

2020 – 2025 CAPITAL FACILITIES PLAN LAKE STEVENS SCHOOL DISTRICT NO. 4

prepared for:

Snohomish County

And

City of Lake Stevens
City of Marysville

August 2020

CAPITAL FACILITIES PLAN

LAKE STEVENS SCHOOL DISTRICT NO. 4

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This plan is not a static document. It will change as demographics, information and District plans change. It is a “snapshot” of one moment in time.

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SECTION 1: INTRODUCTION

Purpose of the Capital Facilities Plan

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

This Capital Facilities Plan (CFP) is intended to provide the Lake Stevens School District (District), Snohomish County, the City of Lake Stevens, the City of Marysville and other jurisdictions a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next seventeen years (2035), with a more detailed schedule and financing program for capital improvements over the next six years (2020-2025). This CFP is based in large measure on the 2015 Facilities Master Plan for the Lake Stevens School District.

When Snohomish County adopted its GMA Comprehensive Plan in 1995, it addressed future school capital facilities plans in Appendix F of the General Policy Plan¹. This part of the plan establishes the criteria for all future updates of the District CFP, which is to occur every two years. This CFP updates the GMA-based Capital Facilities Plan last adopted by the District in 2018.

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

Element	See Page	/	Table
Future enrollment forecasts for each grade span (elementary, middle, mid-high and high).	5-2		5-2
An inventory of existing capital facilities owned by the District, showing the locations and student capacities of the facilities.	4-2		4-1
A forecast of the future needs for capital facilities and school sites; distinguishing between existing and projected deficiencies.	6-1 6-2		6-1 6-2
The proposed capacities of expanded or new capital facilities.	6-3		6-3
A six-year plan for financing capital facilities within projected funding capacities, which clearly identifies sources of public money for such purposes. The financing plan separates projects and portions of projects that add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects that address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.	6-3		6-3

Element	See Page / Table	
A calculation of impact fees to be assessed and support data substantiating said fees.	Appendix A	
A report on fees collected through April 2020 and how those funds were used.	6-5	6-4

¹ See Appendix F of this CFP

In developing this CFP, the guidelines of Appendix F of the General Policy Plan¹ were used as follows:

- Information was obtained from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. School districts may generate their own data if it is derived through statistically reliable methodologies. Information is to be consistent with the State Office of Financial Management (OFM) population forecasts and those of Snohomish County.
- Chapter 30.66C SCC requires that student generation rates be independently calculated by each school district. Rates were updated for this CFP by Doyle Consulting (See Appendix C).
- The CFP complies with RCW 36.70A (the Growth Management Act) and, where impact fees are to be assessed, RCW 82.02.
- The calculation methodology for impact fees meets the conditions and test of RCW 82.02. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources if impact fees are not available due to action by the state, county or the cities within their district boundaries.

Adoption of this CFP by reference by the County and cities of Marysville and Lake Stevens constitutes approval of the methodology used herein by those entities.

Overview of the Lake Stevens School District

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

The District currently serves a student population of 9,200² with seven elementary schools, two middle schools, one mid-high school, one high school and one homeschool partnership program (HomeLink). Elementary schools provide educational programs for students in kindergarten through grade five. Middle schools serve grades six and seven, the mid-high serves grades eight and nine and the high school serves grades ten through twelve. HomeLink provides programs for students from kindergarten through grade twelve. The District employs 589 certificated staff members and 630 classified staff for a total of 1,219.

¹ See Appendix G of this CFP

² October 2019 OSPI 1049 Report

Significant Issues Related to Facility Planning in the Lake Stevens School District

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

- Continued housing growth in the District;
- The need to have unhoused students before becoming eligible for state construction funding;
- The implementation of full-day kindergarten and reduced class sizes at the K-3 level at all elementary schools;
- Uneven distribution of growth across the district, requiring facilities to balance enrollment;
- Increased critical areas regulations, decreasing the amount of developable areas on school sites;
- An imbalance in the number of elementary schools in the north and south halves of the district;
- Discounted school impact fees and changes to how and when these fees are calculated and paid, none of which supports mitigating the true impact of development;
- The need for additional property and lack of suitable sites within Urban Growth Area (UGA) boundaries to accommodate a school facility;
- The elimination of the ability to develop schools outside of UGAs;
- The inability to add temporary capacity with portable classrooms on school sites without costly stormwater and infrastructure improvements;
- Aging school facilities;
- Projected permanent capacity shortfall by 2025 for K-5 of 1,581 students (with no improvements).

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

SECTION 2: DEFINITIONS

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

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

*Average Assessed Value average assessed value by dwelling unit type for all residential units constructed within the district. These figures are provided by Snohomish County. The current average assessed value for 2020 is \$423,231 for single-family detached residential dwellings; \$125,314 for one-bedroom (*Small*) multi-family units, and \$178,051 for two or more bedroom (*Large*) multi-family units.

*Boeckh Index (See Construction Cost Allocation)

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

Capital Bond Rate means the annual percentage rate computed against capital (construction) bonds issued by the District. for 2020, a rate of 2.44% is used. (See also “Interest Rate”)

*Capital Facilities means school facilities identified in the District’s capital facilities plan that are “system improvements” as defined by the GMA as opposed to localized “project improvements.”

*Capital Facilities Plan (CFP) means the District’s facilities plan adopted by its school board consisting of those elements required by Chapter 30.66C SCC and meeting the requirements of the GMA and Appendix F of the General Policy Plan. The definition refers to *this* document, which is consistent with the adopted “2015 Facilities Plan for the Lake Stevens School District,” which is a separate document.

Construction Cost Allocation (formerly the Boeckh Index) means a factor used by OSPI as a guideline for determining the area cost allowance for new school construction. The Index for the 2020 Capital Facilities Plan is \$238.22, as provided by Snohomish County.

*City means City of Lake Stevens and/or City of Marysville.

*Council means the Snohomish County Council and/or the Lake Stevens or Marysville City Council.

*County means Snohomish County.

*Commerce means the Washington State Department of Commerce.

*Developer means the proponent of a development activity, such as any person or entity that owns or holds purchase options or other development control over property for which development activity is proposed.

*Development means all subdivisions, short subdivisions, conditional use or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar uses) and other applications requiring land use permits or approval by Snohomish County, the City of Lake Stevens and/or City of Marysville.

*Development Activity means any residential construction or expansion of a building, structure or use of land or any other change of building, structure or land that creates additional demand and need for school facilities, but excluding building permits for attached or detached accessory apartments, and remodeling or renovation permits which do not result in additional dwelling units. Also excluded from this definition is “Housing for Older Persons” as defined by 46 U.S.C. § 3607, when guaranteed by a restrictive covenant, and new single-family detached units constructed on legal lots created prior to May 1, 1991.

*Development Approval means any written authorization from the County and/or City, which authorizes the commencement of a development activity.

*Director means the Director of the Snohomish County Department of Planning and Development Services (PDS), or the Director’s designee.

District means Lake Stevens School District No. 4.

*District Property Tax Levy Rate (Capital Levy) means the District's current capital property tax rate per thousand dollars of assessed value. For this Capital Facilities Plan, the assumed levy rate is .00182.

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

*Encumbered means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

*Estimated Facility Construction Cost means the planned costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs. If the District does not have this cost information available, construction costs of school facilities of the same or similar grade span within another District are acceptable.

*FTE (Full Time Equivalent) is a means of measuring student enrollment based on the number of hours per day in attendance at the District’s schools. A student is considered one FTE if they are enrolled for the equivalent of a full schedule each full day.

*GFA (per student) means the Gross Floor Area per student.

*Grade Span means a category into which the District groups its grades of students (e.g., elementary, middle, mid-high and high school).

Growth Management Act (GMA) - means the Growth Management Act (RCW 36.70A).

*Interest Rate means the current interest rate as stated in the Bond Buyer Twenty Bond General Obligation Bond Index. For this Capital Facilities Plan an assumed rate of 2.44% is used, as provided by Snohomish County. (See also “Capital Bond Rate”)

*Land Cost Per Acre means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs in other districts, or the average assessed value per acre of properties comparable to school sites located within the District. In 2020 the District estimates land costs to average \$200,000 per acre.

*Multi-Family Dwelling Unit means any residential dwelling unit that is not a single-family unit as defined by Chapter 30.66C. SCC³

*OFM means Washington State Office of Financial Management.

*OSPI means Washington State Office of the Superintendent of Public Instruction.

*Permanent Facilities means school facilities of the District with a fixed foundation.

*R.C.W. means the Revised Code of Washington (a state law).

*Relocatable Facilities (also referred to as portables) means factory-built structures, transportable in one or more sections, that are designed to be used as an education spaces and are needed:

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

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

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

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

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

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

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

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

*Student Factor (Student Generation Rate [SGR]) means the number of students of each grade span (elementary, middle, mid-high and high school) that the District determines are typically generated by different dwelling unit types within the District³. Each District will use a survey or statistically valid methodology to derive the specific student generation rate, provided that the survey or methodology is approved by the Snohomish County Council as part of the adopted capital facilities plan for each District. (See Appendix C)

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

*Teaching Station means a facility space (classroom) specifically dedicated to implementing the District's educational program and capable of accommodating at any one time, at least a full class of up to 30 students. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

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

*WAC means the Washington Administrative Code.

