

RIVERVIEW SCHOOL DISTRICT NO. 407
2017
CAPITAL FACILITIES PLAN

ADOPTED JUNE 13, 2017



BOARD OF DIRECTORS

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SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

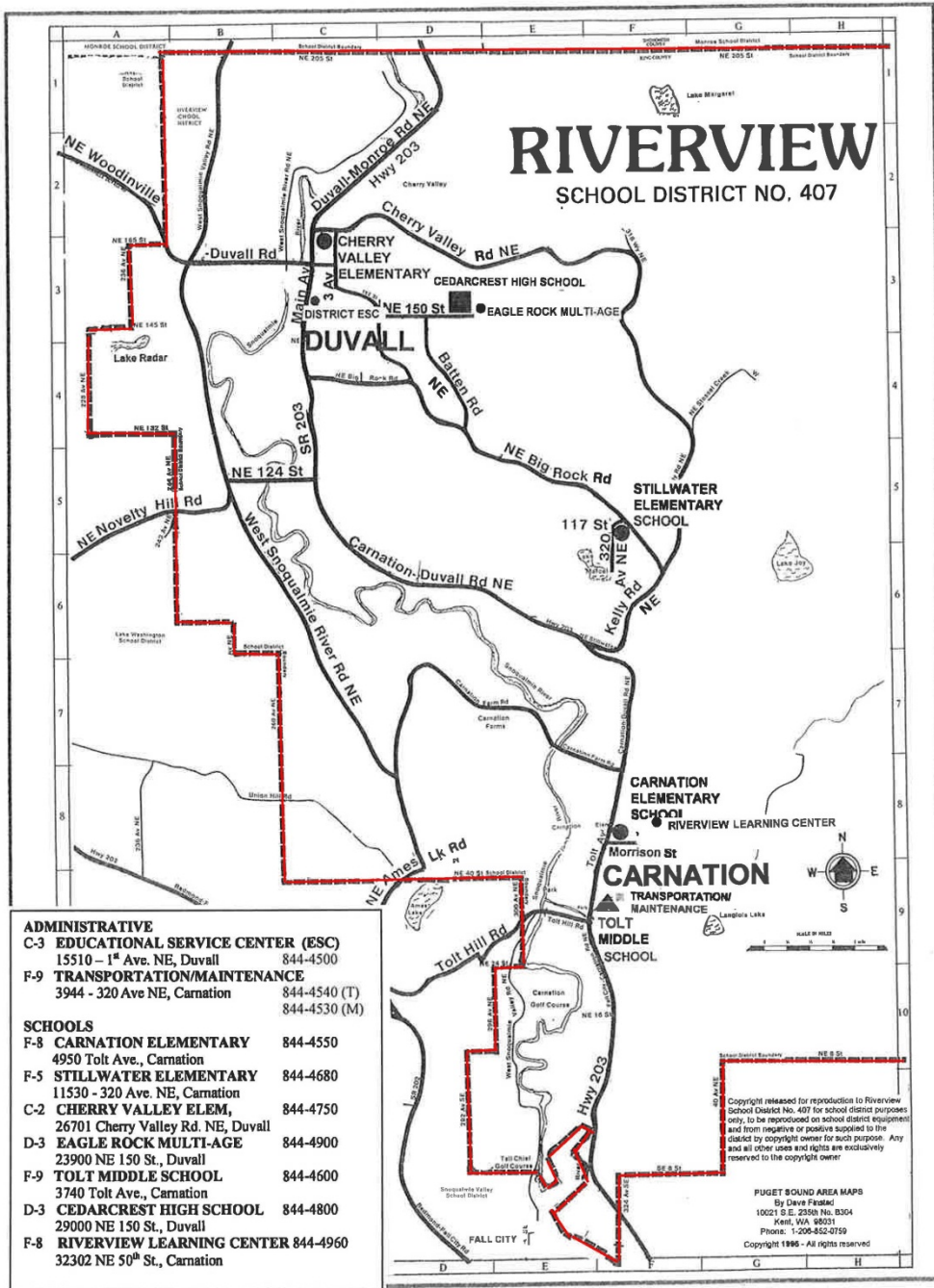
Presented herein, in conformance with the Growth Management Act and local county and municipal codes is the Capital Facilities Plan (CFP) of the Riverview School District.

