

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2018-2023



MARYSVILLE
SCHOOL DISTRICT

Empowering the Future

Adopted: July 16, 2018

MARYSVILLE SCHOOL DISTRICT NO. 25

CAPITAL FACILITIES PLAN

2018-2023

BOARD OF DIRECTORS

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For information regarding the Marysville School District 2018-2023 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 (2018-2023).

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. In the event that impact fees are not available due to action by the state, county or cities within the District, the District in a future CFP update must identify alternative funding sources to replace the intended impact fee funding.

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 10,643 (October 1, 2017 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 9th graders to Marysville Pilchuck High School with approximately 500 9th graders remaining at Marysville Junior High School. In 2007, the District completed the shift of 9th graders to Marysville Pilchuck High School and renamed Marysville Junior High School as Totem Middle School. During 2008, the District completed construction of the Marysville Tulalip Campus and consolidated several programs (serving grades 6-12) on one campus. The District also opened Grove Elementary School in the fall of 2008. The District opened the Marysville Getchell Campus, housing four separate 9-12 small learning communities, in the fall of 2010. For the purposes of facility planning, this CFP considers grades K-5 as elementary school, grades 6-8 as middle level school, and grades 9-12 as high school.

The District has experienced recent declines in enrollment and projects continued declines at the elementary and high school levels through the six-year planning period. The District intends to closely monitor enrollment particularly given current and projected residential development activity within the District. While the District is not requesting school impact fees as a part of this CFP update, this scenario could change as student enrollment growth changes. Future updates to the CFP will include relevant information.

Facilities and Capacity Needs

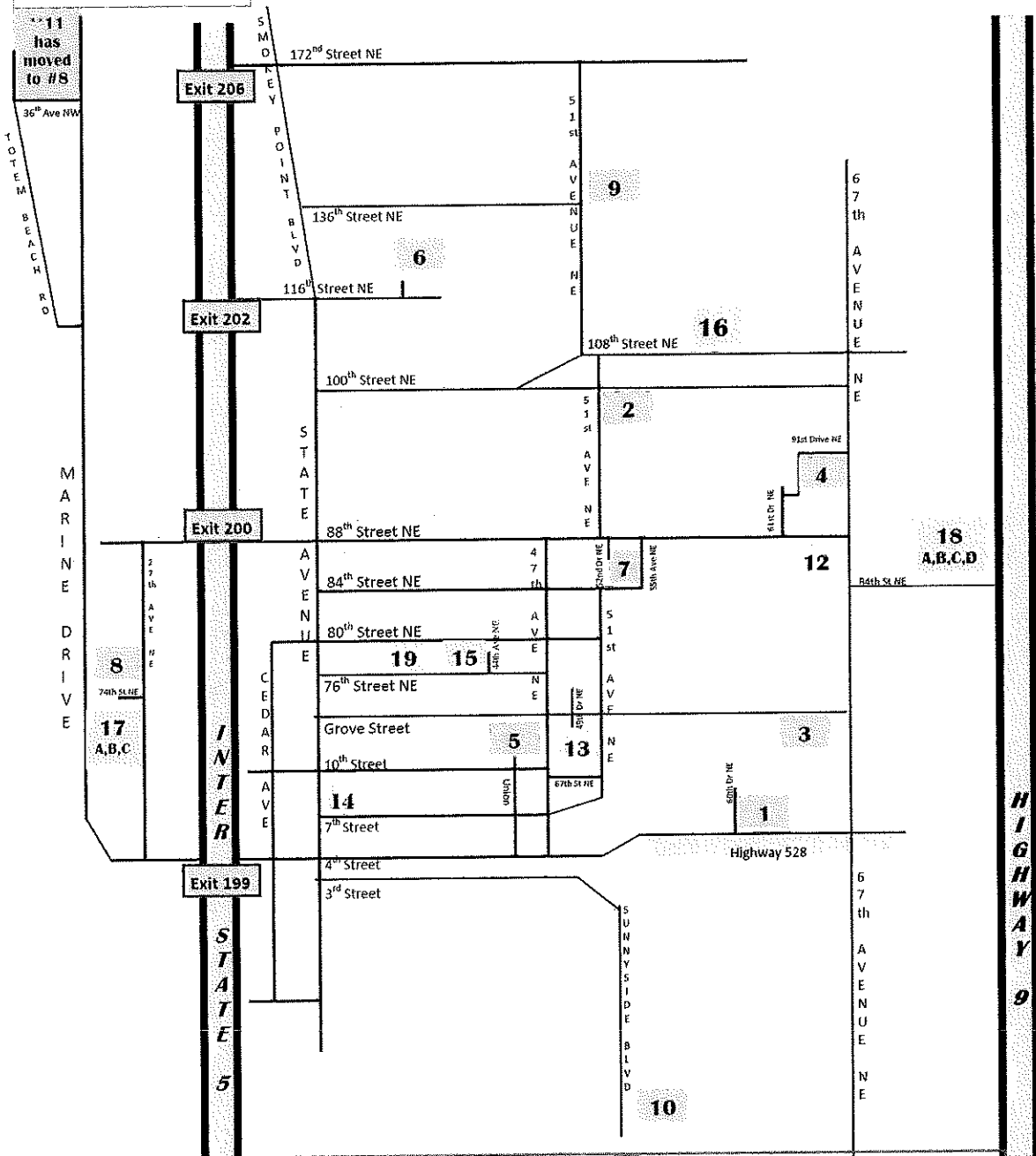
The District encounters a variety of issues that affect the capital facilities planning process. Affordable housing (as compared to Seattle and adjacent cities) in the District tends to draw young families, which puts demands on the school facilities. In addition, the 2005 amendments to the Snohomish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