³ For purposes of calculating Student Generation Rates, assisted living or senior citizen housing are not included.

SECTION 3: DISTRICT EDUCATIONAL PROGRAM STANDARDS

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The educational program standards that typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classroom facilities (portables). Educational Program Standards are the same as the minimum level of service as required by Appendix F of the Growth Management Comprehensive Plan.

In addition, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by nontraditional or special programs such as special education, English as a second language, remediation, migrant education, alcohol and drug education, preschool and daycare programs, computer labs, music programs, etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

Examples of special programs offered by the Lake Stevens School District at specific school sites include:

- Bilingual Program
- Behavioral Program
- Community Education
- Conflict Resolution
- Contract-Based Learning
- Credit Retrieval
- Drug Resistance Education
- Early Learning Center, which includes ECEAP and developmentally delayed preschool
- Highly Capable
- Home School Partnership (HomeLink)
- Language Assistance Program (LAP)
- Life Skills Self-Contained Program
- Multi-Age Instruction
- Running Start
- Summer School
- Structured Learning Center
- Title 1
- Title 2
- Career and Technical Education

Variations in student capacity between schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space, which can reduce the regular classroom capacity of some of the buildings

housing these programs. Some students, for example, leave their regular classroom for a short period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate most of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

District educational program requirements will undoubtedly change in the future as a result of changes in the program year, special programs, class sizes, grade span configurations, state funding levels and use of new technology, as well as other physical aspects of the school facilities. The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this Capital Facilities Plan.

In addition, districts are wrestling with the outcomes from the McCleary decision and additional funding and requirements from OSPI and the state Legislature. Many of these outcomes, like full-day kindergarten and reduced class sizes at the elementary level and new graduation requirements at the high school level can have significant impacts to the use of facilities. These will need to be incorporated into the District's facility capacities and uses.

The District's minimum educational program requirements, which directly affect school capacity, are outlined below for the elementary, middle, mid-high and high school grade levels.

Educational Program Standards for Elementary Grades

- Average class size for kindergarten should not exceed **19** students.
- Average class size for grades 1-3 should not exceed **20** students.
- Average class size for grades 4-5 should not exceed **25** students.
- Special Education for students may be provided in a self-contained classroom. The practical capacity for these classrooms is **12** students.
- All students will be provided music instruction in a separate classroom.
- Students may have a scheduled time in a computer lab.
- Optimum design capacity for new elementary schools is 550 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Educational Program Standards for Middle, Mid-High and High Schools

- Class size for secondary grade (6-12) regular classrooms should not exceed **27** students.
- Special Education for students may be provided in a self-contained classroom. The practical capacity for these classrooms is 12 students.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity is adjusted

using a utilization factor of 83% at the high school, mid-high and middle school levels.

- Some Special Education services for students will be provided in a self-contained classroom.
- Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows:
 - Resource Rooms (i.e. computer labs, study rooms).
 - Special Education Classrooms.
 - Program Specific Classrooms:
 - Music
 - Physical Education
 - Drama
 - Family and Consumer Sciences
 - Art
 - Career and Technical Education

Optimum design capacity for new middle schools is 750 students. Optimum design capacity for new high schools is 1,500 students. *Actual* capacity of individual schools may vary depending on the educational programs offered.

Minimum Educational Program Standards

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

The Lake Stevens School District has set minimum educational program standards based on several criteria. Exceeding these minimum standards will trigger significant changes in program delivery. If there are 25 or fewer students in a majority of K-5 classrooms, the standards have been met; if there are 28 or fewer students in a majority of 6-12 classrooms, the minimum standards have been met. The Lake Stevens School District meets these standards at all grade levels.

Table 3-1 – Minimum Educational Program Standards (MEPS) Met

Grade level	Classrooms above MEPS	Total Classrooms	% Meeting MEPS
Kindergarten	0	28	100%
Primary (grades 1-3)	11	74	85%
Intermediate (grades 4-5)	13	52	75%
Total Elementary	24	154	84%
Total Secondary	30	163	82%
District Total	54	317	83%

It should be noted that the minimum educational program standard is just that, a minimum, and not the desired or accepted operating standard. Also, portables are used to accommodate students within District standards, but are not considered a permanent solution. (See Chapter 4).

SECTION 4: CAPITAL FACILITIES INVENTORY

Capital Facilities

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

Schools

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

The Office of the Superintendent of Public Instruction (OSPI) calculates school capacity by dividing gross square footage of a building by a standard square footage per student. This method is used by the State as a simple and uniform approach for determining school capacity for purposes of allocating available State Match Funds to school districts for school construction. However, this method is not considered an accurate reflection of the capacity required to accommodate the adopted educational program of each individual district. For this reason, school capacity was determined based on the number of teaching stations within each building and the space requirements of the District's adopted education program. These capacity calculations were used to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment. The school capacity inventory is summarized in Table 4-1.

Table 4-1 – School Capacity Inventory

School Name	Site Size (acres)	Bldg. Area (Sq. Ft.)	Teaching Stations - Regular	Teaching Stations - SPED	Perm. Student Capacity*	Capacity with Portables	Year Built or Last Remodel	Potential for Expansion of Perm. Facility
Elementary Schools								
Glenwood Elementary	9.0	42,673	20	3	462	612	1992	Yes
Highland Elementary	8.7	49,727	20	2	455	655	1999	Yes
Hillcrest Elementary	15.0	49,735	23		496	1,021	2008	Yes
Mt. Pilchuck Elementary	22.0	49,833	21	3	487	687	2008	Yes
Skyline Elementary	15.0	42,673	20	3	468	593	1992	Yes
Stevens Creek Elementary	20.0	78,880	26	2	584	584	2018	Yes
Sunnycrest Elementary	15.0	46,970	24		516	691	2009	Yes
Elementary Total	104.7	360,491	154	13	3,468	4,843		
Middle Schools								
Lake Stevens Middle School	25.0	86,374	27	4	682	979	1996	Yes
North Lake Middle School	15.0	90,323	30	4	720	963	2001	Yes
Middle School Total	40.0	176,697	57	8	1,402	1,942		
Mid-High								
Cavelero Mid-High School	37.0	224,694	66	4	1,584	1,584	2007	Yes
Mid-High Total	37.0	224,694	66	4	1,584	1,584		
High Schools								
Lake Stevens High School	38.0	207,195	92	10	2,176	2,176	2019	Yes
High School Total	38.0	207,195	92	10	2,176	2,176		
District Totals	219.7	969,077	369	35	8,630	10,545		

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

Leased Facilities

The District does not lease any permanent classrooms.

Relocatable Classrooms (Portables)

Portables are used as interim classroom space to house students until funding can be secured to construct permanent classroom facilities. Portables are not viewed by the District as a solution for housing students on a permanent basis. The Lake Stevens School District currently uses 75 portable classrooms at various school sites throughout the District to provide interim capacity for K-12 students. This compares with 64 portables used in 2018. A typical portable classroom can provide capacity for a full-size class of students. Current use of portables throughout the District is summarized on Table 4-2.

Table 4-2 – Portables

School Name	Portable Classrooms	Capacity in Portables	Portable Area (ft ²)
<u>ELEMENTARY SCHOOLS</u>			
Glenwood	6	150	5,376
Highland	8	200	7,168
Hillcrest	21	525	18,816
Mt. Pilchuck	8	200	7,168
Skyline	5	125	4,480
Stevens Creek			
Sunnycrest	7	175	6,272
Elementary Total	55	1,375	49,280
<u>MIDDLE SCHOOLS</u>			
Lake Stevens Middle	11	297	9,856
North Lake Middle	9	243	8,064
Middle Schools Total	20	540	17,920
<u>MID-HIGH SCHOOL</u>			
Cavelero Mid-High	None		
Mid-High Total			
<u>HIGH SCHOOL</u>			
Lake Stevens High School	None		
High School Total			
District K-12 Total	75	1,915	67,200

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

Support Facilities

In addition to schools, the Lake Stevens School District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 4-3.

Table 4-3 – Support Facilities

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

Land Inventory

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

Ten acres located in the northeast area of the District (Lochsloy area), west of Highway 92. This site will eventually be used for an elementary school (beyond the year 2025). It is presently used as an auxiliary sports field.