This Capital Facilities Plan is intended to provide the City of Carnation, the City of Duvall, King County, other jurisdictions, and our own community with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next six years (2017 – 2023).

The Growth Management Act also requires reassessment of the land use element of local comprehensive plans if probable funding falls short of meeting existing needs, and to ensure that the land use element, capital facilities plan element, and financing plan within the capital facilities plan element are coordinated and consistent. This Capital Facilities Plan is intended to provide local jurisdictions with information on the school district's ability to accommodate projected population and enrollment demands anticipated through implementation of various comprehensive plan land use alternatives. The role of impact fees in funding school construction is addressed in Section 8 of this report.

Overview of the Riverview School District

The Riverview School District services three jurisdictions: King County, the City of Carnation, and the City of Duvall. The district is 250 square miles and is located in northeast King County serving the Lower Snoqualmie Valley from the King/Snohomish County line south approximately 16 miles, and from the western ridge of the valley to the cascade foothills. The district currently serves an enrollment headcount of approximately 3,268 students, with three elementary schools, one middle school, one high school, three alternative high school programs, and one alternative elementary school programs, and a K-12 alternative parent partnership program. The grade configuration is kindergarten through fifth grade for elementary school, sixth through eighth for middle school, and ninth through twelfth for high school. Four of the alternative programs are housed at the Riverview Learning Center in Carnation.



RIVERVIEW

SCHOOL DISTRICT NO. 407

ADMINISTRATIVE	
C-3 EDUCATIONAL SERVICE CENTER (ESC)	844-4500
15510 - 1 st Ave. NE, Duvall	
F-9 TRANSPORTATION/MAINTENANCE	844-4540 (T)
3944 - 320 Ave NE, Carnation	
	844-4530 (M)
SCHOOLS	
F-8 CARNATION ELEMENTARY	844-4550
4950 Tolt Ave., Carnation	
F-5 STILLWATER ELEMENTARY	844-4680
11530 - 320 Ave. NE, Carnation	
C-2 CHERRY VALLEY ELEM.	844-4750
26701 Cherry Valley Rd. NE, Duvall	
D-3 EAGLE ROCK MULTI-AGE	844-4900
23900 NE 150 St., Duvall	
F-9 TOLT MIDDLE SCHOOL	844-4600
3740 Tolt Ave., Carnation	
D-3 CEDARCREST HIGH SCHOOL	844-4800
29000 NE 150 St., Duvall	
F-8 RIVERVIEW LEARNING CENTER	844-4960
32302 NE 50 th St., Carnation	

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PUGET SOUND AREA MAPS
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SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Projected Student Enrollment 2017-2023

Enrollment projections are most accurate for the initial years of the forecast period. For later years, the review of enrollment patterns, housing trends, and other demographic changes are useful yearly indicators in evaluating and adjusting projections. This year's plan anticipates a 1% growth in student enrollment which is based on recent enrollment trends. Some of the trends are a result of: 1) transfers from private schools, 2) increases in kindergarten enrollment, and 3) significant decreases in students attending school outside the district. Housing starts have increased in recent years and the district is again experiencing enrollment growth. The City of Carnation estimates approximately 145 homes to be built in the next 2-3 years in addition to issuing recent permits for further housing developments. Based on preliminary data from the City of Duvall, an additional 180 housing starts are expected to be permitted within the next two years. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event that enrollment growth exceeds the projections.

The Riverview School District, like most school districts, projects enrollment using a modified "Cohort Survival" method. This method tracks groups of students through the K-12 system, and notes and adjusts the projections to account for year-to-year changes, including local population growth. For example, this year's eight grade student class is adjusted based on an average of prior year's survival trends in order to estimate next year's ninth grade enrollment.

Since the yearly figures for each grade are dependent on the previous year's grades, kindergarten projections are treated differently. Riverview projects its kindergarten enrollment based on historical kindergarten enrollment patterns and district enrollment growth patterns.

