178          | 195          | 176                | 98.63%                        | 170          | 181          | 167          | 176          | 155          | 171          |
| Grade 11                   | 187                                       | 172          | 185          | 180          | 181          | 180                | 98.04%                        | 173          | 167          | 177          | 164          | 173          | 152          |
| Grade 12                   | 180                                       | 189          | 165          | 182          | 167          | 164                | 95.74%                        | 172          | 166          | 160          | 169          | 157          | 166          |
| <b>9-12 Sub-Total</b>      | <b>733</b>                                | <b>731</b>   | <b>711</b>   | <b>744</b>   | <b>712</b>   | <b>692</b>         |                               | <b>699</b>   | <b>683</b>   | <b>682</b>   | <b>666</b>   | <b>658</b>   | <b>661</b>   |
| <b>DISTRICT K-12 TOTAL</b> | <b>2,361</b>                              | <b>2,386</b> | <b>2,318</b> | <b>2,350</b> | <b>2,318</b> | <b>2,275</b>       |                               | <b>2,244</b> | <b>2,202</b> | <b>2,158</b> | <b>2,116</b> | <b>2,055</b> | <b>2,001</b> |

Notes: Specific subtotaling on this report will be driven by District Grade spans.  
School Facilities and Organization Printed Dec 03, 2015

\* 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-2**

**AVERAGE PERCENTAGE ENROLLMENT BY GRADE SPAN**  
(OSPI Enrollment Projections)

| <b>Enrollment by Grade Span</b> | <b>Oct. 2015</b> | <b>2016</b>  | <b>2017</b>  | <b>2018</b>  | <b>2019</b>  | <b>2020</b>  | <b>2021</b>  |
|---------------------------------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Elementary (K-5)                | 1,032            | 1,022        | 992          | 955          | 868          | 829          | 802          |
| Middle School (6-8)             | 551              | 523          | 527          | 521          | 582          | 568          | 538          |
| High School (9-12)              | 692              | 699          | 683          | 682          | 666          | 658          | 661          |
| <b>TOTAL</b>                    | <b>2,253</b>     | <b>2,234</b> | <b>2,225</b> | <b>2,225</b> | <b>2,214</b> | <b>2,230</b> | <b>2,249</b> |

| <b>Percentage by Grade Span</b> | <b>Oct. 2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
|---------------------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Elementary (K-5)                | 46%              | 46%         | 45%         | 44%         | 41%         | 40%         | 40%         |
| Middle School (6-8)             | 24%              | 23%         | 24%         | 24%         | 28%         | 28%         | 27%         |
| High School (9-12)              | 30%              | 31%         | 31%         | 32%         | 31%         | 32%         | 33%         |
| <b>TOTAL**</b>                  | <b>100%</b>      | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

| <b>Average Percentage by Grade Span</b> |             |
|---|-------------|
| Elementary (K-5)                        | 43%         |
| Middle School (6-8)                     | 26%         |
| High School (9-12)                      | 31%         |
| <b>TOTAL</b>                            | <b>100%</b> |

**Table A-3**

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

| <b>Enrollment by<br/>Grade Span</b> | <b>Oct.<br/>2015*</b> | <b>Avg.<br/>%age</b> | <b>2016</b>  | <b>2017</b>  | <b>2018</b>  | <b>2019</b>  | <b>2020</b>  | <b>2021</b>  |
|-------------------------------------|-----------------------|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Elementary (K-5)                    | 1,032                 | 43%                  | 1,008        | 1,038        | 1,067        | 1,097        | 1,127        | 1,157        |
| Middle School (6-8)                 | 551                   | 26%                  | 609          | 627          | 645          | 663          | 681          | 699          |
| High School (9-12)                  | 692                   | 31%                  | 727          | 748          | 769          | 791          | 812          | 834          |
| <b>TOTAL**</b>                      | <b>2,275</b>          | <b>100%</b>          | <b>2,344</b> | <b>2,413</b> | <b>2,482</b> | <b>2,551</b> | <b>2,620</b> | <b>2,690</b> |

\*Actual October 2015 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*

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## **Student Generation Rate Study for the Lakewood School District**