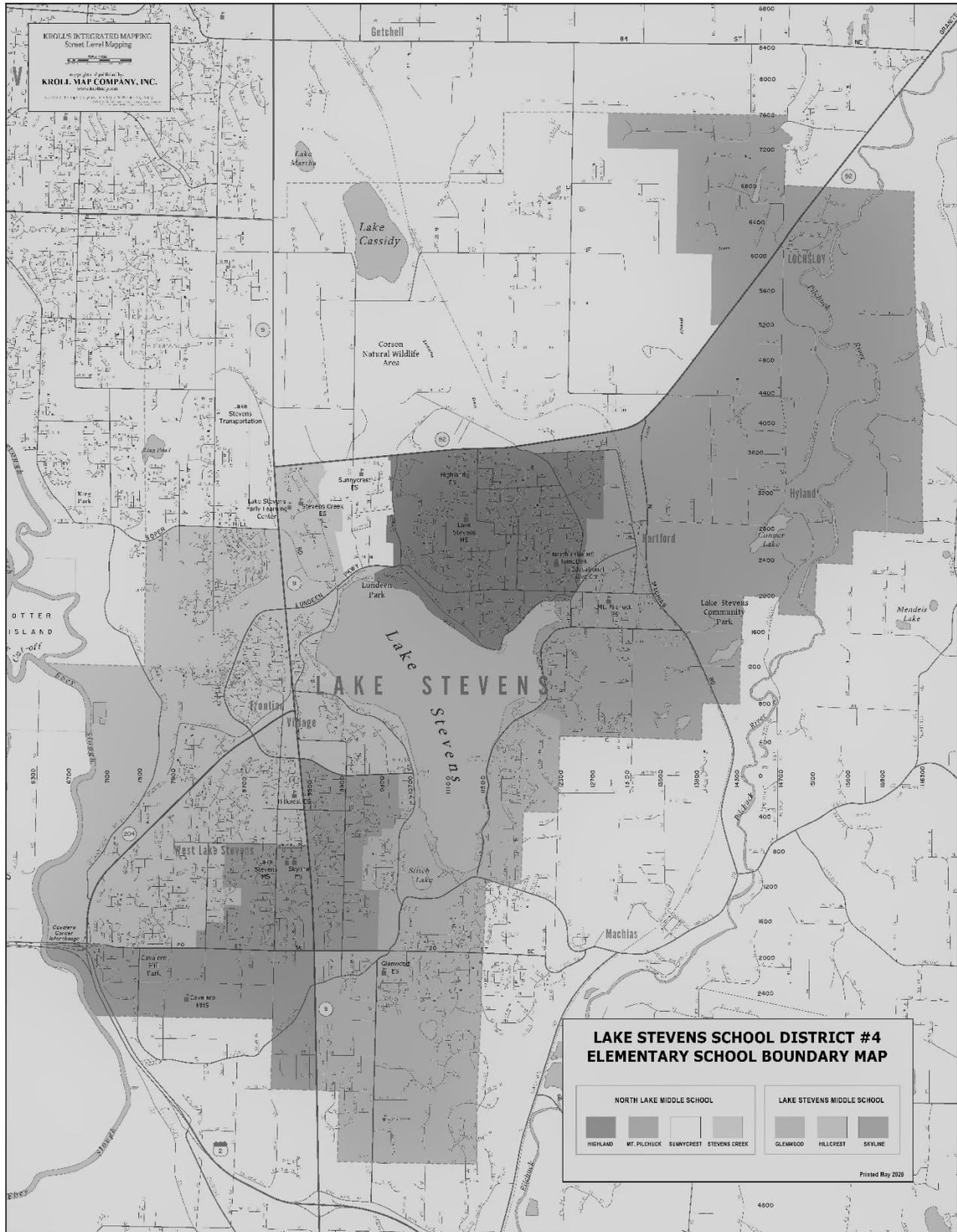
An approximately 35-acre site northeast of the intersection of Highway 9 and Soper Hill Road bordered by Lake Drive on the east. This is the site of the district's newest elementary school and early learning center. The remainder of the site is planned for a future middle school.

A parcel of approximately 23 acres located at 20th Street SE and 83rd Street. This property was donated to the School District for an educational facility. The property is encumbered by wetlands and easements, leaving less than 10 available acres. It is planned to be a future elementary school.

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

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

Figure 1 – Map of District Facilities

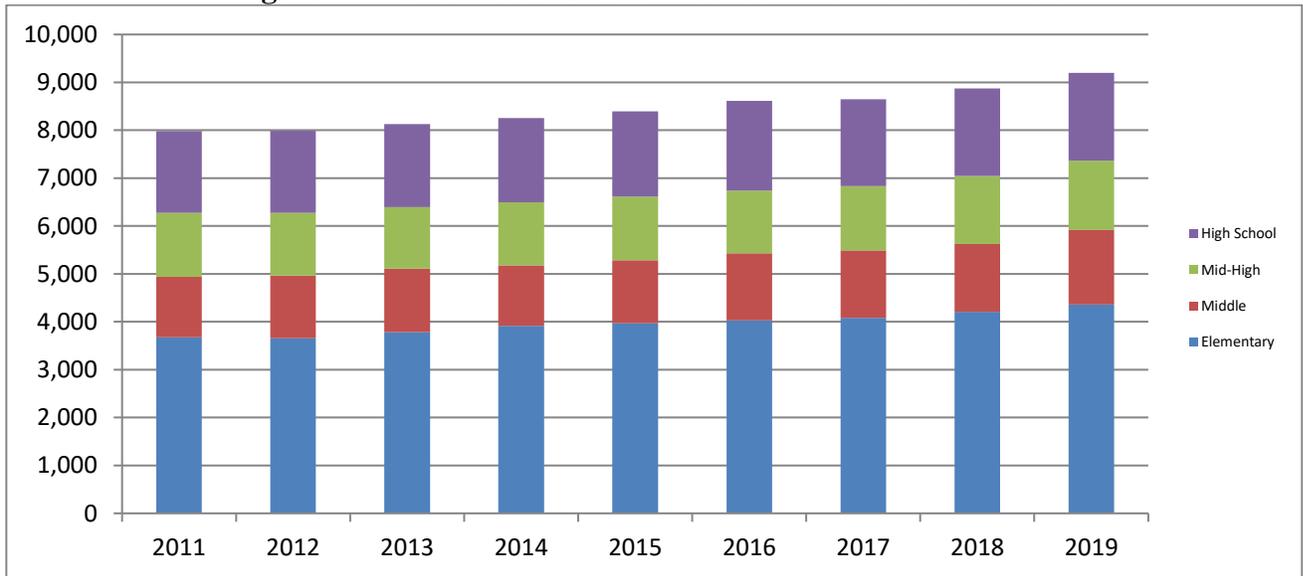


SECTION 5: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historic Trends and Projections

Student enrollment in the Lake Stevens School District remained relatively constant between 1973 and 1985 (15%) and then grew significantly from 1985 through 2005 (approximately 120%). Between 2011 and 2019, student enrollment increased by 1,215 students, over 15%. Overall, there was a 2.5% increase countywide during this period, with seven districts losing enrollment. The District has been and is projected to continue to be one of the fastest growing districts in Snohomish County based on the OFM-based population forecast. Population is estimated by the County to rise from 43,000 in 2015 to almost 61,000 in Year 2035, an increase of almost 30%.

Figure 2 – Lake Stevens School District Enrollment 2011-2019



Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, economic conditions and demographic trends in the area affect the estimates. Monitoring population growth for the area are essential yearly activities in the ongoing management of the capital facilities plan. In the event enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projections. Table 5-1 shows enrollment growth from 2011 to 2019 according to OSPI and District records.

Table 5-1 - Enrollment 2011-2019

	2011	2012	2013	2014	2015	2016	2017	2018	2019
Elementary	3,675	3,658	3,783	3,917	3,971	4,030	4,083	4,207	4,362
Middle	1,263	1,307	1,328	1,261	1,314	1,398	1,405	1,414	1,556
Mid-High	1,336	1,313	1,283	1,318	1,331	1,312	1,344	1,426	1,448
High School	1,711	1,709	1,732	1,757	1,776	1,871	1,814	1,828	1,834
Total	7,985	7,987	8,126	8,253	8,392	8,611	8,646	8,875	9,200

The District has used either a Ratio Method for its projections or accepted the projections from the State Office of the Superintendent of Public Instruction (OSPI). The Ratio Method (See Appendix

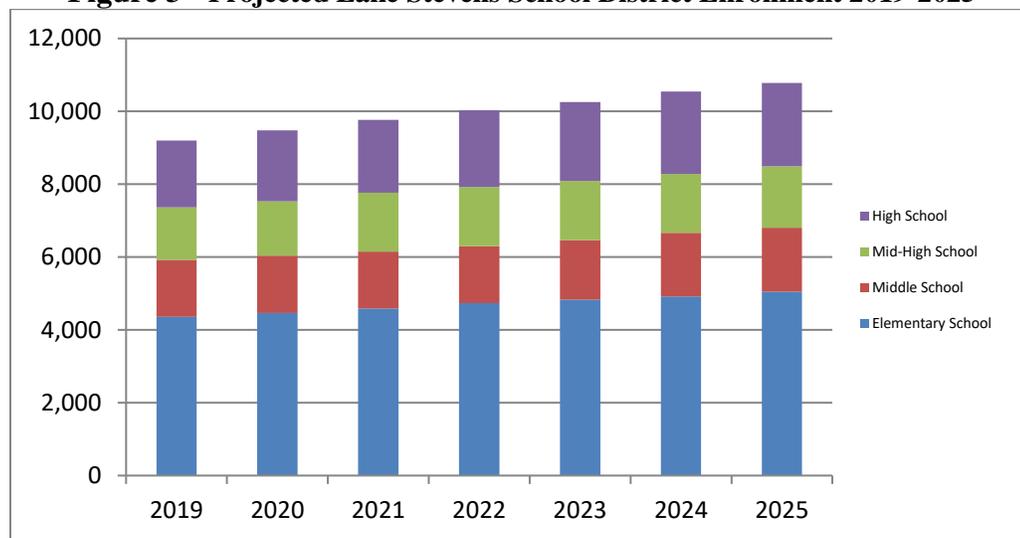
C) estimates future enrollments as a percentage of total population, which is tracked for past years, with assumptions being made for what this percentage will be in future years. Between 2010-2019, the average percentage was just under 20% (19.5%). For future planning, a modest increase of 20.5% was used through 2025 and a figure of 21.8% was used through Year 2035. These assumptions recognize a trend toward lower household sizes coupled with significant growth anticipated in the Lake Stevens area. OSPI methodology uses a modified cohort survival method which is explained in Appendix B.