Table 2.1

Riverview School District Headcount Enrollment Projection

Grade	16-17 Actual*	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	228	245	260	263	266	269	272
1	246	236	254	269	272	275	279
2	228	251	241	259	274	277	281
3	258	230	254	243	262	277	280
4	262	261	232	257	245	265	280
5	256	265	264	234	260	247	268
K-5	1,478	1,488	1,505	1,525	1,579	1,610	1,660
6	295	259	268	267	236	263	249
7	230	298	262	271	270	238	266
8	258	232	301	265	274	273	240
6-8	783	789	831	803	780	774	755
9	267	267	240	312	274	284	283
10	269	270	270	242	315	277	287
11	229	248	249	249	223	291	256
12	242	224	243	244	244	218	285
9-12	1,007	1,009	1,002	1,047	1,056	1,070	1,111
Total	3,268	3,286	3,338	3,375	3,415	3,454	3,526

* thru 4-2017 Growth rate of 1% with for variations at grades K, 1, 2, 9, 11, 12

SECTION 3 -- DISTRICT STANDARD OF SERVICE

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the district's adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimal facility size, optimal school enrollment size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of portable classroom facilities.

In addition to factors which affect the amount of space required, government mandates, contractual requirements, and community expectations may affect how classroom space is used. For example, the state financed All-Day Kindergarten program and lower class sizes for kindergarten through 3rd grade is creating the need for additional classrooms at the elementary level. Traditional educational programs offered by school districts are often supplemented by nontraditional or special programs such as special education, expanded bilingual education, remediation, migrant education, alcohol and drug education, preschool and daycare programs, home school, computer labs, music programs, movement programs, etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

Special teaching stations and programs offered by the Riverview School District at specific school sites include:

Elementary:

- Computer Labs
- Classroom Computers
- Group Activities Rooms
- Program for Academically Talented (Gifted/PAT)
- Special Education (The District attempts to integrate special education students and regular education students to as great an extent as possible. Most special education students are served both in a regular education classroom and a special education classroom.)
- Learning Assistance Program (LAP)
- English Language Learners (EL)
- Home School Alternative (PARADE)
- Preschool Education Program (ECEAP)
- Multi-Age (Eagle Rock /ERMA)

Secondary:

- Computer Labs
- Alternative (CLIP & CHOICE high school program)
- Special Education
- Learning Assistance Program (LAP)
- English Language Learners (EL)
- Career and Technical Education (CTE)
- School-to-Work

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 permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classrooms for a short period of time to receive instruction in these special programs. Schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

The current Standard of Service data for Riverview, in terms of teaching station loading, is identified on Table 3.1. Class sizes are averages based on actual utilization as influenced by state funding and collective bargaining restrictions.

Riverview's Standard of Service also considers the different educational functions when considering student capacity needs. Those functions are as follows:

Elementary classrooms –

- regular, grades K-5
- self-contained learning center (special education)
- learning support classrooms (special education pullout, LAP, Title I, etc.)

Secondary –

- regular, grades 6-8
- special education, grades 6-8
- learning support, grades 6-8
- regular, grades 9-12
- learning support, grades 9-12 (special education pullout, LAP, Title I, etc.)

Involuntarily transferring students to a school with excess capacity is done rarely as a last resort and with Board of Directors' authorization. Involuntarily transferring of students can result in difficulties in the community, with staffing, and with transportation.

**Table 3.1
Riverview School District Standard of Service**

CLASS SIZE		Average
Elementary	Grade Level	
Regular	K	17
Regular	1	17
Regular	2	17
Regular	3	17
Regular	4	25
Regular	5	25
Regular	K-5 Weighted	19.7
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
Middle School		
Regular	6 - 8	27
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
High School		
Regular	9 - 12	27
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
Vocational education		24

SECTION 4 -- CAPITAL FACILITIES INVENTORY

Under the Growth Management Act, public entities are required to inventory existing capital facilities. Capital facilities are defined as any structure, improvement, and piece of equipment or other major asset, including land, which 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 student enrollment in the future at established levels of service. This section provides an inventory of capital facilities of the Riverview School District including site-built schools, portable classrooms, developed school sites, undeveloped land and support facilities. School facility capacity figures are based on the inventory of current facilities and the district's adopted educational program standards as presented in the previous section.

Schools

The Riverview School District currently operates 3 elementary schools (grades K-5), one middle school (grades 6-8), and one high school (grades 9-12). The district also provides the Eagle Rock Multi-age Program, an elementary alternative program, sited adjacent to the Cedarcrest High School campus. In addition, the district supports the following alternative programs housed in the Riverview Learning Center facility: CLIP alternative high school; CHOICE alternative high school; and PARADE, a parent partnership program. ECEAP, a pre-school program, is housed again in yet another separate facility.

