



Mukilteo
School District

MUKILTEO SCHOOL DISTRICT NO. 6

CAPITAL FACILITIES PLAN 2018 – 2023

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Board Approved: July 9, 2018

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SECTION 1 - INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (GMA) outlines 13 broad goals including the adequate provision of necessary public facilities and services. Public Schools are among these necessary facilities and services. Public school districts adopt capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Mukilteo School District (District) has prepared this six-year Capital Facilities Plan (CFP) in accordance with the Washington State Growth Management Act and the codes of Snohomish County, City of Mukilteo, and City of Everett. This CFP is intended to provide these jurisdictions with a description of projected student enrollment and school capacities at established levels of service over the six-year period, 2018-2023.

The District prepared its original CFP in 1994 based on the criteria set forth in the GMA. 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. Appendix F established the criteria for future updates of the District's CFP.

In accordance with the Growth Management Act and the Snohomish County School Impact Fee Ordinance, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle, and high schools).
- An inventory of existing capital facilities owned by the District showing the locations and capacities of the facilities.
- A forecast of the future needs for capital facilities and school sites. The proposed capacities of expanded or new capital facilities.
- A six-year plan for financing capital facilities within projected funding capacities which identifies sources of public money for such purposes. The financing plan separates projects and portions of projects that add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.
- A calculation of impact fees to be assessed and support data substantiating said fees.

In developing this CFP, the District followed the guidelines set forth in Appendix F of the General Policy Plan:

- Information must be obtained from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. School districts may generate their own data if it is derived through statistically reliable methodologies. Information must be consistent with Office of Financial Management (OFM) population trends. Student generation rates must be independently calculated by each school district.
- The CFP must comply with RCW Chapter 36.70A (the Growth Management Act).
- The methodology used to calculate impact fees must comply with RCW Chapter 82.02. In the event that impact fees are not available due to action by the state, county, or cities within the District, future CFP's would identify alternative funding sources.

When the County adopted its School Impact Fee Ordinance in November 1997, it established the specific criteria for the adoption of a CFP and the assessment of impact fees in the County. Section 3

of the ordinance defines the requirements for the biennial CFP updates. Table 1 of the ordinance outlines the formulae for determination of impact fees.

Overview of the Mukilteo School District

Twenty-six square miles in area, the Mukilteo School District encompasses the City of Mukilteo, portions of the City of Everett, and portions of unincorporated Snohomish County. The District is bordered on the north and east by the Everett School District and by the Edmonds School District to the south.

The District serves a student population of 15,075 (October 2017) with one kindergarten center, twelve elementary schools (grades K-5), four middle schools (grades 6-8), two comprehensive high schools (grades 9-12), and one small choice high school (grades 10-12). For the purposes of facility planning, this CFP considers grades K-5 as elementary, grades 6-8 as middle school, and grades 9-12 as high school. For purposes of this CFP, enrollment in the Sno-Isle Skills Center is not included as the Skills Center is a regional career and technical education partnership serving students from 14 different school districts and does not have space that can be utilized by Mukilteo School District for its traditional K-12 education purposes.

The most significant issues facing the District in terms of providing classroom capacity to accommodate existing and projected demands are:

- Capacity needs during the six-year period of the plan at all three grade spans; elementary, middle, and high school.
- Uneven growth rates between geographic sectors within the District. These uneven growth patterns result in some schools reaching maximum capacity sooner than others and this will increase the difficulty of maintaining stable school service area boundaries. The District will need to continue to transfer students from higher population areas to schools with capacity until new facilities are built to absorb growth.

These issues are addressed in greater detail in this CFP.

SECTION 2 - DISTRICT EDUCATIONAL PROGRAM STANDARDS

Primary Objective

To best optimize student learning, Mukilteo School District establishes a service standard for classroom capacity utilization. This requires a constant review and assessment of curriculum and instructional changes, student learning behaviors, learning environments, technological innovations and program development. Additional variables include changes in mandatory requirements issued by the state, such as the implementation of full day kindergarten, Core 24 graduation requirements, and potential reduction in class size ratios. These elements as well as demographic projections are weighed when determining service levels. School facility and student capacity needs are determined by the types and amounts of space required to accommodate the District's adopted educational program. The educational program standards that typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classrooms (portables). These elements, as well as demographic projections, are weighed when determining standard of service levels.

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

District Educational Program Standards.

Special programs offered by the District at specific school sites include, but are not limited to:

Advanced Placement (high school)	Library/Media Centers
Special Education (resource or specialized)	Speech Language Pathologists
Special Education (early childhood)	Performing Arts
Summer School	Health & Fitness
Highly Capable Program (grades 3-8)	Science Labs
English as a Second Language (ESL)	OT/PT
English Language Learner (ELL)	Career Centers (High School)
World Languages	Student Stores (High School)
Community-Based Transition Program	Learning Assistance Programs (LAP)
ECEAP	Mukilteo Behavioral Support Center
Music Programs	Career and Technical Education
Computer & Technology Labs	College in the High School
Title 1 Support	Opportunity Day School

A number of the above programs affect the capacity of some of the buildings housing these programs. Special programs usually require space modifications and frequently require lower class sizes than other, more traditional programs; this affects available school capacity as it results in greater space requirements. These requirements affect the utilization of rooms and result in school capacities varying from year to year (as programs move or grow, depending on space needs, capacity can change or decline in a school).