OSPI Headcount estimates are found in Table 5-2. These have been adopted as part of this Capital Facilities Plan.

Table 5-2 - Projected Enrollment 2019-2025

	2019	2020	2021	2022	2023	2024	2025
Elementary School	4,362	4,466	4,585	4,737	4,831	4,918	5,049
Middle School	1,556	1,568	1,567	1,563	1,632	1,744	1,753
Mid-High School	1,448	1,499	1,613	1,624	1,622	1,618	1,692
High School	1,834	1,946	2,004	2,102	2,172	2,264	2,282
Total	9,200	9,479	9,769	10,026	10,257	10,544	10,776

Figure 3 - Projected Lake Stevens School District Enrollment 2019-2025



In summary, the OSPI estimates that headcount enrollment will total 10,776 students in 2025. This represents a 17.1% increase over 2019. The District accepts the OSPI estimate for its 2020 CFP planning.

2035 Enrollment Projection

The District projects a 2035 student enrollment of 13,279 based on the Ratio method. (OSPI does not forecast enrollments beyond 2025). The forecast is based on the County’s OFM-based population forecast of 60,912 in the District. Although student enrollment projections beyond 2025 are highly speculative, they are useful for developing long-range comprehensive facilities plans. These long-range enrollment projections may also be used in determining future site acquisition needs.

Table 5-3 - Projected 2035 Enrollment

Grade Span	Projected 2035 FTE Student Enrollment
Elementary (K-5)	6,247
Middle (6-7)	2,159
Mid-High (8-9)	2,108
High (10-12)	2,765
District Total (K-12)	13,279

The 2035 estimate represents a 44% increase over 2019 enrollment levels. The total population in the Lake Stevens School District is forecasted to rise by 29%. The total enrollment estimate was broken down by grade span to evaluate long-term site acquisition needs for elementary, middle school, mid-high school and high school facilities. Enrollment by grade span was determined based on recent and projected enrollment trends at the elementary, middle, mid-high and high school levels.

Again, the 2035 estimates are highly speculative and are used only for general planning purposes. Analysis of future facility and capacity needs is provided in Section 6 of this Capital Facilities Plan.

SECTION 6: CAPITAL FACILITIES PLAN

Existing Deficiencies

Current enrollment at each grade level is identified in Table 5-2. The District currently (2019) has 894 unhoused students at the elementary level and 154 unhoused students at the middle school level. It has excess capacity at the mid-high school (394) and high school (342) levels.

Facility Needs (2020-2025)

Projected available student capacity was derived by subtracting projected student enrollment from 2019 permanent school capacity (excluding portables) for each of the six years in the forecast period (2020-2025). The District’s enrollment projections in Table 5-2 have been applied to the existing capacity (Table 4-1). If no capacity improvements were to be made by the year 2025 the District would be over capacity at the elementary level by 1,581 students, 351 students at the middle school level and 106 students at the high school level.

These projected future capacity needs are depicted on Table 6-1. This table compares actual future space needs with the portion of those needs that are “growth related.” RCW 82.02 and Chapter 30.66C SCC mandate that new developments cannot be assessed impact fees to correct existing deficiencies. Thus, any capacity deficiencies existing in the District in 2019 must be deducted from the total projected deficiencies before impact fees are assessed. The percentage figure shown in the last column of Table 6-1 is the “growth related” percentage of overall deficiencies that is used to calculate impact fees.

Table 6-1 - Projected Additional Capacity Needs 2020 – 2025

Grade Span	2019	2020	2021	2022	2023	2024	2025	Growth Related 2020-25
Elementary (K-5)								43.45%
Capacity Surplus/(Deficit)	(894)	(998)	(1117)	(1269)	(1363)	(1450)	(1581)	
Growth Related		(104)	(223)	(375)	(469)	(556)	(687)	
Middle School (6-7)								56.13%
Capacity Surplus/(Deficit)	(154)	(166)	(165)	(161)	(230)	(342)	(351)	
Growth Related		(12)	(11)	(7)	(76)	(188)	(197)	
Mid-High (8-9)								100.00%
Capacity Surplus/(Deficit)	136	85	(29)	(40)	(38)	(34)	(108)	
Growth Related		(51)	(165)	(176)	(174)	(170)	(244)	
High School (10-12)								100.00%
Capacity Surplus/(Deficit)	342	230	172	74	4	(88)	(106)	
Growth Related		(112)	(170)	(268)	(338)	(430)	(448)	

Figures assume no capital improvements.

Forecast of Future Facility Needs through 2035

Additional elementary, middle, mid-high and high school classroom space will need to be constructed between 2020 and 2035 to meet the projected student population increase. The District will have to purchase additional school sites to facilitate growth during this time frame. By the end of the six-year forecast period (2025), additional permanent student capacity will be needed as follows:

Table 6-2 –Additional Capacity Need 2025 & 2035

Grade Level	2019 Capacity	2019 Enrollment	2025 Additional Capacity Needed	2035 Enrollment	2035 Additional Capacity Needed
Elementary	3,468	4,362	1,581	6,247	2,779
Middle School	1,402	1,556	351	2,159	757
Mid-High	1,584	1,448	108	2,108	524
High School	2,176	1,834	106	2,765	589
Total	8,630	9,200	2,146	13,279	4,649

Planned Improvements (2020 - 2025)

The following is a brief outline of those projects likely needed to accommodate unhoused students in the Lake Stevens School District through the Year 2025 based on OSPI enrollment projections.

Elementary Schools: Based upon current enrollment estimates, elementary student population will increase to the level of requiring three new elementary schools. The CFP reflects acquisition of land for two schools and the construction of three elementary schools in 2025, although the exact timing is unknown at this time.

Interim Classroom Facilities (Portables): Additional portables will be purchased in future years, as needed. However, it remains a District goal to house all students in permanent facilities.

Site Acquisition and Improvements: Two additional elementary school sites will be needed in areas where student growth is taking place. The 10-acre Lochsloy property is in the far corner of the district, not in an area of growth and will not meet this need. Affordable land suitable for school facilities will be difficult to acquire.

Support Facilities

The District has added a satellite pupil transportation lot at Cavelero Mid High to support the growing needs for the district. This is a temporary measure until a site can be acquired and a new, larger pupil transportation center can be built.

Capital Facilities Six-Year Finance Plan

The Six Year Finance Plan shown on Table 6-3 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2020-2025. The financing components include bond issue(s), state match funds, school mitigation and impact fees.

The financing plan separates projects and portions of projects that add capacity from those that do not, since the latter are generally not appropriate for impact fee funding. The financing plan and impact fee calculation formula also differentiate between projects or portions of projects that address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.

Table 6-3 – 2020-2025 Capital Facilities Plan

Estimated Project Cost by Year (In \$Millions)	2020	2021	2022	2023	2024	2025	Total	Local Cost*	State Match
Improvements Adding Student Capacity									
Elementary									
Site Acquisition									
Acres						22	22		
Purchase Cost						\$4.4	\$4.4	\$4.4	\$0.0
Capacity Addition						1100	1100		
Construction Cost						\$135.00	\$135.00	\$81.00	\$54.00
Capacity Addition						1650	1650		
Middle							-		
Site Acquisition							-		
Acres							-		
Purchase Cost							-		
Capacity Addition							-		
Construction Cost							-		
Capacity Addition							-		
Mid-High							-		
Site Acquisition							-		
Acres							-		
Purchase Cost							-		
Capacity Addition							-		
Construction Cost							-		
Capacity Addition							-		
High School							-		
Site Acquisition							-		
Acres							-		
Purchase Cost							-		
Capacity Addition							-		
Construction Cost							-		
Capacity Addition							-		
Total Cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 139.4	\$ 139.4	\$ 85.4	\$ 54.0
Improvements Not Adding Student Capacity									
Elementary									
Construction Cost									
Middle									
Construction Cost									
Mid-High									
Construction Cost									
High School									
Construction Cost									
District-wide Improvements									
Construction Cost									
Total Cost	-	-	-	-	-	-	-	-	-
Elementary (including land acquisition)	-	-	-	-	-	\$ 139.4	\$ 139.4	\$ 85.4	\$ 54.0
Middle	-	-	-	-	-	-	-	-	-
Mid-High	-	-	-	-	-	-	-	-	-
High School	-	-	-	-	-	-	-	-	-
District Wide	-	-	-	-	-	-	-	-	-
Annual Total	-	-	-	-	-	\$ 139.4	\$ 139.4	\$ 85.4	\$ 54.0

*Local Costs include funds currently available, impact fees to be collected and bonds or levies not yet approved.

General Obligation Bonds: Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. A capital improvements bond for \$116,000,000 was approved by the electorate in February 2016. Funds have been used to construct a new elementary school and modernize Lake Stevens High School, as well as fund other non-growth-related projects.

The total costs of the growth-related projects outlined in Table 6-3 represent recent and current bids per information obtained through OSPI, the District’s architect and neighboring school districts that have recently or are planning to construct classroom space. An escalation factor of 6% per year has been applied out to 2025.