4/25/2016

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 2008 through December 2014. 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 April 2016. 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 141 single family detached units were compared with data on 2,276 students registered in the District, and the following matches were found by grade level(s)\*:

| GRADE(S) | COUNT OF MATCHES | CALCULATED RATE |
|----------|------------------|-----------------|
| K        | 4                | 0.028           |
| 1        | 2                | 0.014           |
| 2        | 1                | 0.007           |
| 3        | 6                | 0.043           |
| 4        | 6                | 0.043           |
| 5        | 1                | 0.007           |
| 6        | 9                | 0.064           |
| 7        | 5                | 0.035           |
| 8        | 6                | 0.043           |
| 9        | 6                | 0.043           |
| 10       | 0                | 0.000           |
| 11       | 6                | 0.043           |
| 12       | 6                | 0.043           |
|          |                  |                 |
| K-5      | 20               | 0.142           |
| 6-8      | 20               | 0.142           |
| 9-12     | 18               | 0.128           |
| K-12     | 58               | 0.411           |

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 282 multi-family 2+ BR units were compared with data on 2,276 students registered in the District, and the following matches were found by grade level(s)\*:

| GRADE(S) | COUNT OF MATCHES | CALCULATED RATE |
|----------|------------------|-----------------|
| K        | 9                | 0.032           |
| 1        | 8                | 0.028           |
| 2        | 16               | 0.057           |
| 3        | 7                | 0.025           |
| 4        | 12               | 0.043           |
| 5        | 6                | 0.021           |
| 6        | 11               | 0.039           |
| 7        | 12               | 0.043           |
| 8        | 9                | 0.032           |
| 9        | 7                | 0.025           |
| 10       | 8                | 0.028           |
| 11       | 5                | 0.018           |
| 12       | 1                | 0.004           |
|          |                  |                 |
| K-5      | 58               | 0.206           |
| 6-8      | 32               | 0.113           |
| 9-12     | 21               | 0.074           |
| K-12     | 111              | 0.394           |

6. **Multi-Family 0-1 BR Rates:** Research indicated that 33 multi-family 0-1 BR units were constructed within District boundaries during the time period covered by this study. No specific unit number matches were made.

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

|                    | K-5  | 6-8  | 9-12 | K-12 |
|--------------------|------|------|------|------|
| Single Family      | .142 | .142 | .128 | .411 |
| Multi-Family 2+ BR | .206 | .113 | .074 | .394 |

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

**APPENDIX C**

**SCHOOL IMPACT FEE CALCULATIONS**

DRAFT



## School Impact Fee Calculation - Single Family Dwelling Unit

Lakewood School District 2016 CFP

### School Site Acquisition Cost:

|              | <u>Site Size<br/>Acreage</u> | <u>Cost/<br/>Acre</u> | <u>Facility<br/>Size</u> | <u>Site Cost/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>SFDU</u> |
|--------------|------------------------------|-----------------------|--------------------------|-------------------------------|---------------------------|-----------------------|
| Elementary   | 10                           | \$0                   | 475                      | \$0                           | 0.1420                    | \$0                   |
| Middle       | 20                           | \$0                   | 600                      | \$0                           | 0.1420                    | \$0                   |
| Senior       | 40                           | \$0                   | 323                      | \$0                           | 0.1280                    | \$0                   |
| <b>TOTAL</b> |                              |                       |                          |                               |                           | <b>\$0</b>            |

### School Construction Cost:

|              | <u>Sq. Ft. %<br/>Permanent</u> | <u>Facility<br/>Cost</u> | <u>Facility<br/>Size</u> | <u>Bldg. Cost/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>SFDU</u> |
|--------------|--------------------------------|--------------------------|--------------------------|--------------------------------|---------------------------|-----------------------|
| Elementary   | 96.74%                         | \$0                      | 475                      | \$0                            | 0.1420                    | \$0                   |
| Middle       | 96.74%                         | \$0                      | 600                      | \$0                            | 0.1420                    | \$0                   |
| Senior       | 96.74%                         | \$23,553,561             | 323                      | \$72,921                       | 0.1280                    | \$9,030               |
| <b>TOTAL</b> |                                |                          |                          |                                |                           | <b>\$9,030</b>        |

### Temporary Facility Cost:

|              | <u>Sq. Ft. %<br/>Temporary</u> | <u>Facility<br/>Cost</u> | <u>Facility<br/>Size</u> | <u>Bldg. Cost/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>SFDU</u> |
|--------------|--------------------------------|--------------------------|--------------------------|--------------------------------|---------------------------|-----------------------|
| Elementary   | 3.26%                          | \$0                      | 25                       | \$0                            | 0.1420                    | \$0                   |
| Middle       | 3.26%                          | \$0                      | 25                       | \$0                            | 0.1420                    | \$0                   |
| Senior       | 3.26%                          | \$0                      | 25                       | \$0                            | 0.1280                    | \$0                   |
| <b>TOTAL</b> |                                |                          |                          |                                |                           | <b>\$0</b>            |