Individual school capacity has been determined using the number of teaching stations within each building and the space requirements of the district's adopted educational program. This capacity calculation is used to establish the district's baseline capacity and determine future capacity needs when considering projected student enrollment.

Classroom capacities have been determined for each school according to their usage. For the purpose of this Plan, classroom uses are: regular education, self-contained special-education, and learning support. The school facility inventory is summarized on Table 4.1. The current inventory of facilities indicates a permanent capacity of 2,537 students, with an additional 504 student capacity available in interim facilities.

The School Board of the Riverview School District is committed to serving students at small schools. Evidence suggests that this practice a significantly beneficial effect on student learning. Further, there are significant benefits to school culture and climate.

Table 4.1

Riverview School District Facility Inventory and Capacity Calculations 2017

School	Grade Levels Served	Site Size (acres)	Building Area (Sq. Ft.)	Permanent Teaching Stations	Self-Contained Special Education Classrooms	Stations Used for Learning Support Purposes*	Permanent Student Capacity	Interim Teaching Stations	Self-Contained Special Education Classrooms	Interim Stations Used for Learning Support Purposes*	Interim Student Capacity	Total Student Capacity	Year Built	Last Remodel
Carnation Elementary	K-5	8.81	50,567	26	1	11	308	2	0	2	0	308	1960	2011
Cherry Valley Elementary	K-5	12	56,252	28	0	7	414	4	0	2	48	462	1953	2011
Stillwater Elementary	K-5	19	49,588	27	0	11	315	0	0	0	0	315	1988	n/a
Multiage Program	K-5	@CHS	0	0	0	0	0	4	0	1	72	72	n/a	n/a
<i>Subtotal K-5</i>		<i>39.81</i>	<i>156,407</i>	<i>81</i>	<i>1</i>	<i>29</i>	<u>1,037</u>	<i>10</i>	<i>0</i>	<i>5</i>	<i>120</i>	<u>1,157</u>		
Tolt Middle School	6-8	37	85,157	37	1	15	606	6	0	0	144	750	1964	2009
<i>Subtotal 6-8</i>		<i>37</i>	<i>85,157</i>	<i>37</i>	<i>1</i>	<i>15</i>	<u>606</u>	<i>6</i>	<i>0</i>	<i>0</i>	<i>144</i>	<u>750</u>		
Cedarcrest High School	9-12	78	108,946	38	2	12	726	10	0	0	240	966	1993	2009
<i>Subtotal 9-12</i>		<i>78</i>	<i>108,946</i>	<i>38</i>	<i>2</i>	<i>12</i>	<u>726</u>	<i>10</i>	<i>0</i>	<i>0</i>	<i>240</i>	<u>966</u>		
Riverview Learning Center	K-12	2.08	14,545	8	0	1	168	0	0	0	0	168	2011	n/a
<i>Subtotal 9-12</i>		<i>2.08</i>	<i>14,545</i>	<i>8</i>	<i>0</i>	<i>1</i>	<u>168</u>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<u>168</u>		
Total K-12		159.89	365,055	164	4	57	<u>2,537</u>	26	0	5	504	<u>3,041</u>		

*There are teaching stations that are used for purposes other than as regular classrooms. E.g. computer labs, music classrooms, special-ed resource, libraries, and gyms.

Support Facilities	Site Size (acres)	Building Area (Sq. Ft.)	Support Facilities	Site Size (acres)	Building Area (Sq. Ft.)	Support Facilities	Site Size (acres)	Building Area (Sq. Ft.)	Support Facilities	Site Size (acres)	Building Area (Sq. Ft.)
Transportation Facility	adj. to Tolt MS	14,750	Stepping Stones (portable)	adj. to Carn. ES	1,500	District Office portables	adj. to Carn. ES	7,200	Extended day	adj. to CV. ES	1,910
Educational Service Center	1.25 acres	20,886	Maintenance bldg	adj. to Tolt MS	7,855	IT Center	inc with ESC	1,421			

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

This Capital Facilities Plan has been organized to maintain adequate capacity of the District's facilities through the construction and/or expansion of permanent facilities. Table 5.1 is a summary by school level of projected enrollments, current capacities, and projected additional capacities. Based upon current enrollment projections, the district has permanent capacity needs at all grade levels. To meet these capacity needs in the near-term, the District is in the preliminary planning stages of a new K-5 elementary school in the Duvall area where the most substantial district population growth is occurring (Table 6.1). The district also anticipates that the site acquisition and construction of this school will be complete within the first six years of this planning period. New school construction will be contingent on a 1% average yearly student enrollment growth rate and voter approved funding. In addition, the District is planning on the acquisition of portables at all grade levels.