State Match Funds: State Match Funds come from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominately from the sale of renewable resources (i.e. timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects.

School districts may qualify for State matching funds for a specific capital project. To qualify, a project must first meet State-established criteria of need. This is determined by a formula that specifies the amount of square footage the State will help finance to house the enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State for eligible projects.

State Match Funds can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive matching funds from the State. Because state matching funds are dispersed after a district has paid its local share of the project, matching funds from the State may not be received by a school district until after a school has been constructed. In such cases, the District must “front fund” a project. That is, the District must finance the project with local funds. When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

Because of the method of computing state match, the District has historically received approximately 39% of the actual cost of school construction in state matching funds. For its 2020 CFP, the District assumes a 40% match.

School Impact Fees: Development impact fees have been adopted by several jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time building permits or certificates of occupancy are issued.

Impact fees have been calculated utilizing the formula in Chapter 30.66C SCC. The resulting figures are based on the District’s cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase, install or relocate temporary facilities (portables). Credits have also been applied in the formula to account for state match funds to be

reimbursed to the District and projected future property taxes to be paid by the owner of a dwelling unit. The costs of projects that do not add capacity or which address existing deficiencies have been eliminated from the variables used in the calculations. Only capacity improvements are eligible for impact fees.

Shown on Table 6-4, since 2012 the Lake Stevens School District has collected and expended the following impact fees:

Table 6-4 – Impact Fee Revenue and Expenditures

	Revenue	Expenditure
2020	\$1,604,948	\$ 119,820
2019	\$4,483,964	\$4,177,428
2018	\$1,760,609	\$4,076,918
2016	\$1,595,840	\$1,872,014
2014	\$ 698,188	\$1,389,784
2013	\$1,005,470	\$ 22,304
2012	\$1,526,561	\$-
Total	\$12,675,580	\$11,658,267

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

By ordinance, new developments cannot be assessed impact fees to correct existing deficiencies. Thus, existing capacity deficiencies must be deducted from the total projected deficiencies in the calculation of impact fees.

The financing plan separates projects and portions of projects that add capacity from those that do not, since non-capacity improvements are not eligible for impact fee funding. The financing plan and impact fee calculation also differentiate between projects or portions of projects that address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs (Table 6-1). From this process, the District can develop a plan that can be translated into a bond issue package for submittal to District voters, if deemed appropriate.

Table 6-5 presents an estimate of the capacity impacts of the proposed capital construction projects.

Table 6-5 – Projected Growth-Related Capacity (Deficit) After Programmed Improvements

2019	Elementary	Middle	Mid-High	High School
Existing Capacity	3,468	1,402	1,584	2,176
Programmed Improvement Capacity				
Capacity After Improvement	3,468	1,402	1,584	2,176
Current Enrollment	4,362	1,556	1,448	1,834
Surplus (Deficit) After Improvement	(894)	(154)	136	342
2020	Elementary	Middle	Mid-High	High School
Existing Capacity	3,468	1,402	1,584	2,176
Programmed Improvement Capacity				
Capacity After Improvement	3,468	1,402	1,584	2,176
Projected Enrollment	4,466	1,568	1,499	1,946
Surplus (Deficit) After Improvement	(998)	(166)	85	230
2021	Elementary	Middle	Mid-High	High School
Existing Capacity	3,468	1,402	1,584	2,176
Programmed Improvement Capacity	0			
Capacity After Improvement	3,468	1,402	1,584	2,176
Projected Enrollment	4,585	1,567	1,613	2,004
Surplus (Deficit) After Improvement	(1,117)	(165)	(29)	172
2022	Elementary	Middle	Mid-High	High School
Existing Capacity	3,468	1,402	1,584	2,176
Programmed Improvement Capacity				0
Capacity After Improvement	3,468	1,402	1,584	2,176
Projected Enrollment	4,737	1,563	1,624	2,102
Surplus (Deficit) After Improvement	(1,269)	(161)	(40)	74
2023	Elementary	Middle	Mid-High	High School
Existing Capacity	3,468	1,402	1,584	2,176
Programmed Improvement Capacity				
Capacity After Improvement	3,468	1,402	1,584	2,176
Projected Enrollment	4,831	1,632	1,622	2,172
Surplus (Deficit) After Improvement*	(1,363)	(230)	(38)	4
2024	Elementary	Middle	Mid-High	High School
Existing Capacity	3,468	1,402	1,584	2,176
Programmed Improvement Capacity				
Capacity After Improvement	3,468	1,402	1,584	2,176
Projected Enrollment	4,918	1,744	1,618	2,264
Surplus (Deficit) After Improvement*	(1,450)	(342)	(34)	(88)
2025	Elementary	Middle	Mid-High	High School
Existing Capacity	3,468	1,402	1,584	2,176
Programmed Improvement Capacity	1,650			
Capacity After Improvement	5,118	1,402	1,584	2,176
Projected Enrollment	5,049	1,753	1,692	2,282
Surplus (Deficit) After Improvement	69	(351)	(108)	(106)

Impact Fee Calculation Criteria

1. Site Acquisition Cost Element

Site Size: The site size given the optimum acreage for each school type based on studies of existing school sites OSPI standards. Generally, districts will require 11-15 acres for an elementary school; 25-30 acres for a middle school or junior high school; and 40 acres or more for a high school. Actual school sites may vary in size depending on the size of parcels available for sale and other site development constraints, such as wetlands. It also varies based on the need for athletic fields adjacent to the school along with other specific planning factors.

This space for site size on the Variable Table contains a number only when the District plans to acquire additional land during the six-year planning period, 2020 - 2025. As noted previously, the District will need to acquire two additional elementary school sites between 2020 and 2025.

Average Land Cost Per Acre: The cost per acre is based on estimates of land costs within the District, based either on recent land purchases or by its knowledge of prevailing costs in the particular real estate market. Prices per acre will vary throughout the County and will be heavily influenced by the urban vs. rural setting of the specific district and the location of the planned school site. The Lake Stevens School District estimates its vacant land costs to be \$200,000 per acre. Until a site is located for acquisition, the actual purchase price is unknown. Developed sites, which sometimes must be acquired adjacent to existing school sites, can cost well over the \$200,000 per acre figure.

Facility Design Capacity (Student FTE): Facility design capacities reflect the District’s optimum number of students each school type is designed to accommodate. These figures are based on actual design studies of optimum floor area for new school facilities. The Lake Stevens School District designs new elementary schools to accommodate 550 students, new middle schools 750 students and new high schools 1,500 students.

Student Factor: The student factor (or student generation rate) is the average number of students generated by each housing type – in this case: single-family detached dwellings and multiple-family dwellings. Multiple-family dwellings, which may be rental or owner-occupied units within structures containing two or more dwelling units, were broken out into one-bedroom and two-plus bedroom units. Pursuant to a requirement of Chapter 30.66C SCC, each school district was required to conduct student generation studies within their jurisdictions. A description of this methodology is contained in Appendix C. Doyle Consulting performed the analysis. The student generation rates for the Lake Stevens School District are shown on Table 6-6.

Table 6-6 – Student Generation Rates

2020					
Student Generation Rates	Elementary	Middle	Mid-High	High	Total
Single Family	0.362	0.116	0.094	0.125	0.697
Multiple Family, 1 Bedroom	No data	No data	No data	No data	No data
Multiple Family, 2+ Bedroom	0.250	0.073	0.094	0.073	0.490

2018					
Student Generation Rates	Elementary	Middle	Mid-High	High	Total
Single Family	0.337	0.090	0.090	0.112	0.629
Multiple Family, 1 Bedroom	No data	No data	No data	No data	No data
Multiple Family, 2+ Bedroom	0.169	0.071	0.026	0.058	0.324

The table also shows the Student Generation rates from the 2018 CFP. For the last three cycles, the Doyle studies showed no records of one-bedroom apartment construction. The greatest increase was in the elementary, middle and mid-high student generation in 2+ bedroom apartments and condominiums.

2. School Construction Cost Variables

Additional Building Capacity: These figures are the actual capacity additions to the Lake Stevens School District that will occur because of improvements listed on Table 6-3 (Capital Facilities Plan).

Current Facility Square Footage: These numbers are taken from Tables 4-1 and 4-2. They are used in combination with the “Existing Portables Square Footage” to apportion the impact fee amounts between permanent and temporary capacity figures in accordance with Chapter 30.66C. SCC.

Estimated Facility Construction Cost: The estimated facility construction cost is based on planned costs or on actual costs of recently constructed schools. The facility cost is the total cost for construction projects as defined on Table 6-3, including only capacity related improvements and adjusted to the “growth related” factor. Projects or portions of projects that address existing deficiencies (which are those students who are un-housed as of October 2017) are not included in the calculation of facility cost for impact fee calculation.

Facility construction costs also include the off-site development costs. Costs vary with each site and may include such items as sewer line extensions, water lines, off-site road and frontage improvements. Off-site development costs are not covered by State Match Funds. Off-site development costs vary and can represent 10% or more of the total building construction cost.

3. Relocatable Facilities Cost Element

Impact fees may be collected to allow acquisition of portables to help relieve capacity deficiencies on a temporary basis. The cost allocated to new development must be growth related and must be in proportion to the current permanent versus temporary space allocations by the district.