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 (and a replacement levy was approved in 2018). The District presented a \$230 million bond measure to the voters in April 2016 to fund school modernization and addition projects. 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.

Welcome to the Marysville School District No. 25

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



Legend:

<p>Elementary Schools:</p> <ul style="list-style-type: none"> 1) Allen-Creek 2) Cascade 3) Grove 4) Kellogg Marsh 5) Liberty 6) Marshall 7) Pinewood 8) QuilCeda/Tulalip 9) Shoultes 10) Sunnyside 	<p>Middle Schools:</p> <ul style="list-style-type: none"> 12) Cedarcrest Middle 13) Marysville Middle 14) Totem Middle 17C) 10th Street 	<p>High Schools:</p> <ul style="list-style-type: none"> 15) Msvl Mountain View HS 16) Pathways of Choice 17A) Arts & Technology 17B) Heritage 18A) Academy of Construction & Engineer 18B) Bio Med Academy 18C) Internat'l School of Communications 18D) School for the Entrepreneur
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Revised July 2011

Elementary Schools

- 1 Allen Creek Elementary 360-965-1100
6505 60th Drive NE Janelle McFalls, Principal
Take Exit #199. Turn east on 4th Street. Follow approx. 1.5 miles. School is on the left.
- 2 Cascade Elementary 360-965-1200
5200 100th Street NE Teresa Iyall-Williams, Principal
Take Exit #200. Turn east on 88th St. NE. Go approx. 1 mile turn left on 51st Ave. NE. Go to 100th St. NE. School is on the right.
- 3 Grove Elementary 360-965-1700
6510 Grove Street Sharon Anderson, Principal
Take Exit #199. Turn east on 4th Street. Follow to State Street and turn left. Follow State approximately 1/2 mile to Grove Street. Turn right on Grove and follow approx. 1.0 miles. School is on the right.
- 4 Kellogg Marsh Elementary 360-965-1900
6325 91st Street NE Eneille Nelson, Principal
Take Exit #200 Turn east on 88th St. NE. Follow approx 1.5 miles. Turn left on 61st Dr. NE. Follow to 4-way stop. Turn right on 91st St. NE. School is straight ahead.
- 5 Liberty Elementary 360-965-1800
1919 10th Street Rich Middaugh, Principal
Take Exit #199. Turn east on 4th St. Follow to Union and turn left. Go to end of street. School is straight ahead.
- 6 Marshall Elementary 360-965-1600
4407 116th Street NE Kelly Sheward, Principal
Take Exit #202. Turn east on 116th St. NE. Follow approx. 0.5 miles. School is on the left.
- 7 Pinewood Elementary 360-965-1300
5115 84th Street NE Kathy Thornton, Principal
Take Exit #200. Turn east on 88th Street NE. Follow approximately 1 mile. Turn right on 52nd Dr. NE. School is straight ahead.
- 8 Quil Ceda/Tulalip Elementary 360-965-3100
2415 74th Street NE Doug Shook, Principal
Take Exit #200. Turn west on 88th St. NE (Quil Ceda Way). Follow to 27th Ave. NE and turn left. Follow approx. 1.5 miles to 74th St. NE and turn right. School is straight ahead.
- 9 Shoultes Elementary 360-965-1400
13525 51st Avenue NE Cory Taylor, Principal
Take Exit #202. Turn east on 116th St. NE. Follow to State Avenue and turn left. Follow to 136th St. NE and turn right. Follow approx. 0.5 miles. School is straight ahead.
- 10 Sunnyside Elementary 360-965.1500
3707 Sunnyside Blvd. Brynn Marcum, Principal
Take Exit #199. Turn east on 4th St. Follow to State Ave. and turn right. Follow to 3rd St. and turn left. Follow approx. 2.5 miles. School is on the left.
- 11 Tulalip Elementary: moved to Quil Ceda Elementary #8 Sep 2011