### State School Construction Funding Assistance Credit:

|              | <u>Const Cost<br/>Allocation</u> | <u>OSPI Sq. Ft./<br/>Student</u> | <u>Funding<br/>Assistance</u> | <u>Credit/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>SFDU</u> |
|--------------|----------------------------------|----------------------------------|-------------------------------|----------------------------|---------------------------|-----------------------|
| Elementary   | 213.23                           | 90.0                             | 0.00%                         | \$0                        | 0.1420                    | \$0                   |
| Middle       | 213.23                           | 108.0                            | 0.00%                         | \$0                        | 0.1420                    | \$0                   |
| Senior       | 213.23                           | 130.0                            | 52.11%                        | \$14,445                   | 0.1280                    | \$1,849               |
| <b>TOTAL</b> |                                  |                                  |                               |                            |                           | <b>\$1,849</b>        |

## School Impact Fee Calculation - Single Family Dwelling Unit

Lakewood School District 2016 CFP

### Tax Payment Credit Calculation:

|                                  |           |
|----------------------------------|-----------|
| Average SFR Assessed Value       | \$305,066 |
| Current Capital Levy Rate/\$1000 | \$2.13    |
| Annual Tax Payment               | \$649.79  |
| Years Amortized                  | 10        |
| Current Bond Interest Rate       | 3.27%     |
| Present Value of Revenue Stream  | \$5,467   |

### Impact Fee Summary - Single Family Dwelling Unit:

|                                 |              |
|---------------------------------|--------------|
| Site Acquisition Cost           | \$0          |
| Permanent Facility Cost         | \$9,030      |
| Temporary Facility Cost         | \$0          |
| State SCFA Credit               | (\$1,849)    |
| Tax Payment Credit              | (\$5,467)    |
| Unfunded Need                   | \$1,713      |
| 50% Required Adjustment         | \$857        |
| <b>Single Family Impact Fee</b> | <b>\$857</b> |

## School Impact Fee Calculation - Multi-Family Dwelling Unit

Lakewood School District 2016 CFP

School Site Acquisition Cost:

|            | <u>Site Size<br/>Acreage</u> | <u>Cost/<br/>Acre</u> | <u>Facility<br/>Size</u> | <u>Site Cost/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>MFDU</u> |
|------------|------------------------------|-----------------------|--------------------------|-------------------------------|---------------------------|-----------------------|
| Elementary | 10                           | \$0                   | 475                      | \$0                           | 0.2060                    | \$0                   |
| Middle     | 20                           | \$0                   | 600                      | \$0                           | 0.1130                    | \$0                   |
| Senior     | 40                           | \$0                   | 323                      | \$0                           | 0.0740                    | \$0                   |
| TOTAL      |                              |                       |                          |                               |                           | \$0                   |

School Construction Cost:

|            | <u>Sq. Ft. %<br/>Permanent</u> | <u>Facility<br/>Cost</u> | <u>Facility<br/>Size</u> | <u>Bldg. Cost/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>MFDU</u> |
|------------|--------------------------------|--------------------------|--------------------------|--------------------------------|---------------------------|-----------------------|
| Elementary | 96.74%                         | \$0                      | 475                      | \$0                            | 0.2060                    | \$0                   |
| Middle     | 96.74%                         | \$0                      | 600                      | \$0                            | 0.1130                    | \$0                   |
| Senior     | 96.74%                         | \$23,553,561             | 323                      | \$72,921                       | 0.0740                    | \$5,220               |
| TOTAL      |                                |                          |                          |                                |                           | \$5,220               |

Temporary Facility Cost:

|            | <u>Sq. Ft. %<br/>Temporary</u> | <u>Facility<br/>Cost</u> | <u>Facility<br/>Size</u> | <u>Bldg. Cost/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>MFDU</u> |
|------------|--------------------------------|--------------------------|--------------------------|--------------------------------|---------------------------|-----------------------|
| Elementary | 3.26%                          | \$0                      | 23                       | \$0                            | 0.2060                    | \$0                   |
| Middle     | 3.26%                          | \$0                      | 30                       | \$0                            | 0.1130                    | \$0                   |
| Senior     | 3.26%                          | \$0                      | 32                       | \$0                            | 0.0740                    | \$0                   |
| TOTAL      |                                |                          |                          |                                |                           | \$0                   |