Existing Units: This is the total number of existing portables in use by the district as reported on Table 4-2.

New Facilities Required Through 2025: This is the estimated number of portables to be acquired.

Cost Per Unit: This is the average cost to purchase and set up a portable. It includes site preparation but does not include moveable furnishings in the unit.

Relocatable Facilities Cost: This is simply the total number of needed units multiplied by the cost per unit. The number is then adjusted to the “growth-related” factor.

For districts, such as Lake Stevens, that do not credit any portable capacity to the permanent capacity total (see Table 4-1), this number is not directly applicable to the fee calculation and is for information only. The impact fee allows a general fee calculation for portables; however, the amount is adjusted to the proportion of total square footage in portables to the total square footage of permanent and portable space in the district.

4. Fee Credit Variables

Construction Cost Allocation (formerly the Boeckh Index): This number is used by OSPI as a guideline for determining the area cost allowance for new school construction. The index is an average of a seven-city building cost index for commercial and factory buildings in Washington State, and is adjusted every year for inflation. The current allocation is \$238.22 (January 2020) up from \$225.97 in 2018.

State Match Percentage: The State match percentage is the proportion of funds that are provided to the school districts, for specific capital projects, from the State’s Common School Construction Fund. These funds are disbursed based on a formula which calculates the District’s assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percentage of the total project to be paid by the State. The District will continue to use a state match percentage of 40%.

5. Tax Credit Variables

Under Chapter 30.66C SCC, a credit is granted to new development to account for taxes that will be paid to the school district over the next ten years. The credit is calculated using a “present value” formula.

Interest Rate (20-year GO Bond): This is the interest rate of return on a 20-year General Obligation Bond and is derived from the bond buyer index. The current assumed interest rate is 2.44%.

Levy Rate (in mils): The Property Tax Levy Rate (for bonds) is determined by dividing the District’s average capital property tax rate by one thousand. The current levy rate for the Lake Stevens School District is 0.00182.

Average Assessed Value: This figure is based on the District’s average assessed value for each type of dwelling unit (single-family and multiple family). The averaged assessed values are based on estimates made by the County’s Planning and Development Services Department utilizing information from the Assessor’s files. The current average assessed value for 2020 for single-family detached residential dwellings is \$423,231, up from \$349,255 in 2018 and \$290,763 in 2016); \$125,314 for one-bedroom multi-family unit (\$91,988 in 2018; \$79,076 in 2016), and

\$178,051 for two or more bedroom multi-family units (2018 \$136,499; 2016: \$115,893).

6. Adjustments

Growth Related Capacity Percentage: This is explained in preceding sections (See Table 6-1).

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

Table 6-7 - Impact Fee Variables

Criteria	Elementary	Middle	Mid-High	High
Growth-Related Capacity Percentage	43.45%	56.13%	100.00%	100.00%
Discount (Snohomish County, Lake Stevens and Marysville)	50%	50%	50%	50%
Student Factor	Elementary	Middle	Mid-High	High
Single Family	0.362	0.116	0.094	0.125
Multiple Family 1 Bedroom	No data	No data	No data	No data
Multiple Family 2+ Bedroom	0.25	0.073	0.094	0.073
Site Acquisition Cost Element	Elementary	Middle	Mid-High	High
Site Needs (acres)	22			
Growth Related	9.6	0	0	0
Cost Per Acre	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00
Additional Capacity	1100			
Growth Related	477			
School Construction Cost Element	Elementary	Middle	Mid-High	High
Estimated Facility Construction Cost	\$135,000,000	\$0	\$0	\$0
Growth Related	\$58,662,239	\$0	\$0	\$0
Additional Capacity	1650			0
Growth Related	716	0	0	0
Current Facility Square Footage	360,491	176,697	224,694	207,195
Relocatable Facilities Cost Element	Elementary	Middle	Mid-High	High
Relocatable Facilities Cost	\$130,044	\$130,044	\$130,044	\$130,044
Growth Related	\$56,508	\$72,987	\$130,044	\$130,044
Relocatable Facilities Capacity/Unit	25	27	27	27
Growth Related	10	15	27	27
Existing Portable Square Footage	49280	17920	0	0
State Match Credit	Elementary	Middle	Mid-High	High
Cost Construction Allocation	\$238.22	\$238.22	\$238.22	\$238.22
School Space per Student (OSPI)	90	117	117	130
State Match Percentage	40.0%	40.0%	40.0%	40.0%
Tax Payment Credit	Elementary	Middle	Mid-High	High
Interest Rate	2.44%	2.44%	2.44%	2.44%
Loan Payoff (Years)	10	10	10	10
Property Tax Levy Rate (Bonds)	0.00182	0.00182	0.00182	0.00182
Average AV per DU Type	SFR	MF 1 Bdrm	MF 2+ Bdrm	
	423,231	125,314	178,051	
		"small unit"	"large unit"	

Proposed Impact Fee Schedule

Using the variables and formula described, impact fees proposed for the Lake Stevens School District are summarized in Table 6-8 (refer to Appendix A for worksheets).

Table 6-8 - Calculated Impact Fees

Housing Type	Impact Fee Per Unit	Discounted (50%) Impact Fee Per Unit
Single Family Detached	\$19,576	\$9,788
One Bedroom Apartment	\$0	\$0
Two + Bedroom Apartment	\$15,343	\$7,672
Duplex/Townhouse	\$15,343	\$7,672

Appendix A
Impact Fee Calculations

IMPACT FEE WORKSHEET
 LAKE STEVENS SCHOOL DISTRICT
SINGLE-FAMILY RESIDENTIAL

SITE ACQUISITION COST

acres needed	9.60	x	\$ 200,000	/	capacity (# students)	477	x	student factor	0.362	=	\$1,457	(elementary)
acres needed	0.00	x	\$ 200,000	/	capacity (# students)	0	x	student factor	0.116	=	\$0	(middle)
acres needed	0.00	x	\$ 200,000	/	capacity (# students)	0	x	student factor	0.094	=	\$0	(mid-high)
acres needed	0.00	x	\$ 200,000	/	capacity (# students)	0	x	student factor	0.125	=	\$0	(high school)

TOTAL SITE ACQUISITION COST = \$1,457

SCHOOL CONSTRUCTION COST

total const. cost	\$58,662,239	/	capacity (# students)	716	x	student factor	0.362	=	\$29,659	(elementary)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.116	=	\$0	(middle)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.094	=	\$0	(mid-high)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.125	=	\$0	(high school)

Subtotal \$29,659

Total Square Feet of Permanent Space (District) 969,077 / Total Square Feet of School Facilities (000) 1,036,277 = 93.52%

TOTAL FACILITY CONSTRUCTION COST = \$27,736

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	\$ 56,508	/	10	facility size	x	student factor	0.362	=	\$2,046	(elementary)
Portable Cost	\$ 72,987	/	15	facility size	x	student factor	0.116	=	\$564	(middle)
Portable Cost	\$ 130,044	/	27	facility size	x	student factor	0.094	=	\$453	(mid-high)
Portable Cost	\$ 130,044	/	27	facility size	x	student factor	0.125	=	\$602	(high school)

Subtotal \$3,665

Total Square Feet of Portable Space (District) 67,200 / Total Square Feet of School Facilities (000) 1,036,277 = 6.48%

TOTAL RELOCATABLE COST ELEMENT = \$238

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

CCA Index	<u>\$ 238.22</u>	x OSPI Allowance	<u>90.00</u>	x	State Match %	<u>40.00%</u>	x	student factor	<u>0.362</u>	=	<u>\$3,104</u>	(elementary)
CCA Index	<u>No projects</u>	x OSPI Allowance	<u>117.00</u>	x	State Match %	<u>40.00%</u>	x	student factor	<u>0.116</u>	=	<u>\$0</u>	(middle)
CCA Index	<u>No projects</u>	x OSPI Allowance	<u>117.00</u>	x	State Match %	<u>40.00%</u>	x	student factor	<u>0.094</u>	=	<u>\$0</u>	(mid-high)
CCA Index	<u>No projects</u>	x OSPI Allowance	<u>130.00</u>	x	State Match %	<u>40.00%</u>	x	student factor	<u>0.125</u>	=	<u>\$0</u>	(high school)
TOTAL STATE MATCH CREDIT											=	<u>\$3,104</u>

TAX PAYMENT CREDIT

(((1+ interest rate	<u>2.44%</u>)	10	years to pay off bond) - 1] /	[interest rate	<u>2.44%</u>	x		
(1 + interest rate	<u>2.44%</u>)^	10	years to pay off bond] x	<u>0.00182</u>	capital levy rate	x		
assessed value	<u>423,231</u>							tax payment credit =	<u>\$ 6,751</u>

IMPACT FEE CALCULATION

SITE ACQUISITION COST	<u>\$1,457</u>
FACILITY CONSTRUCTION COST	<u>\$27,736</u>
RELOCATABLE FACILITIES COST (PORTABLES)	<u>\$238</u>
(LESS STATE MATCH CREDIT)	<u>(\$3,104)</u>
(LESS TAX PAYMENT CREDIT)	<u>(\$6,751)</u>
	<u> </u>
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	Non-Discounted	50% Discount
FINAL IMPACT FEE PER UNIT	\$19,576	\$9,788