REV 7/2011

Middle Schools (Grades 6-8)

- 10th Street 360-965-0400
See #17C below for school location. Ray Houser, Principal
- 12 Cedarcrest Middle School 360-965-0700
6400 88th Street NE Stephanie Clark, Principal
Take exit #200. Turn east on 88th St. NE. Follow approx. 1.5 miles. School is on the right.
- 13 Marysville Middle School 360-965-0900
4923 67th Street NE Angela Hansen, Principal
Take Exit #199. Turn east on 4th St. Follow approx. 1.5 miles to 47th Ave. NE and turn left. Follow around to the right at the "Y" and follow to 67th St. NE. School is on the right.
- 14 Totem Middle School 360-965-0500
1605 7th Street Angela Collins, Principal
Take Exit #199. Turn east on 4th St. Follow to State Ave. and turn left. Follow to 7th St. and turn right. School is on the left.

High Schools (Grades 9-12) - Learning Communities

- 15 Early Learning Center 360-965-3000
4317 76th Street NE Joanne Moffitt
Take Exit #199. Turn east on 4th St. Follow to State Ave. and turn left. Follow to 76th St. NE and turn right. Follow to 44th Ave. NE and turn left. School is on the left.
- 16 Marysville-Pilchuck 360-965-2000
5611 108th Street NE Dave Rose, Principal
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.
- 17 Marysville Tulalip Campus (Renamed June 2011)*
(*formerly Marysville Secondary Campus)
7204 27th Avenue NE
Take Exit #200. Turn west on 88th St. NE (Quil Ceda Way). Follow to 27th Ave NE and turn left. Follow approx. 1.5 miles -school is on the right.
- 17 A Marysville Arts & Technology -Ray Houser, Principal 360-965-2900
17 B Heritage (Grades 9-12) -Shelly Lacy, Principal 360-965-2800
17 C 10th Street (Grades 6-8) -Ray Houser, Principal 360-965-0440
17 A Marysville Mountain View -Ray Houser, Principal 360-965-2900
18 Marysville Getchell Campus (Opened fall 2010) Richard Zimmerman - Principal
8301 84th Street NE
Take Exit #200. Turn east on 88th St. NE. Follow approx. 1.5 miles. Turn right on 67th Ave NE then take next left onto 84th St NE. Follow for approx. 1.0 miles. School is on the left.
- 18 A Academy of Construction & Engineering 360-965-2300
18 B Bio Med Academy 360-965-2300
18 C Intn'l School of Communications 360-965-2300
18 D School for the Entrepreneur 360-965-2300

Administrative Offices - Service Center

- 19 District Office 360-965-0000
4220 80th Street NE
Take Exit #200. Turn east on 88th St NE. Follow to state Ave. and turn right. Follow to 80th St and turn left. Follow 1/2 block. Service Center is on the right.

SECTION 2 -- EDUCATIONAL PROGRAM STANDARDS

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

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

District educational program standards may change in the future as a result of changes in the program year, special programs class sizes, grade span configurations, and use of new technology, as well as other physical aspects of the school facilities. The State Legislature's requirements for full-day kindergarten and reduced K-3 class size impact school capacity and educational program standards. The District has implemented full-day kindergarten classes and K-3 class size reduction. The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this CFP.

Within the context of this topic, there are at least three methodologies that can be applied to capacity forecasting. Those include a maximum class size based on contractual obligations, a maximum class size target, and a minimum service level.