State School Construction Funding Assistance Credit:

|            | <u>Const Cost<br/>Allocation</u> | <u>OSPI Sq. Ft./<br/>Student</u> | <u>Funding<br/>Assistance</u> | <u>Credit/<br/>Student</u> | <u>Student<br/>Factor</u> | <u>Cost/<br/>MFDU</u> |
|------------|----------------------------------|----------------------------------|-------------------------------|----------------------------|---------------------------|-----------------------|
| Elementary | 213.23                           | 90.0                             | 0.00%                         | \$0                        | 0.2060                    | \$0                   |
| Middle     | 213.23                           | 108.0                            | 0.00%                         | \$0                        | 0.1130                    | \$0                   |
| Senior     | 213.23                           | 130.0                            | 52.11%                        | \$14,445                   | 0.0740                    | \$1,069               |
| TOTAL      |                                  |                                  |                               |                            |                           | \$1,069               |

## School Impact Fee Calculation - Multi-Family Dwelling Unit

Lakewood School District 2016 CFP

### Tax Payment Credit Calculation:

|                                  |           |
|----------------------------------|-----------|
| Average MFR Assessed Value       | \$115,893 |
| Current Capital Levy Rate/\$1000 | \$2.13    |
| Annual Tax Payment               | \$246.85  |
| Years Amortized                  | 10        |
| Current Bond Interest Rate       | 3.27%     |

|                                 |         |
|---------------------------------|---------|
| Present Value of Revenue Stream | \$2,077 |
|---------------------------------|---------|

### Impact Fee Summary - Multi-Family Dwelling Unit:

|                         |           |
|-------------------------|-----------|
| Site Acquisition Cost   | \$0       |
| Permanent Facility Cost | \$5,220   |
| Temporary Facility Cost | \$0       |
| State SCFA Credit       | (\$1,069) |
| Tax Payment Credit      | (\$2,077) |

|               |         |
|---------------|---------|
| Unfunded Need | \$2,074 |
|---------------|---------|

|                         |         |
|-------------------------|---------|
| 50% Required Adjustment | \$1,037 |
|-------------------------|---------|

|                         |         |
|-------------------------|---------|
| Multi-Family Impact Fee | \$1,037 |
|-------------------------|---------|

**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' 2016 – 2021 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. 2976.**

**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 September 15, 2015 that included a policy commitment to consider the adoption of a GMA-based school impact fee program (Policy SC-6); and

**WHEREAS**, on December 8, 2014 the Marysville City Council approved Ordinance No. 2976, adopting an update to the Comprehensive Plan that adopted the Marysville, Lake Stevens and Lakewood School Districts' 2014 – 2019 Capital Facilities Plans as a subelement to the City Comprehensive Plan; and

**WHEREAS**, City staff has reviewed the respective 2016 – 2021 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 City has submitted the proposed Comprehensive Plan amendment to the State of Washington Department of Commerce for 60-day review in accordance with RCW 36.70A.106; and

**WHEREAS**, the Marysville Planning Commission, after review of the proposed Comprehensive Plan amendment, held a public workshop on October 11, 2016, and held a public hearing on November 9, 2016, and received testimony from each Districts' representative, staff and other interested parties following public notice; and

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

**WHEREAS**, on December 12, 2016 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' 2016 – 2021 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 2016 – 2021, the Lake Stevens School District Capital Facilities Plan 2016 – 2021, and the Lakewood School District Capital Facilities Plan 2016 – 2021 (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. 2976.

**Section 2:** Ordinance No. 2976 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 utilize the Plans adopted by this Ordinance to develop a schedule of school impact fees, calculated and adjusted by the provisions of MMC 22D.040.050 *School impact fee*.

**Section 4:** Severability. If any section, subsection, sentence, clause, phrase or word 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 \_\_\_\_\_, 2016.

CITY OF MARYSVILLE

By: \_\_\_\_\_  
JON NEHRING, MAYOR

Attest:

By: \_\_\_\_\_  
APRIL O'BRIEN, DEPUTY CITY CLERK

Approved as to form:

By: \_\_\_\_\_  
JON WALKER, CITY ATTORNEY

Date of Publication: \_\_\_\_\_

Effective Date: \_\_\_\_\_  
(5 days after publication)