IMPACT FEE WORKSHEET

LAKE STEVENS SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

SITE ACQUISITION COST

acres needed	9.6	x	\$ 200,000	/	capacity (# students)	477	x	student factor	No data	=	\$0	(elementary)
acres needed	0	x	\$ 200,000	/	capacity (# students)	0	x	student factor	No data	=	\$0	(middle)
acres needed	0	x	\$ 200,000	/	capacity (# students)	0	x	student factor	No data	=	\$0	(mid-high)
acres needed	0	x	\$ 200,000	/	capacity (# students)	0	x	student factor	No data	=	\$0	(high school)

TOTAL SITE ACQUISITION COST = \$0

SCHOOL CONSTRUCTION COST

total const. cost	\$58,662,239	/	capacity (# students)	477	x	student factor	No data	=	\$0	(elementary)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	No data	=	\$0	(middle)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	No data	=	\$0	(mid-high)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	No data	=	\$0	(high school)

Subtotal = \$0

Total Square Feet of Permanent Space (District)	<u>969,077</u>	/	Total Square Feet of School Facilities (000)	<u>1,036,277</u>	=	93.52%
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TOTAL FACILITY CONSTRUCTION COST = \$ -

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	\$ 56,508	/	10	facility size	x	student factor	No data	=	\$0	(elementary)
Portable Cost	\$ 72,987	/	15	facility size	x	student factor	No data	=	\$0	(middle)
Portable Cost	\$ 130,044	/	27	facility size	x	student factor	No data	=	\$0	(mid-high)
Portable Cost	\$ 130,044	/	27	facility size	x	student factor	No data	=	\$0	(high school)

Subtotal = \$0

Total Square Feet of Portable Space (District)	<u>67,200</u>	/	Total Square Feet of School Facilities (000)	<u>1,036,277</u>	=	6.48%
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TOTAL RELOCATABLE COST ELEMENT = \$0

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	\$ 238.22	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	No data	=	\$0	(elementary)
BOECKH Index	No projects	x OSPI Allowance	117	x	State Match %	40.00%	x	student factor	No data	=	\$0	(middle)
BOECKH Index	No projects	x OSPI Allowance	117	x	State Match %	40.00%	x	student factor	No data	=	\$0	(mid-high)
BOECKH Index	No projects	x OSPI Allowance	130	x	State Match %	40.00%	x	student factor	No data	=	\$0	(high school)
TOTAL STATE MATCH CREDIT										=	\$0	

TAX PAYMENT CREDIT

$\frac{[(1 + \text{interest rate})^{10} - 1]}{(1 + \text{interest rate})^{10} - 1}$	2.44%	10	years to pay off bond) - 1] /	[interest rate	2.44%	x						
					0.001816799	capital levy rate	x					
assessed value	125,314							tax payment credit	=		\$ (1,999)	

IMPACT FEE CALCULATION

SITE ACQUISITION COST	\$0
FACILITY CONSTRUCTION COST	\$0
RELOCATABLE FACILITIES COST (PORTABLES)	\$0
(LESS STATE MATCH CREDIT)	\$0
(LESS TAX PAYMENT CREDIT)	(\$1,999)

	Non-Discounted	50% Discount
FINAL IMPACT FEE PER UNIT	\$0	\$0

IMPACT FEE WORKSHEET

LAKE STEVENS SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 2 BDRM OR MORE

SITE ACQUISITION COST

acres needed	9.60	x	\$ 200,000	/	capacity (# students)	477	x	student factor	0.25	=	\$1,006	(elementary)
acres needed	0	x	\$ 200,000	/	capacity (# students)	0	x	student factor	0.073	=	\$0	(middle)
acres needed	0	x	\$ 200,000	/	capacity (# students)	0	x	student factor	0.094	=	\$0	(mid-high)
acres needed	0	x	\$ 200,000	/	capacity (# students)	0	x	student factor	0.073	=	\$0	(high school)

TOTAL SITE ACQUISITION COST = \$1,006

SCHOOL CONSTRUCTION COST

total const. cost	\$58,662,239	/	capacity (# students)	716	x	student factor	0.25	=	\$20,483	(elementary)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.073	=	\$0	(middle)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.094	=	\$0	(mid-high)
total const. Cost	\$0	/	capacity (# students)	0	x	student factor	0.073	=	\$0	(high school)

\$20,483

Total Square Feet of Permanent Space (District)	<u>969,077</u>	/ Total Square Feet of School Facilities (000)	<u>1,036,277</u>	=	93.52%
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TOTAL FACILITY CONSTRUCTION COST = \$ 19,154

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	\$ 56,508	/	10	facility size	x	student factor	0.25	=	\$1,413	(elementary)
Portable Cost	\$ 72,987	/	15	facility size	x	student factor	0.073	=	\$355	(middle)
Portable Cost	\$ 130,044	/	27	facility size	x	student factor	0.094	=	\$453	(mid-high)
Portable Cost	\$ 130,044	/	27	facility size	x	student factor	0.073	=	\$352	(high school)

Subtotal \$2,572

Total Square Feet of Portable Space (District)	<u>67,200</u>	/ Total Square Feet of School Facilities (000)	<u>1,036,277</u>	=	6.48%
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TOTAL RELOCATABLE COST ELEMENT = \$167

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	\$ 238.22	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0.25	=	\$2,144	(elementary)
BOECKH Index	No projects	x OSPI Allowance	117	x	State Match %	40.00%	x	student factor	0.073	=	\$0	(middle)
BOECKH Index	No projects	x OSPI Allowance	117	x	State Match %	40.00%	x	student factor	0.094	=	\$0	(mid-high)
BOECKH Index	No projects	x OSPI Allowance	130	x	State Match %	40.00%	x	student factor	0.073	=	\$0	(high school)
TOTAL STATE MATCH CREDIT										=	<u>\$2,144</u>	

TAX PAYMENT CREDIT

$\frac{[(1 + \text{interest rate})^{10} - 1] \times \text{assessed value}}{(1 + \text{interest rate})^{10}}$	$\frac{[\text{interest rate} \times \text{assessed value} \times \text{capital levy rate}]}{\text{assessed value}}$	=	tax payment credit	=	\$ 2,840
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IMPACT FEE CALCULATION

SITE ACQUISITION COST	\$1,006
FACILITY CONSTRUCTION COST	\$19,154
RELOCATABLE FACILITIES COST (PORTABLES)	\$167
(LESS STATE MATCH CREDIT)	(\$2,144)
(LESS TAX PAYMENT CREDIT)	(\$2,840)
	<u> </u>

FINAL IMPACT FEE PER UNIT	Non-Discounted	50% Discount
	\$15,343	\$7,672

Appendix B
OSPI Enrollment
Forecasting Methodology

OSPI PROJECTION OF ENROLLMENT DATA

Cohort-Survival or Grade-Succession Technique

Development of a long-range school-building program requires a careful forecast of school enrollment indicating the projected number of children who will attend school each year. The following procedures are suggested for determining enrollment projections:

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

In order to determine six-year enrollment projections for grade two and above, multiply the enrollment in the next lower grade during the preceding year by 7 the average percent of survival. For example, if, on October 1 of the last year of record, there were 100 students in grade one and the average percent of survival to grade two was 105, then 105% of 100 would result in a projection of 105 students in grade two on October 1 of the succeeding year.

4. If, after calculating the "Projected Enrollment", there are known factors which will further influence the projections, a statement should be prepared showing the nature of those factors, involved and their anticipated effect upon any portion of the calculated projection.

*Kindergarten students are projected based on a regression line.

PROJECTED ENROLLMENT BY GRADE -- OSPI

Lake Stevens	2019	2020	2021	2022	2023	2024	2025
Kindergarten	708	734	752	771	789	808	827
Grade 1	747	730	757	776	795	814	834
Grade 2	750	775	758	786	805	825	845
Grade 3	694	768	794	776	805	824	845
Grade 4	727	716	792	819	800	830	850
Grade 5	736	743	732	809	837	817	848
K-5 Headcount	4,362	4,466	4,585	4,737	4,831	4,918	5,049
Grade 6	778	769	777	765	846	875	854
Grade 7	778	799	790	798	786	869	899
6-7 Headcount	1,556	1,568	1,567	1,563	1,632	1,744	1,753
Grade 8	709	802	824	814	822	810	896
Grade 9	739	697	789	810	800	808	796
8-9 Headcount	1,448	1,499	1,613	1,624	1,622	1,618	1,692
Grade 10	686	737	695	787	808	798	806
Grade 11	588	643	690	651	737	757	747
Grade 12	560	566	619	664	627	709	729
10-12 Headcount	1,834	1,946	2,004	2,102	2,172	2,264	2,282
K-12 Headcount	9,200	9,479	9,769	10,026	10,257	10,544	10,776

Appendix C

OFM Ratio Method – 2035 Enrollment Estimate

Enrollment Forecasts OSPI and OFM Ratio Methods

The Growth Management Act requires that capital facilities plans for schools consider enrollment forecasts that are related to official population forecasts for the district. The OFM ratio method computes past enrollment as a percentage of past population and then estimates how those percentage trends will continue.

Snohomish County prepares the population estimates by distributing official estimates from the Washington Office of Financial Management (OFM) to the school district level. SCC 30.66C requires that these official OFM/County population forecasts be used in the capital facilities plans. Each district is responsible for estimating the assumed percentage of population that, in turn will translate into enrollments.