Table 5.1

School Enrollment and Capacity Projections 2017-18 through 2022-23

Elementary (K - 5)	16-17 Actual*	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23
Projected enrollment	1,478	1,488	1,505	1,525	1,579	1,610	1,660
Capacity in permanent facilities	1,037	1,037	1,037	1,037	1,037	1,037	1,587
Added capacity new permanent	0	0	0	0	0	550	0
Total permanent capacity	1,037	1,037	1,037	1,037	1,037	1,587	1,587
Net Surplus or (Deficit) in Perm. Facilities	-441	-451	-468	-488	-542	-23	-73
Capacity in Relocatables	120	168	216	264	264	312	312
Number of Relocatables	10	12	14	16	16	18	18
Capacity with Relocatables	1,157	1,205	1,253	1,301	1,301	1,899	1,899
Net Surplus or (Deficit) in all Facilities	-321	-283	-252	-224	-278	289	239

Middle School (6-8)	16-17 Actual*	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23
Projected Enrollment	783	789	831	803	780	774	755
Capacity in permanent facilities	606	606	606	606	606	606	606
Added capacity new permanent	0	0	0	0	0	0	0
Total permanent capacity	606	606	606	606	606	606	606
Net Surplus or (Deficit) in Perm. Facilities	-177	-183	-225	-197	-174	-168	-149
Capacity in Relocatables	144	144	144	144	192	192	192
Number of Relocatables	6	6	6	6	8	8	8
Capacity with Relocatables	750	750	750	750	798	798	798
Net Surplus or (Deficit) in all Facilities	-33	-39	-81	-53	18	24	43
High School (9-12)	16-17 Actual*	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23
Projected Enrollment	1,007	1,009	1,002	1,047	1,056	1,070	1,111
Capacity in permanent facilities	894	894	894	894	894	894	1,094
Added capacity new permanent	0	0	0	0	0	200	0
Total permanent capacity	894	894	894	894	894	1,094	1,094
Net Surplus or (Deficit) in Perm. Facilities	-113	-115	-108	-153	-162	24	-17
Capacity in Relocatables	240	240	240	240	240	240	240
Number of Relocatables	10	10	10	10	10	10	10
Capacity with Relocatables	1,134	1,134	1,134	1,134	1,134	1,334	1,334
Net Surplus or (Deficit) in all Facilities	127	125	132	87	78	264	223
Surplus/Deficiency Capacity (K-12)	16-17 Actual*	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23
Projected Enrollment	3,268	3,286	3,338	3,375	3,415	3,454	3,526
Capacity in Permanent Facilities	2,537	2,537	2,537	2,537	2,537	3,087	3,287
Capacity in Perm. Facil. and Relocatables	3,041	3,089	3,137	3,185	3,233	4,031	4,031
Surplus Capacity with Relocatables	-227	-197	-201	-190	-182	577	505
Surplus Capacity <i>without</i> Relocatables	-731	-749	-801	-838	-878	-367	-239

SECTION 6 - CAPITAL FACILITIES PLAN WITH GROWTH RELATED PROJECTS IDENTIFIED

Planned New Improvements - Construction to Accommodate Growth and Adequate Capacity

**Table 6.1
Planned New Projects**

Project	Location	Capacity Added	Source of Funds*	Growth related projects
2017 - 2018				
Classroom portables k-12	Duvall	48	Impact fees and local approved Capital Projects levy	100%
2018 - 2019				
Classroom portables k-12	Duvall	48	Impact fees and local approved Capital Projects levy	100%
2019 - 2020				
Classroom portables k-12	Duvall	48	Impact fees and local approved Capital Projects levy	100%
2020 - 2021				
Classroom portables k-12	Duvall	48	Impact fees and local approved Capital Projects levy	100%
2021- 2022				
New K-5 school, high school addition and classroom portables k-12	Duvall	798	Impact Fees, State Match, and local approved bond issue	100%
2022- 2023				
N/A	N/A	0	Impact fees and local approved Capital Projects levy	100%

Planned Improvements - To Existing Facilities

As summarized in Table 6.2, the district plans technology upgrades which are funded by a capital projects levy approved by the voters in February of 2014 and 2018.