District educational program standards may change in the future as a result of various external or internal changes. External changes may include mandates and needs for special programs or use of technology. Internal changes may include modifications to the program year, class sizes, and grade span configurations. Changes in physical aspects of the school facilities could also affect educational program standards. The school capacity inventory will be reviewed periodically and adjusted for any

changes to the educational program standards. These changes will also be reflected in future updates of this CFP.

The educational program standards that directly affect school capacity are outlined below for the elementary, middle, and high school grade levels.

Educational Program Standards for Elementary Schools

- Planning class size for Kindergarten is 23 students per classroom
- Class size for Kindergarten cannot exceed 25 students
- Planning class size for grades 1-5 is 23 students per classroom
- Class size for grades 1-5 cannot exceed 30 students
- Special Education for some students is provided in self-contained classroom at 12 students per classroom
- Music and physical education instruction will be provided in a separate classroom
- Schools have a room dedicated as a computer lab

Educational Program Planning Standards for Middle and High Schools

- Planning class size for middle school grades is 25 students per teacher
- Class size for middle school grades 6-8 cannot exceed 30 students
- Planning class size for high school grades is 27 students per teacher
- Class size for high school grades 9-12 cannot exceed 33 students
- The ACES high school program limits capacity to 200 students
- It is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity is adjusted using a utilization factor of 85%
- Identified students will also be provided other programs in classrooms designated as computer labs, resource rooms and other program specific classrooms (i.e., music, drama, art, family and consumer science, special education, career and technical education and English language learner).

Minimum Level of Service

Planning class sizes are used to determine school capacities, they are not a measure of the District's minimum level of service. The minimum level of service is defined as the maximum level of enrollment the District can accommodate at any given time. The minimum level of service is not the District's desired level for providing education. At current program offerings and within existing permanent and portable facilities, the District's minimum level of service is:

Grade Level	# of Scheduled Teaching Stations	Min. Level of Service	2015-16 Level of Service	2016-17 Level of Service
K-5	319	27	22.6	22.4
6-8	151	30	23.3	23.6
9-12	167	33	26.5	26.5

SECTION 3 - CAPITAL FACILITIES INVENTORY

Under the GMA, a public entity must periodically determine its capacity by conducting an inventory of its capital facilities. Table 3.1 summarizes the permanent facility capacity owned and operated by the District. Information is also provided on relocatable classrooms (portables), school sites and other district owned facilities or land.

School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards.

Schools

The District operates a kindergarten center, twelve elementary schools, four middle schools, two comprehensive high schools, a small choice high school, and the Sno-Isle Skills Center. Elementary schools accommodate grades K-5; middle schools serve grades 6-8; high schools provide for grades 9-12; ACES high school and the Sno-Isle Skills Center serve grades 10-12.

School capacity is determined based on the number of classrooms within each building and the space requirements of the District's currently adopted educational program. It is the capacity calculation that is used to establish the District's baseline capacity, and to determine future capacity needs based on projected student enrollment.

The Sno-Isle Skills Center is not included in capacity calculations or student enrollment projections for the purposes of capital facilities planning within the District. The Skills Center is a regional career and technical education partnership serving students from 14 different school districts and does not have space that can be utilized by Mukilteo School District for its traditional K-12 education purposes. Relocatable classrooms (portables), with the exception of ACES High School, are not viewed by the District as a solution for housing students on a permanent basis. Therefore, these facilities were not included in the school capacity calculations provided in Table 3.1.

Capacities will change from year-to-year based on changes to existing instructional programs, projected future programs and the resulting required space needed to deliver the instructional model at each specific site. Capacity takes into consideration the specific programs that actually take place in each of the rooms and the required service levels previously listed. Because of the need to provide planning time and space for teacher preparation or other required services, some facilities will only support a capacity utilization of 85%. Capacities are updated in each CFP to reflect current program needs and classroom utilization.