The District has internal targets, which predicate staffing decisions. These internal targets are the District's preferred capacity levels. In comparison, class size based on a maximum number of students is predicated on contractual language in the contract with the Marysville Education Association. This contract specifies a maximum number of students in a classroom above which the District must fund additional classroom assistance. Finally, the minimum service level represents the capacity level that the District will not exceed. This is determined by an average maximum number of students in a classroom by grade (for K-8 classes) or by a course of study (for the 9-12 grade level). For example, grade 8 may have an average class size (and minimum level of service) of 32 students. Some classrooms might have less than 32 students and some classrooms might have more than 32 students; however the average of grade 8 classrooms district-wide will not exceed 32 students. At the secondary school level, some classes will exceed 34 students (band, physical education, etc.). This minimum service level is defined for core classes and is an average of all core classes for the secondary level. Table 1 compares class size methodologies.

Table 1
Class Size Methodologies

<i>Grade Level</i>	<i>District Targets</i>	<i>Maximum (Per Contract)</i>	<i>Minimum Service Level</i>
Kindergarten	17	24	27
Grades 1 – 3	17	24	27
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 17 students.
- Average class size for grades 1-3 should not exceed 17 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 2015-16 and 2015-17, the District’s compliance with the minimum educational service standards was as follows (with MLOS set as applicable for those school years):

2015-16 School Year						
LOS Standard	MINIMUM LOS# Elementary	REPORTED LOS Elementary	MINIMUM LOS Middle	REPORTED LOS Middle	MINIMUM LOS High	REPORTED LOS High
	29	25	32	24	34	22

* The District determines the reported service level by adding the number of students at each grade level and dividing that number by the number of teaching stations (excludes portables).

2016-17 School Year						
LOS Standard	MINIMUM LOS# Elementary	REPORTED LOS Elementary	MINIMUM LOS Middle	REPORTED LOS Middle	MINIMUM LOS High	REPORTED LOS High
	29	25	32	24	34	21

* The District determines the reported service level by adding the number of students 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. In addition to the school capacity inventory identified in these tables, the District operates the Early Learning Center (ECEAP program) in the District's Mountain View facility.

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 64 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	412
Cascade	9.5	38,923	21.0	412
Grove	6.2	54,000	24.0	470
Kellogg Marsh	12.8	47,816	21.0	412
Liberty	9.1	40,459	20.0	392
Marshall	13.7	53,063	14.0	274
Pinewood	10.5	40,073	17.0	333
Quil Ceda	10.0	47,594	27.0	529
Shoultes	9.5	40,050	16.0	314
Sunnyside	10.4	39,121	22.0	431
TOTAL	102.7	448,693	203	3,979

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

** Regular classrooms; includes reduced K-3 class size.

Table 3
Middle Level School Inventory

<i>Middle Level School</i>	<i>Site Size (Acres)</i>	<i>Building Area (sq ft)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Cedarcrest	27.0	83,128	29.0	725
Marysville Middle	21.0	99,617	32.0	800
Marysville Tulalip Campus*** (6-8)	***	15,000	7.0	175
Totem	15.2	124,822	30.0	750
TOTAL	63.2	322,567	98	2,450

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

** Regular classrooms.

*** *The Marysville Tulalip Campus includes the following schools co-located on one campus: Arts & Technology, Tulalip Heritage, and the 10th Street School. Grades 6-12 are served at the Marysville Tulalip Campus. The above chart identifies information relevant to grades 6-8.

Table 4
High School Inventory

<i>High School</i>	<i>Site Size (Acres)</i>	<i>Building Area (sq ft)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Marysville Pilchuck	83.0	259,033	56.0	1,400
Marysville Getchell	38.0	193,000	61.0	1,525
Marysville Tulalip Campus*** (9-12)	39.4	70,000	19.0	475
TOTAL	160.4	522,033	136	3,400

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

** Regular classrooms.

*** The Marysville Tulalip Campus includes the following schools co-located on one campus: Arts & Technology, Tulalip Heritage, and the 10th Street School. Grades 6-12 are served at the Marysville Tulalip Campus. The above chart identifies information relevant to grades 9-12.