**Table 6.2
Planned Projects to Existing Facilities**

Project	Location	Capacity Added	Source of Funds	Growth related project? Yes or No
2017-2018				
Technology Upgrades	All	-0-	Technology Levy	No
2018-2019				
Technology Upgrades	All	-0-	Technology Levy	No
2019-2020				
Technology Upgrades	All	-0-	Technology Levy	No
2020-2021				
Technology Upgrades	All	-0-	Technology Levy	No
2021-2022				
Technology Upgrades	All	-0-	Technology Levy	No
2022-2023				
Technology Upgrades	All	-0-	Technology Levy	No

SECTION 7 - CAPITAL FACILITIES FINANCING PLAN

Funding of school facilities is typically secured from a number of sources including voter-approved bonds, voter approved levies, state matching funds, impact fees, and mitigation payments. Each of these funding sources is discussed below.

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 issue. Bonds are sold as necessary to generate revenue. They are retired through collection of property taxes. The district anticipates asking its voters to approve a bond measure to fund a new K-5 elementary, high school addition/remodel and security updates. Subject to Board approval, this is expected to occur in 2019.

Capital Projects Levies

Capital Projects Levies are typically used to fund small construction projects and other capital improvements or acquisitions. A simple majority of voter approval is required to pass a levy. Money comes to the district through the collection of property taxes. The district passed a four-year capital improvement levy in February of 2014 for the upgrade of technology assets including new computers, upgrades to the network infrastructure, and software. In addition, the levy supports other capital improvements including the acquisition of sites and portables. The district is planning to run another levy in February of 2018.

State Financial Assistance

State financial assistance comes from the State's Common School Construction Fund. Bonds are sold on behalf of the fund 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 State Board of Education can establish a moratorium on certain projects.

State matching funds can be applied to school construction projects only. Site acquisition and improvements are not eligible to receive matching funds from the state. Because availability of state matching funds has not kept pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the State may not be received by a school district until two to three years after a matched project has been completed. In such cases, the district must "front fund" a project. That is, the district must finance the complete project with local funds.

Impact Fees

Impact fees have been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. Impact fees are generally collected on new residential construction by the permitting agency at the time of final plat approval or when building permits are issued.

Budget and Financing Plan

Table 7.1 is a summary of the budget that supports the elements of this Capital Facilities Plan. Each project budget represents the total project costs which include: acquisition, construction, taxes, planning, architectural and engineering services, permitting, environmental impact mitigation, construction testing and inspection, furnishings and equipment, escalation, and contingencies. In addition, it includes financing that is separated into three components: estimated state financial assistance, estimated impact fees, and projected local revenues (i.e., interest income and local levies).

Table 7.1
2017 Capital Facilities Plan Budget

PROJECT	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total	Local Funds	State Assistance	Impact Fees
Growth Related Projects							-	-	-	-
New K-5 school including land acquisition	\$400,000	\$0	\$0	\$0	\$28,000,000	\$0	\$28,400,000	\$20,900,000	\$6,000,000	\$1,500,000
High school addition/remodel	\$0	\$0	\$0	\$0	\$8,000,000	\$0	\$8,000,000	\$7,500,000	\$0	\$500,000
Other capital improvements including the acquisition of portables	\$392,000	\$392,000	\$392,000	\$392,000	\$392,000	\$0	\$1,960,000	\$1,575,000	0	\$385,000
Totals:	\$792,000	\$392,000	\$392,000	\$392,000	\$36,392,000	\$0	\$38,360,000	\$29,975,000	\$6,000,000	\$2,385,000

**Reflects costs of new capacity only*

SECTION 8 -- IMPACT FEES

School Impact Fees Under the Washington State Growth Management Act

The Growth Management Act (GMA) authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands. The calculation contained in this Plan yields impact fees to be collected during calendar year 2018.

Methodology and Variables Used to Calculate School Impact Fees

Impact fees are calculated based on the district's estimated cost per new dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables).

Student Factors

The student factor (or student generation rate), a significant factor in determining impact fees, is the average number of students generated by each housing type - single-family dwellings and multiple-family dwellings.

The District was unable to obtain sufficient permit data to calculate its own student generation factors; it instead chose to use generation rates representative of unweighted averages based on neighboring school districts. In accordance with KCC 21A.06.1260, the definition for student factor, when such information is not available in the district, is the data from adjacent districts, districts with similar demographics, or countywide averages.