Table 3.1 – Permanent Facility Inventory

School	Site Size (Acres)	Bldg Area (Sq. Feet)	Year Built/Modernized	Permanent Capacity
Challenger	10	50,022	1987	461
Columbia	9.6	65,318	1989	485
Discovery	9.3	48,951	1988/2017	392
Endeavour	9.4	55,939	1994	369
Fairmount	15	67,293	1952/1999	519
Horizon	19	56,262	1989	575
Lake Stickney	9.8	74,167	2016	621
Mukilteo	9.8	41,706	1981	414
Odyssey	10.9	60,631	2003	552
Olivia Park	9.5	49,881	1956/1992	529
Pathfinder*		65,035	2017	529
Picnic Point	10	40,996	1981	415
Serene Lake	10	49,230	1969/1994	369
Total K-5		725,431		6,230
Explorer	29.5	136,205	1972/2005	962
Harbour Pointe	17.8	110,400	1993	903
Olympic View	25.2	136,341	1955/2017	951
Voyager	16	106,954	1992	850
Total 6-8		489,900		3,666
ACES**	5.8	27,001	1985/1997	200
Kamiak	60.7	256,129	1993/2002	1675
Mariner	37.1	276,668	1971/2003	1964
Total 9-12		559,798		3,839

*Shared site, acreage included in Fairmount Elementary

**Includes square footage for 9 relocatable classrooms considered permanent at this site.

Relocatable Classrooms (Portables)

Relocatable classrooms (portables) provide interim classroom space to house students until funding can be secured to construct permanent classrooms. The District currently uses 95 relocatable classrooms at various school sites throughout the District to provide additional interim capacity. Current use of relocatable classrooms throughout the District is summarized in Table 3.2.

Table 3.2 – 2017-18 Portable Classroom Inventory

School	Classroom Portables	Interim Capacity
Challenger	10	184
Columbia	0	0
Discovery	10	230
Endeavour	6	138
Fairmount	4	69
Horizon	5	115
Lake Stickney	0	0
Mukilteo	10	197
Odyssey	4	35
Olivia Park	3	69
Pathfinder	0	0
Picnic Point	6	69
Serene Lake	4	69
Subtotal K-5	62	1,175
Explorer	4	64
Harbour Pointe	1	21
Olympic View	0	0
Voyager	0	0
Subtotal 6-8	5	85
ACES	0	0
Kamiak	16	316
Mariner	12	263
Subtotal 9-12	28	579
TOTAL K-12	95	1,839

**The District's portable classrooms are in good condition and with ongoing maintenance have an indeterminate remaining useful life. Portables are calculated at 895 square feet per classroom.*

Schools Closed to Out of District Transfers

Schools continue to add capacity when portable classrooms are added and/or computer labs and other flexible spaces are converted to classroom spaces. However, this practice is not a long term solution for capacity needs because the core facilities of the building do not support the additional enrollment. Therefore, the District calculates capacity for out-of-district transfers at the lesser of:

- The sum of permanent capacity and portable capacity, or
- 700 students for elementary schools; 825 students for middle schools; and 1,900 students for high schools.

In addition, any school that transfers kindergarten students to Pathfinder Kindergarten Center to provide space for first-through-fifth grade instruction is determined to be over capacity for the purposes of out-of-district transfers.

Support Facilities

In addition to schools, the District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided below:

Table 3.3 – Support Facility Inventory			
Facility	Address	Building Area (Square Feet)	Site Size (Acres)
Administration	9401 Sharon Dr., Everett	26,608	9.15
Grounds/Maintenance	525 W. Casino Rd., Everett	22,800	4.0
Service Center	8925 Airport Rd., Everett	37,677	10.0

Table 3.4 – Other Facility Inventory			
Facility	Address	Building Area (Square Feet)	Site Size (Acres)
Sno-Isle Skills Center	9001 Airport Rd., Everett	74,024	15.0

Land Inventory

The District owns one undeveloped site:

- A one-acre site in Mukilteo Heights which is restricted for development by covenants and site size.

The District does not own any sites that are developed for uses other than schools and/or which are leased to other parties.

SECTION 4 - STUDENT ENROLLMENT PROJECTIONS

Projected Student Enrollment 2018-2023

Enrollment projections are generally most accurate for the initial years of the forecast period. Beyond the 5-6 year range, projected assumptions about economic or demographic trends may prove false, resulting in an enrollment trend that is quite different from the projection. For this reason, it is important to monitor birth rates, new housing construction, and population growth on an annual basis as part of facilities management.

The District has contracted with a consultant to develop a methodology for enrollment projections. The consultant has a twenty-eight year history of working with local school districts in projecting enrollment and demographics, including seven years as the demographer for the Seattle Public Schools and twenty-one years as an independent consultant providing long-range projections for a number of school districts including; Bellevue, Bethel, Bremerton, Edmonds, Everett, Federal Way, Highline, Monroe, Northshore, Olympia, Puyallup, Seattle, Tacoma, Tukwila, South Kitsap, and Mukilteo. The methodology employed by the consultant is a variation of the cohort survival method. Cohort survival compares enrollment at a particular grade in a specific year, to the enrollment at the previous grade from the prior year. For example, enrollment at the second grade is compared to the previous year's first grade enrollment. The ratio of these two numbers (second grade enrollment divided by first grade enrollment) creates a "cohort survival ratio" providing a summary measure of the in-and-out migration that has occurred over the course of a year. This ratio can be calculated for each grade level. Once these ratios have been established over a period of years they can be averaged and/or weighted to predict the enrollment at each grade.