Table 5
Relocatable Classroom (Portable) Inventory*

<i>Elementary School</i>	<i>Relocatables**</i>	<i>Other Relocatables***</i>	<i>Interim Capacity</i>
Allen Creek	7	0	137
Cascade	3	2	59
Kellogg Marsh	5	2	98
Liberty	6	2	118
Marshall	3	3	59
Pinewood	3	4	59
Quil Ceda	3	4	59
Shoultes	5	3	98
Sunnyside	4	5	78
<i>SUBTOTAL</i>	39	25	765

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

<i>High School</i>	<i>Relocatables</i>	<i>Other Relocatables</i>	<i>Interim Capacity</i>
Marysville-Getchell	0	0	0
Marysville-Pilchuck	6	0	150
<i>SUBTOTAL</i>	6	0	150

<i>TOTAL</i>	64	29	1,390
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* 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 (Square Feet)</i>	<i>Site Size (Acres)</i>
Service Center		11.35
Administration	33,028	
Grounds	3,431	
Maintenance	12,361	
Engineering	7,783	
Warehouse	16,641	

Land Inventory

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

Table 7
Undeveloped Site Inventory

<i>Site</i>	<i>Site Size (Acres)</i>
4315 71 st Ave NE	7.00
132nd Street Site	20.00
152nd Street Site	35.02
Old Getchell Site	10.00
West Marshall Site (School Farm)	18.00
Frondorf Site	27.75
Highway 9 Site	53.00

Development on some of these sites is restricted due to significant wetlands, limited site sizes, high utility costs, and/or inappropriate locations. In addition to these sites, the District owns four sites of less than two acres.

SECTION FOUR: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

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

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 9,892 students are expected to be enrolled in the District by 2023, a decrease from the October 2017 enrollment levels. The projected decline reflects the District’s experience in recent years of declining enrollment growth at the middle and high school levels. However the OSPI projections also predict a decline going forward at the elementary level despite the District’s recent experience of stable enrollment at that grade level. 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 2012 and 2017, the District’s student enrollment constituted approximately 15.2% of the total population in the District. Assuming that between 2018 and 2023, the District’s enrollment will continue to constitute 15.2% of the District’s total population and using OFM/County data, OFM/County methodology projects a total enrollment of 12,105 students in 2023.

The comparison of OSPI and OFM/County projected enrollments is contained in Table 4.

Table 10
Projected Student Enrollment (FTE)*
2018-2023

<i>Projection</i>	<i>2017*</i>	<i>2018</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2023</i>	<i>Actual Change</i>	<i>Percent Change</i>
OFM/County	10,643	10,887	11,131	11,375	11,619	11,863	12,105	1,462	13.7%
District	10,643	10,573	10,413	10,302	10,173	10,062	9,892	(751)	(7.06)%

*Actual October 2017 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 2023 and to the future are highly speculative. Assuming that the District’s enrollment will continue to constitute 15.2% 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)	6,627
Middle Level School (6-8)	3,038
High School (9-12)	4,142
<i>TOTAL (K-12)</i>	13,807

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 (2018-2023). 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 2017 Enrollment/Capacity

<i>Grade Span</i>	<i>Unhoused Students/(Available Capacity)</i>
Elementary Level (K-5)	(355)
Middle Level (6-8)	112
High School Level (9-12)	241

Assuming no permanent capacity additions or adjustments, Table 13 identifies the additional permanent classroom capacity that will be needed in 2023:

Table 13
Unhoused Students – 2023

<i>Grade Span</i>	<i>Unhoused Students/(Available Capacity)</i>
Elementary Level (K-5)	(424)
Middle Level (6-8)	72
High School Level (9-12)	289

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. The District has no currently planned construction projects during this six-year planning period. Future updates to this CFP will include any identified projects.

Table 14 - Projected Student Capacity

Elementary School -- Surplus/Deficiency

	2017*	2018	2019	2020	2021	2022	2023
Existing Permanent Capacity	4,791 ^o	3,979 ^{oo}	3,979	3,979	3,979	3,979	3,979
Permanent Capacity Change	0	0	0	0	0	0	0
Total Permanent Capacity**	4,791	3,979	3,979	3,979	3,979	3,979	3,979
Enrollment	5,146	5,028	4,844	4,822	4,690	4,523	4,403
Permanent Capacity Surplus (Deficiency)**	(355)	(1,049)	(865)	(843)	(711)	(544)	(424)

*Actual October 2017 enrollment

^oCapacity prior to implementation of reduced K-3 class size

^{oo}Capacity following implementation of reduced K-3 class size

**Does not include use of existing relocatable capacity (including adjustments from other grade levels), particularly as needed for implementation of reduced K-3 class size and full-day kindergarten.