Table 8.1 and 8.2 set forth those student factors and the Impact fee schedule.

**Table 8.1
Student Generation Rates (1)**

Single Family Dwelling Unit

	Fed Way	Issaquah	Kent	Lk Wash	Northshore	Average
Elementary	0.220	0.354	0.398	0.424	0.331	0.345
Middle	0.120	0.153	0.096	0.171	0.108	0.130
High	0.143	0.148	0.185	0.119	0.081	0.135
Total	0.483	0.655	0.679	0.714	0.520	0.610

Multi-Family Dwelling Unit

	Fed Way*	Issaquah	Kent	Lk Wash	Northshore	Average
Elementary	0.597	0.119	0.117	0.058	0.036	0.083
Middle	0.237	0.063	0.028	0.019	0.013	0.031
High	0.323	0.075	0.029	0.019	0.009	0.033
Total	1.157	0.257	0.174	0.096	0.058	0.348

*For purposes of the MF student generation rates, the FWSD figures are for information only and not used to calculate the average.

The impact fee calculations in accordance with the formulas applicable to each jurisdiction are shown below:

Table 8.2

Impact Fee Schedule - All Jurisdictions

Housing Type	Impact Fee per Unit
Single-family	\$6,282
Multi-family	\$1,252

- (1) The District's student generation rates are based on a selected school district average as provided for in King County Ordinances.

**Table 8.3
SCHOOL IMPACT FEE CALCULATIONS**

DISTRICT: Riverview School District #407
 YEAR: 2017
 JURISDICTION: King County, Cities of Carnation and Duvall

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	Cost/ SFR	Cost/ MFR
Elementary	2.0	\$200,000	550	0.345	0.083	\$250.91	\$60.36
Middle	20.0	\$0		0.130	0.031	\$0.00	\$0.00
Senior	40.0	\$0		0.135	0.033	\$0.00	\$0.00
TOTAL		\$200,000	\$550			\$250.91	\$60.36

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	Cost/ SFR	Cost/ MFR
Elementary	93.98%	\$28,000,000	550	0.345	0.083	\$16,506.31	\$3,971.08
Middle	93.98%	\$0		0.130	0.031	\$0.00	\$0.00
Senior	93.98%	\$8,000,000	200	0.135	0.033	\$5,074.92	\$1,240.54
TOTAL		\$36,000,000	749			\$21,581.23	\$5,211.62

Table 8.3 continued

Temporary Facility Costs

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	Cost/ SFR	Cost/ MFR
Elementary	6.02%	\$1,960,000	240	0.345	0.083	\$169.61	\$40.81
Middle	6.02%	\$0	0	0.130	0.031	\$0.00	\$0.00
Senior	6.02%	\$0	0	0.135	0.033	\$0.00	\$0.00
TOTAL		\$1,960,000				\$169.61	\$40.81

State Matching Credit

Boeckh Index x SPI Square Footage x District Match % x Student Factor

	Boeckh Index	SPI Footage	State Match %	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	\$213.23	90	47.9%	0.345	0.083	\$3,171.36	\$762.96
Middle	\$213.23	0	47.9%	0.130	0.031	\$0.00	\$0.00
Senior	\$213.23	130	47.9%	0.135	0.033	\$1,792.51	\$438.17
TOTAL						\$4,963.87	\$1,201.13

Tax Payment Credit:	SFR	MFR
Average Assessed Value	\$455,373	\$163,686
Capital Bond Interest Rate (Bond Payer's Index)	3.95%	3.95%
Years Amortized	10	10
Property Tax Bond Rate	1.2081	1.2081
Present Value of Revenue Stream	\$4,473.22	\$1,607.92

Fee Summary	Single Family	Multiple Family
Site Acquisition Cost	\$251	\$60
Permanent Facility Cost	\$21,581	\$5,212
Temporary Facility Cost	\$170	\$41
State Match Credit	(\$4,963.87)	(\$1,201.13)
Tax Payment Credit	(\$4,473.22)	(\$1,607.92)
FEE (AS CALCULATED)	\$12,564.91	\$2,503.95
50% FEE (AS DISCOUNTED)	\$6,282.46	\$1,251.98
FINAL FEE (ALL)	\$6,282.45	\$1,251.97