Cohort survival works well for every grade except kindergarten where there is no prior year's enrollment to use for comparison. At the kindergarten level, enrollment is compared to the county births from five years prior to estimate a "birth-to-k" ratio. This ratio, averaged over several years, provides a method for predicting what proportion of the birth cohort will enroll at the kindergarten level. The District's percentage of this cohort has varied over the past seven years from a high of 12.4% to a low of 11.3%. Future forecasts assume that the district will enroll over 12% of the County births.

Cohort survival is a purely mathematical method, which assumes that future enrollment patterns will be similar to past enrollment patterns. It makes no assumptions about what is causing enrollment gains or losses and can be easily applied to any enrollment history.

Despite these advantages, cohort survival can produce large forecast errors because it does not consider possible changes in demographic trends. New housing, in particular, can produce enrollment gains that might not otherwise be predicted from past trends. Or, alternatively, a district may lose market share to private or other public schools. It is also possible that a slowdown in population and housing growth will dampen enrollment gains. Changes in the housing market between 2007 and 2011 and the accompanying recession, for example, caused many districts to see a decline in their enrollment during that time period.

For the Mukilteo School District forecast, the demographer combines the cohort survival method with information about market share gains and losses from private schools, information about population growth from new housing construction, and information about regional trends. The population/housing growth factor reflects projected changes in the housing market and/or in the assumptions about overall population growth within the district's boundary area. The enrollment derived from the cohort model is adjusted upward or downward to account for expected shifts in the market for new homes, to account for changes in the growth of regional school age populations, and to account for projected changes in the district population.

Table 4.1 shows the enrollment forecast that combines cohort survival methodology with information about new housing development and the “birth-to-k” ratio methodology mentioned above (the “Modified Cohort Survival Projections”). This model results in district enrollment reaching 17,121 by 2023. Because of the known information regarding new development in the pipeline and associated growth, as well as the length of time it takes to initiate new school construction projects to address growth, this plan uses the projections in Table 4.1 to determine facility needs during the six-year time frame of the Capital Facilities Plan.

Table 4.1 – Modified Cohort Enrollment Projections (including housing permit data and birth rate data)

Grade	Actual 2017	Projections					
		2018	2019	2020	2021	2022	2023
K	1,146	1,194	1,203	1,233	1,276	1,273	1,284
1	1,157	1,213	1,268	1,278	1,310	1,356	1,353
2	1,144	1,189	1,232	1,288	1,296	1,328	1,374
3	1,206	1,178	1,213	1,257	1,311	1,318	1,352
4	1,240	1,247	1,199	1,235	1,279	1,335	1,342
5	1,303	1,263	1,266	1,218	1,254	1,299	1,355
6	1,174	1,309	1,270	1,274	1,222	1,258	1,304
7	1,159	1,200	1,328	1,289	1,290	1,238	1,275
8	1,213	1,176	1,225	1,355	1,315	1,316	1,263
9	1,154	1,233	1,184	1,233	1,364	1,338	1,339
10	1,130	1,160	1,234	1,185	1,233	1,383	1,356
11	1,012	1,057	1,080	1,148	1,108	1,181	1,325
12	1,037	1,028	1,069	1,092	1,166	1,126	1,200
Total K-5	7,196	7,284	7,382	7,508	7,726	7,909	8,060
Total 6-8	3,546	3,686	3,823	3,918	3,827	3,812	3,841
Total 9-12	4,333	4,479	4,567	4,658	4,872	5,028	5,220
District Total	15,075	15,448	15,772	16,084	16,425	16,749	17,121

Snohomish County/OFM Projections

Another projection, based on Office of Financial Management (OFM) population projections for Snohomish County, was also produced. Using the OFM/County data for the years 2000 through 2017 and the District’s corresponding actual enrollment, the District’s enrollment averaged 2% of the OFM/County Population estimates. Further, District enrollment averaged 15.5% of the OFM/County population residing within Mukilteo School District boundaries. Assuming that these average percentages remain constant, the District’s enrollment would grow as shown in Table 4.2.

Table 4.2 – Projected Enrollment - 2035 OFM Estimates*

Grade Level	Actual 2017	% MSD Population		% County Population	
		2023	2035	2023	2035
Elementary	7,196	7,827	8,152	8,127	9,191
Middle School	3,546	3,798	3,956	3,943	4,459
High School	4,333	4,847	5,049	5,033	5,692
Total	15,075	16,472	17,157	17,103	19,342

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

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

For the purposes of this Capital Facilities Plan, the District relies on the Modified Cohort Survival Projections as this projection provides a more detailed grade-specific projection which, when combined with district-specific new housing development trends, allows for better planning across the six-year period.