Middle School Level -- Surplus/Deficiency

	2017*	2018	2019	2020	2021	2022	2023
Existing Permanent Capacity	2,450	2,450	2,450	2,450	2,450	2,450	2,450
Permanent Capacity Change	0	0	0	0	0	0	0
Total Permanent Capacity**	2,450	2,450	2,450	2,450	2,450	2,450	2,450
Enrollment	2,338	2,420	2,512	2,459	2,414	2,341	2,378
Permanent Capacity Surplus (Deficiency)**	112	30	(62)	(9)	36	109	72

*Actual October 2017 enrollment

**Does not include relocatable capacity.

High School Level -- Surplus/Deficiency

	2017*	2018	2019	2020	2021	2022	2023
Existing Permanent Capacity	3,400	3,400	3,400	3,400	3,400	3,400	3,400
Permanent Capacity Change	0	0	0	0	0	0	0
Total Permanent Capacity**	3,400	3,400	3,400	3,400	3,400	3,400	3,400
Enrollment	3,159	3,125	3,055	3,021	3,069	3,196	3,111
Permanent Capacity Surplus (Deficiency)**	241	275	345	379	331	204	289

*Actual October 2017 enrollment

**Does not include relocatable capacity.

SECTION SIX: FINANCING PLAN

Planned Improvements

At the present time, the District does not have specific plans to construct new permanent capacity during the six-year planning period. The District likely will purchase and site new portable facilities to address capacity needs. The District intends to monitor closely enrollment and capacity needs and will update the CFP in the future as appropriate.

The District will use funds from the February 2018 Technology and Capital Levy for technology projects and building maintenance (including roof replacements and heating system maintenance.)

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. Future updates to the CFP will include information related to future bond planning and projects.

State School Construction Assistance Funds: State School Construction Assistance funds come from the Common School Construction Fund. The State deposits revenue from the sale of renewable resources from State school lands set aside by the Enabling Act of 1889 into the Common School Account. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation Bond funds or the Superintendent of Public Instruction can prioritize projects for funding. 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 63.63% funding percentage level.

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 2018-2023. 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. As previously stated, with the exception of portable purchases, the District currently does not plan to construct new permanent capacity projects within the six-year planning period.

Table 15 - Capital Facilities Financing Plan

Improvements Adding Permanent Capacity (Costs in Millions)**

Project	2018	2019	2020	2021	2022	2023	Total Cost	Bonds/ Local Funds	Projected State Funds	Impact Fees
Elementary										
Middle School										
High School										
Portables		\$0.118	\$0.118				\$0.360	X		X

**Growth-related

Improvements Not Adding New Permanent Capacity (Costs in Millions)

Project	2018	2019	2020	2021	2022	2023	Total Cost	Bonds/ Levies	Projected State Funds	Impact Fees
Elementary										
Middle										
High School										
District-wide Technology/Misc. Capital Improvements		\$6,000	\$6,000	\$6,000	\$6,000		\$24,000	X		

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 are calculated utilizing the formula in the Snohomish County Code and the Municipal Code for the City of Marysville. Where applicable, 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 School Construction Assistance 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	.270	.104	.142	.516
Multi-Family (1 Bedroom)	No Data	No Data	No Data	No Data
Multi-Family (2+ Bedrooms)	.264	.100	.138	.502

(Source: Doyle Consulting, April 2018)

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

The District does not have capacity projects planned as a part of the 2018 CFP. See discussion in Section 6 above. As such, the District is not requesting the collection of impact fees in 2018-19. The District expects that future project planning and stabilization of enrollment will lead to a renewed request for impact fees in future updates to the Capital Facilities Plan.

**Table 12
School Impact Fees
2018**

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

FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS

Student Generation Factors – Single Family

Elementary	.270
Middle	.104
Senior	.142
Total	.516

Student Generation Factors – Multi Family (1 Bdrm)

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

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.264
Middle	.100
Senior	.138
Total	.502

Projected Student Capacity per Facility

Required Site Acreage per Facility

N/A

Facility Construction Cost

Permanent Facility Square Footage

Elementary	448,693
Middle	322,567
Senior	522,033
Total	1,293,293

Temporary Facility Square Footage

Elementary	37,800
Middle	13,800
Senior	3,600
Total	55,200

Total Facility Square Footage

Elementary	486,493
Middle	336,367
Senior	525,633
Total	1,368,493

Average Site Cost/Acre

N/A

Temporary Facility Capacity

Capacity
Cost

State School Construction Assistance

Current Funding Percentage 63.63%

Construction Cost Allocation

Current CCA 225.97

District Average Assessed Value

Single Family Residence \$306,527

District Average Assessed Value

Multi Family (1 Bedroom) \$91,988

District Average Assessed Value

Multi Family (2+ Bedroom) \$136,499

SPI Square Footage per Student

Elementary 90
Middle 108
High 130

District Property Tax Levy Rate (Bonds)