Year	Enrollment	Population	Ratio
2010	7,913	39,977	19.79%
2011	7,985	40,245	19.84%
2012	7,987	40,716	19.62%
2013	8,126	41,402	19.63%
2014	8,253	41,923	19.69%
2015	8,392	43,037	19.50%
2016	8,611	44,348	19.42%
2017	8,646	45,522	18.99%
2018	8,875	46,491	19.09%
2019	9,200	47,141	19.52%
2020	9,479	48,002	19.75%
2021	9,769	48,862	19.99%
2022	10,026	49,723	20.16%
2023	10,257	50,584	20.28%
2024	10,544	51,444	20.50%
2025	10,776	52,305	20.60%
2035	13,279	60,912	21.80%

The District’s assumed percentage trends are applied to these County population forecasts. This is known as the Ratio Method. The District then decides to use either it or the six-year forecast (2025) prepared by the State Office of the Superintendent of Public Instructions (OSPI) for use in the facilities plan. Whichever is used for the 2019-25 planning period, OSPI does not forecast enrollments for Year 2035, so the Ratio Method is used for that purpose, regardless.

The table at left shows actual enrollments and population estimates from 2010-2019, and their resulting ratio (the 2010 population total is an official census figure).

Until 2018 the trend was a declining ratio of students to population. Then the ratio in 2018 and beyond increased annually, reaching an estimated 20.60% in 2025.

2035 Enrollment Estimate

In the District’s 2018 CFP a ratio of 18.90% was used for the 2035 enrollment estimate. Using that number against the County’s 2020 population estimate of 60,912 produces a figure of 11,512 students in 2035. This is only 736 FTEs greater than 2025. Enrollment growth estimates (OSPI) from 2018 – 2025 total 200-300 students per year. If the District were to assume an increase of 250 students per year, that would produce a total of 13,279, a ratio of 21.8%. That would be more consistent with the trends showing for 2022-2025. The District will use this number for its 2035 enrollment estimate.

Appendix D
Student Generation Rates

Student Generation Rate Study Lake Stevens School District

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

3/20/2020

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

SGRs were calculated for two types of residential construction: Single family detached, and multi-family with 2 or more bedrooms. Attached condominiums, townhouses and duplexes are included in the multi-family classification since they are not considered “detached”. Manufactured homes on owned land are included in the single-family classification.

1. Electronic records were obtained from the Snohomish County Assessor’s Office containing data on all new construction within the Lake Stevens School District from January 2012 through December 2018. As compiled by the County Assessor’s Office, this data included the address, building size, assessed value, and year built for new single and multi-family construction. The data was “cleaned up” by eliminating records which did not contain sufficient information to generate a match with the District’s student record data (i.e. incomplete addresses).
2. The District downloaded student records data into Microsoft Excel format. This data included the addresses and grade levels of all K-12 students attending the Lake Stevens School District as of March 2020. Before proceeding, this data was reformatted, and abbreviations were modified as required to provide consistency with the County Assessor’s data.

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3. **Single Family Rates:** The data on all new single family detached residential units in County Assessor’s data were compared with the District’s student record data, and the number of students at each grade level living in those units was determined. The records of 1,687 single family detached units were compared with data on 9,380 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	112	0.066
1	102	0.060
2	127	0.075
3	84	0.050
4	99	0.059
5	86	0.051
6	97	0.057
7	99	0.059
8	84	0.050
9	75	0.044
10	89	0.053
11	70	0.041
12	52	0.031
K-5	610	0.362
6-7	196	0.116
8-9	159	0.094
10-12	211	0.125
K-12	1176	0.697

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

Small Multi-Family Developments: This method included all developments in the County Assessor’s data containing fourplexes, triplexes, 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 96 multi-family 2+ BR units were compared with data on 9,380 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	7	0.073
1	2	0.021
2	1	0.010
3	7	0.073
4	3	0.031
5	4	0.042
6	5	0.052
7	2	0.021
8	2	0.021
9	7	0.073
10	2	0.021
11	2	0.021
12	3	0.031
K-5	24	0.25
6-7	7	0.073
8-9	9	0.094
10-12	7	0.073
K-12	47	0.49

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

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

	K-5	6-7	8-9	10-12	K-12
Single Family	.362	.116	.094	.125	.697
Multi-Family 2+ BR	.250	.073	.094	.073	.490

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

Appendix E
Board Resolution



LAKE STEVENS
School District

**RESOLUTION NO. 13-20:
2020-2025 CAPITAL FACILITIES PLAN**

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Lake Stevens School District hereby adopts the Capital Facilities Plan for the years 2020-2025, pursuant to the requirements of RCW 36.70A and the Snohomish County General Policy Plan. The Snohomish County Council, the City of Lake Stevens, and the City of Marysville are hereby requested to adopt the Plan as an element of their general policy plans and companion ordinances.

ADOPTED, by the Board of Directors of the Lake Stevens School District No. 4, Snohomish County, state of Washington, at a regular meeting thereof held this 26th day of August 2020.

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

President

[Handwritten signatures of Board Members]

ATTEST:

Superintendent:

[Handwritten signature of Superintendent]

Appendix F
Determination of Nonsignificance

DETERMINATION OF NONSIGNIFICANCE

**Lake Stevens School District No. 4
Capital Facilities Plan 2020-2025**

DESCRIPTION OF PROPOSAL:

The proposed action is the adoption of the Lake Stevens School District No. 4 Capital Facilities Plan, 2020-2025. Board adoption is scheduled to occur on August 26, 2020. This Capital Facilities Plan has been developed in accordance with requirements of the State Growth Management Act and is a non-project proposal. It documents how the Lake Stevens School District utilizes its existing educational facilities given current district enrollment configurations and educational program standards, and uses six-year and 17-year enrollment projections to quantify capital facility needs for years 2020-2025 and 2037.

PROPONENT: Lake Stevens School District No. 4

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

LEAD AGENCY: Lake Stevens School District No. 4

The lead agency for this proposal has determined that the proposal does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This decision was made after review of an environmental checklist and other information on file with the lead agency. This information is available to the public upon request.

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

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

SIGNATURE:  _____

PUBLISHED: The Everett Herald – July 31, 2020

There is no agency appeal.

Appendix G

Snohomish County General Policy Plan -- Appendix F

Appendix F

REVIEW CRITERIA FOR SCHOOL DISTRICT CAPITAL FACILITY PLANS

Required Plan Contents

1. Future Enrollment Forecasts by Grade Span, including:
 - a 6-year forecast (or more) to support the financing program;
 - a description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.

2. Inventory of Existing Facilities, including:
 - the location and capacity of existing schools;
 - a description of educational standards and a clearly defined minimum level of service such as classroom size, school size, use of portables, etc.;
 - the location and description of all district-owned or leased sites (if any) and properties;
 - a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.; and
 - information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.

3. Forecast of Future Facility Needs, including:
 - identification of new schools and/or school additions needed to address existing deficiencies and to meet demands of projected growth over the next 6 years; and
 - the number of additional portable classrooms needed.

4. Forecast of Future Site Needs, including:
 - the number, size, and general location of needed new school sites.

5. Financing Program (6-year minimum Planning Horizon)
 - estimated cost of specific construction and site acquisition and development projects proposed to address growth-related needs;
 - projected schedule for completion of these projects; and
 - proposed sources of funding, including impact fees (if proposed), local bond issues (both approved and proposed), and state matching funds.

6. Impact Fee Support Data (where applicable), including:
 - an explanation of the calculation methodology, including description of key variables and their computation;
 - definitions and sources of data for all inputs into the fee calculation, indicating that it:
 - a) is accurate and reliable and that any sample data is statistically valid;
 - b) accurately reflects projected costs in the 6-year financing program; and
 - a proposed fee schedule that reflects expected student generation rates from, at minimum, the following residential unit types: single-family, multifamily/studio or 1-bedroom, and multi-family/2-bedroom or more.

Plan Performance Criteria

1. School facility plans must meet the basic requirements set down in RCW 36.70A (the Growth Management Act). Districts proposing to use impact fees as a part of their financing program must also meet the requirements of RCW 82.02.
2. Where proposed, impact fees must utilize a calculation methodology that meets the conditions and tests of RCW 82.02.
3. Enrollment forecasts should utilize established methods and should produce results which are not inconsistent with the OFM population forecasts used in the county comprehensive plan. Each plan should also demonstrate that it is consistent with the 20-year forecast in the land use element of the county's comprehensive plan.
4. The financing plan should separate projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects which address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.
5. Plans should use best-available information from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. District-generated data may be used if it is derived through statistically reliable methodologies.
6. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.
7. Repealed effective January 2, 2000.

Plan Review Procedures

1. District capital facility plan updates should be submitted to the County Planning and Development Services Department for review prior to formal adoption by the school district.
2. Each school district planning to expand its school capacity must submit to the county an updated capital facilities plan at least every 2 years. Proposed increases in impact fees must be submitted as part of an update to the capital facilities plan, and will be considered no more frequently than once a year.
3. Each school district will be responsible for conducting any required SEPA reviews on its capital facilities plan prior to its adoption, in accordance with state statutes and regulations.
4. School district capital facility plans and plan updates must be submitted no later than 180 calendar days prior to their desired effective date.
5. District plans and plan updates must include a resolution or motion from the district school board adopting the plan before it will become effective.