SECTION 5 - CAPITAL FACILITIES NEEDS

Projected available student capacity is derived by subtracting projected student enrollment from existing student capacity (excluding relocatable classrooms) for each of the six years in the forecast period (2018-2023). A long-term projection of un-housed students and facilities needs is shown in Table 5.1. Potential planned new capacity improvements* by the district through 2023 are included. The district considers relocatable (portable) classrooms to be temporary/interim space and bases its new capital facilities needs off of permanent capacity. (Information on relocatable classrooms and interim capacity can be found in Table 3.2.) However, relocatable classrooms do provide an interim capacity solution. Table 5.1 does not include relocatables that may be added during the six-year planning period.

TABLE 5.1 – School Enrollment & Classroom Capacity Needs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary Enrollment	7,196	7,284	7,382	7,508	7,726	7,909	8,060
Permanent Capacity - Existing	6,230	6,230	6,230	6,230	6,230	6,230	6,830
New Permanent Capacity*						600	
Interim Capacity (Portables)	1,175	1,175	1,175	1,175	1,175	1,175	1,175
TOTAL Capacity incl. Interim	7,405	7,405	7,405	7,405	7,405	8,005	8,005
Permanent Capacity over/(short)	(966)	(1,054)	(1,152)	(1,278)	(1,496)	(1,079)	(1,230)
Total Capacity (w/portables)	209	121	23	(103)	(321)	96	(55)
Middle School Enrollment	3,546	3,686	3,823	3,918	3,827	3,812	3,841
Permanent Capacity - Existing	3,666	3,666	3,666	3,666	3,666	3,666	3,666
New Permanent Capacity							
Interim Capacity (Portables)	85	85	85	85	85	85	85
TOTAL Capacity incl. Interim	3,751	3,751	3,751	3,751	3,751	3,751	3,751
Permanent Capacity over/(short)	120	(20)	(157)	(252)	(161)	(146)	(175)
Total Capacity (w/portables)	205	65	(72)	(167)	(76)	(61)	(90)
High School Enrollment	4,333	4,479	4,567	4,658	4,872	5,028	5,220
Permanent Capacity - Existing	3,839	3,839	3,839	3,839	3,839	3,839	3,839
New Permanent Capacity							
Interim Capacity (Portables)	579	579	579	579	579	579	579
TOTAL Capacity incl. Interim	4,418	4,418	4,418	4,418	4,418	4,418	4,418
Permanent Capacity over/(short)	(494)	(640)	(728)	(819)	(1,033)	(1,189)	(1,381)
Total Capacity (w/portables)	85	(61)	(149)	(240)	(454)	(610)	(802)
TOTAL ENROLLMENT	15,075	15,449	15,772	16,084	16,425	16,749	17,121
Total Permanent	13,735	13,735	13,735	13,735	13,735	13,735	14,335
Total New Permanent						600	
Interim Capacity	1,839	1,839	1,839	1,839	1,839	1,839	1,839
TOTAL Capacity incl. Interim	15,574	15,574	15,574	15,574	15,574	16,174	16,174
Permanent Capacity over/(short)	(1,340)	(1,714)	(2,037)	(2,349)	(2,690)	(2,414)	(2,786)
Total Capacity (w/portables)	499	125	(198)	(510)	(851)	(575)	(947)

*Planned New Capacity dependent upon School Board Approval and successful passage of a 2020 bond measure

SECTION 6 – SIX-YEAR FINANCING PLAN

Planned Improvements

In the event that planned construction projects do not fully address space needs for student growth and a reduction in interim student housing, or that voter approved funding could not be secured, the Board could consider various courses of action, including, but not limited to:

- Alternative scheduling options
- Changes in the instructional model
- Grade configuration change
- Purchasing portable classrooms
- Busing
- Increased class sizes; or
- A modified school calendar

The six-year financing plan includes adding elementary classroom capacity to address capacity needs in grades K through 5. In addition, the District will continue to add and use portable classrooms as part of the capacity solution. It is anticipated that additional interim capacity via portable classrooms will be needed at middle and high school levels until plans for new permanent capacity at those grade levels can be determined.

Funding for planned improvements is typically secured from a number of sources including voter approved bonds, state school construction assistance matching funds, and impact fees. Each of these funding sources is discussed in greater detail below.

Financing for Planned Improvements

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes.

Capital Projects Levy

The district has passed a six-year capital projects levy that runs through 2022. Capital project levy dollars will be dedicated to additional modernization and major system upgrades or modernization of buildings and grounds.

State School Construction Assistance Program (SCAP)

State School Construction Assistance Program (SCAP) funds come from the Common School Construction Fund. Bonds are sold on behalf of the fund, and then retired from revenues accruing predominantly from the sale of renewable resources (i.e., timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the Superintendent of Public Instruction can prioritize projects for funding.