Current/\$1,000 \$0.99

General Obligation Bond Interest Rate

Current Bond Buyer Index 3.85%

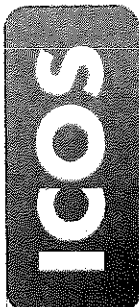
Developer Provided Sites/Facilities

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



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Enrollment Projections (Report 1049)

Snohomish/Marysville(31025)

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---										--- PROJECTED ENROLLMENTS ---				
	2012	2013	2014	2015	2016	2017	AVERAGE % SURVIVAL	2018	2019	2020	2021	2022	2023		
Kindergarten	898	934	812	848	836	808		785	765	745	725	704	684		
Grade 1	830	902	957	771	859	877	100.80%	814	791	771	751	731	710		
Grade 2	860	848	891	952	781	867	100.52%	882	818	795	775	755	735		
Grade 3	857	844	848	874	942	765	98.62%	855	870	807	784	764	745		
Grade 4	834	824	827	838	897	940	99.07%	758	847	862	799	777	757		
Grade 5	844	834	817	843	810	889	99.36%	934	753	842	856	794	772		
K-5 Sub-Total	5,123	5,186	5,152	5,126	5,125	5,145		5,028	4,844	4,822	4,690	4,525	4,403		
Grade 6	847	829	802	775	802	779	96.10%	854	896	724	809	823	763		
Grade 7	874	852	827	793	766	800	99.55%	775	850	854	721	805	819		
Grade 8	895	844	863	812	788	759	98.89%	791	766	841	884	713	796		
6-8 Sub-Total	2,616	2,525	2,492	2,380	2,356	2,338		2,420	2,514	2,459	2,414	2,341	2,378		
Grade 9	876	909	856	891	840	815	102.61%	779	812	786	863	907	792		
Grade 10	845	892	911	851	890	824	99.88%	814	778	811	785	862	906		
Grade 11	800	772	807	818	747	798	89.81%	740	731	699	728	705	774		
Grade 12	881	830	843	776	739	722	99.21%	792	734	725	693	722	699		
9-12 Sub-Total	3,402	3,403	3,417	3,386	3,216	3,159		3,125	3,055	3,021	3,069	3,196	3,111		
DISTRICT K-12 TOTAL	11,141	11,114	11,061	10,842	10,697	10,643		10,573	10,413	10,302	10,173	10,062	9,892		

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

School Facilities and Organization

Printed Dec 07, 2017

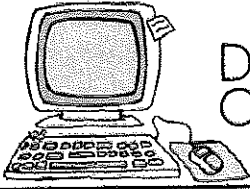
APPENDIX B

SCHOOL IMPACT FEE CALCULATIONS

This section is not updated for the 2018-2023 Capital Facilities Plan since no Impact Fee is requested. Future updates to this CFP may include an Impact Fee.

APPENDIX C

STUDENT GENERATION RATES (SGR)



DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study for the Marysville School District

4/16/2018

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 2010 through December 2016. 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 2018. 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 1,126 single family detached units were compared with data on 10,873 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	54	0.048
1	51	0.045
2	61	0.054
3	47	0.042
4	49	0.044
5	42	0.037
6	37	0.033
7	35	0.031
8	45	0.040
9	46	0.041
10	40	0.036
11	36	0.032
12	38	0.034
K-5	304	0.270
6-8	117	0.104
9-12	160	0.142
K-12	581	0.516

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 261 multi-family 2+ BR units were compared with data on 10,873 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	16	0.061
1	12	0.046
2	15	0.057
3	6	0.023
4	12	0.046
5	8	0.031
6	11	0.042
7	12	0.046
8	3	0.011
9	12	0.046
10	9	0.034
11	5	0.019
12	10	0.038
K-5	69	0.264
6-8	26	0.100
9-12	36	0.138
K-12	131	0.502

6. **Multi-Family 0-1 BR Rates:** Research indicated that 76 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 10,873 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	.270	.104	.142	.516
Multi-Family 2+ BR	.264	.100	.138	.502

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