School districts may qualify for SCAP funds for specific capital projects based on a qualification and criterion system. The District is currently eligible for SCAP funds for capital projects at the high school level and for some modernization/new in lieu at the elementary level. State match does not cover all costs of construction and each district has a different matching ratio based on the state's formula. Because SCAP funds are received at the end of a project, it is necessary for school districts to plan to

finance the complete project with local funds. Site acquisition and site improvements are not eligible to receive matching funds.

K-3 Class Size Reduction Grants

The 2015 Washington State Legislature provided limited funding for the construction of elementary classrooms to assist in the effort to provide space for full day kindergarten and to lower class sizes in K-3 grades. The District applied for this grant and a 24 classroom need was determined, but grant funds were not awarded.

Land Sales

The District currently has no property for sale.

Impact Fees

Impact fees are a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time plats are approved or building permits are issued.

The six-year financing plan shown on Table 6.1 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2018-2023. The financing components include a capital projects levy, funds from bonds, impact fees and SCAP ("state match") funds. *Planned new capacity projects are dependent on outcomes of a bond planning process, school board approval, and voter approval of a potential 2020 capital bond measure.*

Table 6.1 – Six-Year Financing Plan – estimated* (costs in millions)

PROJECTS ADDING CAPACITY	2017	ANTICIPATED YEAR						Total Cost	POTENTIAL FUNDING SOURCE				
		2018	2019	2020*	2021*	2022*	2023*		Bonds /Levy	SCAP (State)	Impact Fees	Future Source	
Lake Stickney Elementary	3.7 ¹	.5						4.2	X	X	X		
Pathfinder K Center	25 ¹	2						27	X		X		
Olympic View MS Addition	13.5 ¹	.8						14.3	X	X	X		
Interim (portable) Capacity			1	1				2	X		X		
New Elementary Capacity*				10	10	12	3	35	X		X	X	
TOTAL CAPACITY PROJECTS	42.2¹	3.3	1	11	10	12	3	82.5					

PROJECTS NOT ADDING CAPACITY	2017	ANTICIPATED YEAR						Total Cost	POTENTIAL FUNDING SOURCE				
		2018	2019	2020*	2021*	2022*	2023*		Bonds /Levy	SCAP (State)	Impact Fees	Future Source	
DI Multipurpose & kitchen addition	3.1 ¹	.1						3.2	X				
MA Women's Locker room		3.1						3.1	X	X			
KA training/team room		.65	.65					1.3	X				
HP Band Rm improvements		.6						.6	X				
EX Locker Rm improvements		.3						.3	X				
ME & PP improvements			1.15					1.15	X				
Future building improvements				10	10	10	10	40	X			X	
District-wide Security improvements	1.5 ¹	.1		5	5			11.6	X			X	
TOTAL Non-CAPACITY PROJ.	4.6¹	4.85	1.8	15	15	10	10	61.25					

*Projects are dependent upon School Board approval and successful passage by voters of a potential 2020 bond measure

¹Does not include project expenditures from prior years

SECTION 7 - SCHOOL IMPACT FEES

The Washington State Growth Management Act (GMA) authorizes cities and counties that plan under RCW 36.70A.040 to collect impact fees to supplement funding of additional system improvements (e.g., public facilities including schools) needed to accommodate growth from 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

The Snohomish County General Policy Plan sets certain conditions for school districts wishing to assess impact fees:

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

The Snohomish County impact fee program requires school districts to prepare and adopt Capital Facilities Plans meeting the specifications of the GMA. Impact fees are calculated in accordance with the formula, which are based on projected facility costs necessitated by new growth and are contained in the District's CFP.

Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated utilizing the formula in the Snohomish County Impact Fee Ordinance (SCC 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 relocatable facilities (portables) that add capacity needed to serve new development. As required under the GMA, credits have also been applied in the formula to account for SCAP ("state match") funds to be reimbursed to the District and for projected future property taxes to be paid by the dwelling unit.

Site Acquisition Cost Element

1. Site Size – Acreage needed to accommodate each planned project.
2. Average Land Cost Per Acre – based on current estimates of land costs within the District.
3. Facility Design Capacity – number of students each planned project is designed to accommodate.
4. Student Factor – Number of students generated by each housing type – in this case, single family dwellings and multi-family dwellings. A student generation rate study was conducted to determine the updated generation rate for this CFP. See Appendix A for the study information. Current student generation rates for the district are shown below:

Table 7.1 – Student Generation Rates*

Grade Span	Single Family	Multi-Family (1bdm/less)	Multi-Family (2+bedroom)
Elementary (K-5)	.258	.000	.286
Middle School (6-8)	.089	.000	.103
High School (9-12)	.097	.000	.110
Total (K-12)	.444	.000	.499

*Full study info included in Appendices

School Construction Cost Variables

1. Current Facility Square Footage – used in combination with the “Existing Relocatable Square Footage” to apportion the impact fee amounts between permanent and interim capacity figures
2. Estimated Facility Construction Cost – based on planned costs or on actual costs of recently constructed schools. Facility construction costs also include the off-site development costs. Costs vary with each site and may include such items as sewer line extension, water lines, off-site road and frontage improvements. Off-site development costs are not covered by State Match Funds. Off-site development costs vary, and can represent 10% or more of the total building construction cost.

Relocatable Facilities Cost Element

Impact fees may be collected to allow acquisition of relocatable classrooms needed to serve growth on an interim basis. The cost allocated to new development must be growth related and must be in proportion to the current permanent and interim space ratios in the district.

1. Cost Per Unit – The average cost to purchase and install a relocatable classroom.
2. Relocatable Facilities Cost – The total number of needed units multiplied by the cost per unit.

School Construction Assistance Credit Variables

1. Construction Cost Allocation – Currently \$225.97 for new construction projects approved in July of 2018.
2. State Funding Assistance Percentage – Percentage of School Construction Assistance Program funds from the state that the District expects to receive. For new construction and additions, the District is currently eligible to receive a maximum state match of 48.17% of *eligible* costs (as defined by the state).

Tax Credit Variables

1. Interest Rate (20-year General Obligation Bond) – interest rate of return on a 20-year General Obligation Bond derived from the Bond Buyer index. As of March 1, 2018, the current interest rate is 3.85%
2. Bond Levy Rate – The current bond levy rate is \$.84 per \$1,000 in assessed value.
3. Average Assessed Value – based on estimates made by the County's Planning and Development Services Department utilizing information from the County Assessor's files. The current average assessed value is \$446,600 for single family dwelling units; \$127,578 for one-bedroom multi-family dwelling units; and \$189,310 for two or more bedroom multi-family dwelling units.

Proposed Mukilteo School District Impact Fee Schedule

Using the variables and formula described, impact fees proposed for the District are summarized below. See Appendix B for the impact fee calculation detail.

Table 7.2 – School Impact Fees

Housing Type	Impact Fee Per Unit
Single Family	\$4,257
Multi-Family (1 bedroom or less)	\$0
Multi-Family (2+ bedroom)	\$5,768

APPENDIX A
STUDENT GENERATION RATE STUDY



**DOYLE
CONSULTING**

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
for the
Mukilteo School District
4/17/2018

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

SGRs were calculated for 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 Mukilteo 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 Mukilteo 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 1,429 single family detached units were compared with data on 15,981 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	73	0.051
1	63	0.044
2	71	0.050
3	66	0.046
4	47	0.033
5	49	0.034
6	47	0.033
7	41	0.029
8	39	0.027
9	34	0.024
10	30	0.021
11	37	0.026
12	38	0.027
K-5	369	0.258
6-8	127	0.089
9-12	139	0.097
K-12	635	0.444

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 545 multi-family 2+ BR units were compared with data on 15,981 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF	
	MATCHES	CALCULATED RATE
K	28	0.051
1	22	0.040
2	30	0.055
3	26	0.048
4	27	0.050
5	23	0.042
6	19	0.035
7	27	0.050
8	10	0.018
9	22	0.040
10	12	0.022
11	11	0.020
12	15	0.028
K-5	156	0.286
6-8	56	0.103
9-12	60	0.110
K-12	272	0.499

6. **Multi-Family 0-1 BR Rates:** Research indicated that 52 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 15,981 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	.258	.089	.097	.444
Multi-Family 2+ BR	.286	.103	.110	.499

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

APPENDIX B – SCHOOL IMPACT FEE CALCULATION

MUKILTEO SCHOOL DISTRICT NO. 6
JURISDICTIONS: SNOHOMISH COUNTY, CITY OF MUKILTEO, CITY OF EVERETT
SCHOOL IMPACT FEE CALCULATION PREPARED: April 2018

School Site Acquisition Cost:

((Acres x Cost per Acre) / Facility Capacity) x Student Generation Factor

	Facility Acreage	Cost/Acre	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR 1	Cost / MFR 2+
Elementary	10	\$ -	600	0.258	0.000	0.286	\$0	\$0	\$0
Middle	20	\$ -	750	0.089	0.000	0.103	\$0	\$0	\$0
High	40	\$ -	1,600	0.097	0.000	0.110	\$0	\$0	\$0
TOTAL							\$0	\$0	\$0

School Construction Cost:

((Facility Cost/Facility Capacity) x Student Generation Factor x (Permanent/Total Sq. Ft)

	% Perm/Total Sq. Ft	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR 1	Cost/ MFR 2+
Elementary	92.89%	\$35,000,000	600	0.258	0.000	0.286	\$13,980	\$0	\$15,497
Middle	99.00%	\$ -	750	0.089	0.000	0.103	\$0	\$0	\$0
High	95.70%	\$ -	1,600	0.097	0.000	0.110	\$0	\$0	\$0
TOTAL							\$13,980	\$0	\$15,497

Temporary Facility Cost:

((Facility Cost/Facility Capacity) x Student Generation Factor x (Temporary/Total Sq. Ft)

	% Temp/Total Sq. Ft.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR 1	Cost/ MFR 2+
Elementary	7.11%	\$130,000	23	0.258	0.000	0.286	\$104	\$0	\$115
Middle	1.00%	\$130,000	25	0.089	0.000	0.103	\$5	\$0	\$5
High	4.30%	\$130,000	30	0.097	0.000	0.110	\$18	\$0	\$20
TOTAL							\$126	\$0	\$141

State School Construction Funding Assistance Credit:

CCA x OSPI Sq Footage x District Funding Assistance % X Student Factor

	Current CCA	OSPI Sq. Footage	Funding %	Student Factor SFR	Student Factor MFR (1)	Student Factor MFR (2+)	Cost/ SFR	Cost/ MFR 1	Cost/ MFR 2+
Elementary	\$225.97	90	48.17%	0.258	0.000	0.286	\$2,527	\$0	\$2,802
Middle	\$225.97	108	0.00%	0.089	0.000	0.103	\$0	\$0	\$0
High	\$225.97	130	0.00%	0.097	0.000	0.110	\$0	\$0	\$0
TOTAL							\$2,527	\$0	\$2,802

Tax Payment Credit Calculation:

Average Assessed Value	\$446,600	\$127,578	\$189,310
Capital Bond Int. Rate	3.85%	3.85%	3.85%
Years Amortized	10	10	10
Property Tax Levy Rate	\$0.84	\$0.84	\$0.84
Tax Payment Credit	\$3,066	\$876	\$1,299

Impact Fee Calculation Summary:

Site Acquisition Cost	\$0	\$0	\$0
Permanent Facility Cost	\$13,980	\$0	\$15,497
Temporary Facility Cost	\$126	\$0	\$141
State SCAP Credit	\$(2,527)	\$0	\$(2,802)
Tax Payment Credit	\$(3,066)	\$(876)	\$(1,299)
Fee As Calculated	\$8,513	\$(876)	\$11,537
50% Required Discount	\$(4,257)	\$(438)	\$(5,768)
Impact Fee	\$4,257	\$0	\$5,768

APPENDIX C

OSPI ENROLLMENT PROJECTIONS



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Enrollment Projections (Report 2049)

MUKILTEO

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---					AVERAGE % SURVIVAL	--- PROJECTED ENROLLMENTS ---						
	2012	2013	2014	2015	2016		2017	2018	2019	2020	2021	2022	2023
Kindergarten	1,138	1,188	1,075	1,020	1,081	1,146		1,074	1,065	1,055	1,046	1,036	1,026
Grade 1	1,154	1,214	1,229	1,209	1,137	1,157	108.21%	1,240	1,162	1,152	1,142	1,132	1,121
Grade 2	1,194	1,159	1,238	1,255	1,199	1,144	100.85%	1,167	1,251	1,172	1,162	1,152	1,142
Grade 3	1,170	1,168	1,200	1,270	1,249	1,206	100.80%	1,153	1,176	1,261	1,181	1,171	1,161
Grade 4	1,174	1,227	1,139	1,226	1,315	1,240	101.47%	1,224	1,170	1,193	1,280	1,198	1,188
Grade 5	1,125	1,162	1,225	1,161	1,218	1,303	99.83%	1,238	1,222	1,168	1,191	1,278	1,196
K-5 Sub-Total	6,955	7,118	7,106	7,141	7,199	7,196		7,096	7,046	7,001	7,002	6,967	6,834
Grade 6	1,119	1,126	1,132	1,203	1,181	1,173	98.74%	1,287	1,222	1,207	1,153	1,176	1,262
Grade 7	1,090	1,076	1,146	1,161	1,230	1,159	100.17%	1,175	1,289	1,274	1,209	1,155	1,178
Grade 8	1,122	1,122	1,106	1,160	1,161	1,213	101.10%	1,172	1,188	1,303	1,237	1,222	1,168
6-8 Sub-Total	3,331	3,324	3,384	3,524	3,572	3,545		3,634	3,699	3,734	3,599	3,553	3,608
Grade 9	1,141	1,143	1,117	1,114	1,155	1,154	100.21%	1,216	1,174	1,190	1,306	1,240	1,225
Grade 10	1,061	1,154	1,138	1,120	1,118	1,130	99.82%	1,152	1,214	1,172	1,188	1,304	1,238
Grade 11	1,505	1,455	1,489	1,475	1,427	1,394	129.57%	1,464	1,493	1,573	1,519	1,539	1,690
Grade 12	1,505	1,553	1,487	1,506	1,550	1,490	103.20%	1,439	1,511	1,541	1,623	1,568	1,588
9-12 Sub-Total	5,217	5,305	5,231	5,215	5,250	5,168		5,271	5,392	5,476	5,636	5,651	5,741
DISTRICT K-12 TOTAL	15,498	15,747	15,721	15,880	16,021	15,909		16,001	16,137	16,211	16,237	16,171	16,183

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

