

Adopted  
May 28, 2013  
RIVERVIEW SCHOOL DISTRICT NO. 407  
2013  
CAPITAL FACILITIES PLAN



BOARD OF DIRECTORS

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## **SECTION 1 -- INTRODUCTION**

### **Purpose of the Capital Facilities Plan**

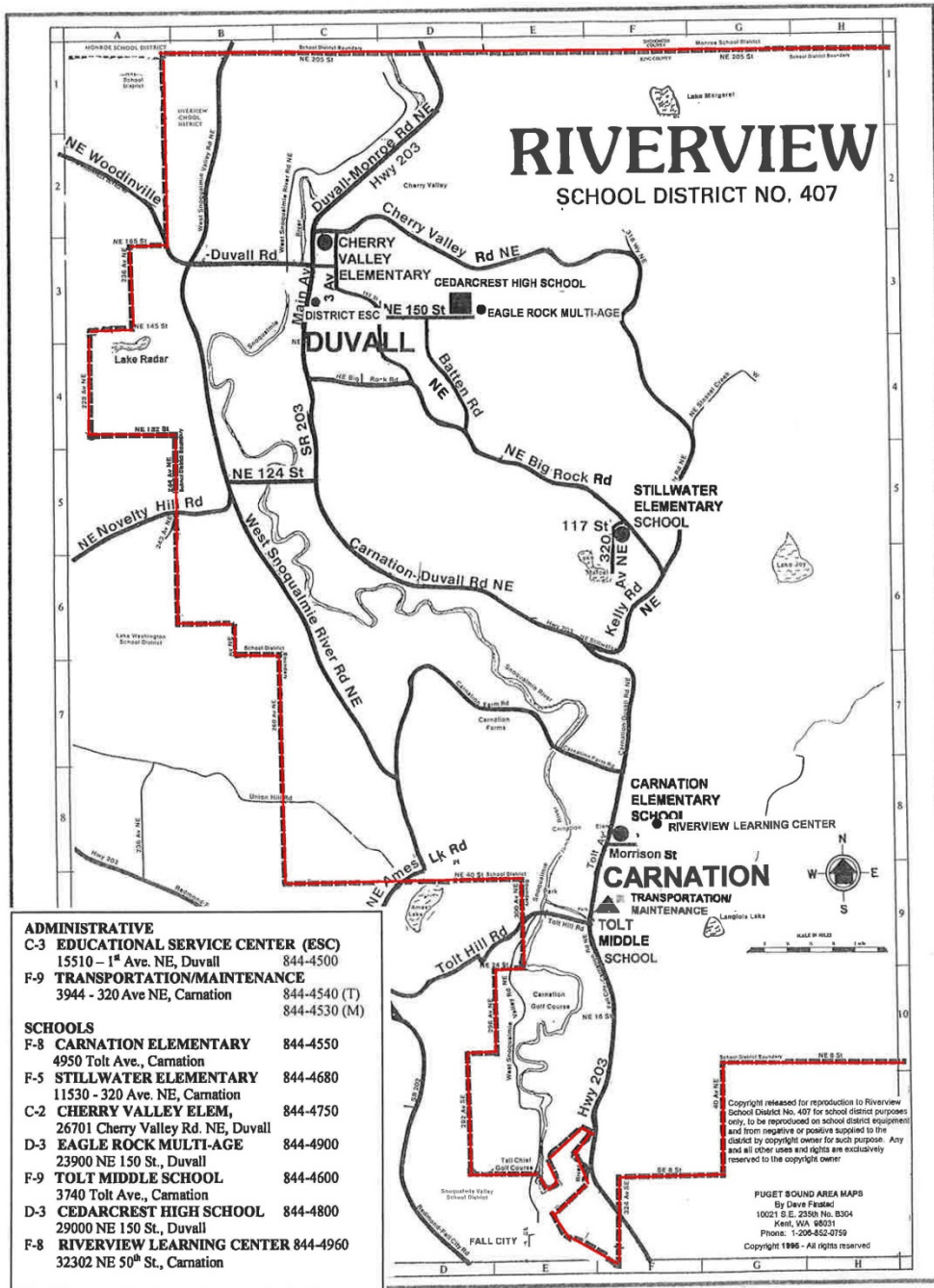
Presented herein, in conformance with the Growth Management Act and local county and municipal codes is the Capital Facilities Plan (CFP) of the Riverview School District.

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 (2013 – 2019).

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 Snoqualmie River 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 of approximately 3,233 (headcount enrollment) students, with three elementary schools, one middle school, one high school, two alternative high school programs, and two alternative elementary school programs. The grade configuration is kindergarten through fifth grade for elementary school, sixth through eighth for middle school, and ninth through twelfth for high school. Three of the alternative programs are housed at the Riverview Learning Center in Carnation.



ADMINISTRATIVE	
C-3	EDUCATIONAL SERVICE CENTER (ESC) 15510 - 1 <sup>st</sup> Ave. NE, Duvall 844-4500
F-9	TRANSPORTATION/MAINTENANCE 3944 - 320 Ave NE, Carnation 844-4540 (T) 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 <sup>th</sup> St., Carnation

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FUGET SOUND AREA MAPS  
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## SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

### Projected Student Enrollment 2013-2019

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 activities in evaluating and adjusting projections. This year's plan anticipates a 3% growth in student enrollment which is based on recent enrollment trends. Some of the trends are as a result of: 1) transfers from private schools, 2) increases in preschool age children from the district's existing population, and 3) significant decreases students attending school outside the district. Housing starts have increased in recent years and the district is again experiencing enrollment growth. The new sewer system in Carnation has freed up large tracts of developable land within the incorporated city limits. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projections.

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 fifth grade is adjusted based on average past enrollment trends in order to estimate next year's sixth grade enrollment.

Since the yearly figures for each grade are dependent on the previous years' 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	12-13 Actual*	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>K</b>	229	234	239	244	249	254	259
<b>1</b>	256	236	241	246	251	256	262
<b>2</b>	270	264	243	248	253	259	264
<b>3</b>	243	278	272	250	255	261	267
<b>4</b>	263	250	286	280	258	263	269
<b>5</b>	250	271	258	295	288	266	271
<b>K-5</b>	1,511	1,533	1,539	1,563	1,554	1,559	1,592
<b>6</b>	259	246	267	254	291	284	262
<b>7</b>	275	267	253	275	262	300	293
<b>8</b>	244	283	275	261	283	270	309
<b>6-8</b>	778	796	795	790	836	854	864
<b>9</b>	265	251	291	283	269	291	278
<b>10</b>	263	261	247	287	279	265	287
<b>11</b>	201	254	252	238	277	269	256
<b>12</b>	215	184	232	231	218	253	246
<b>9-12</b>	944	950	1,022	1,039	1,043	1,078	1,067
<b>Total</b>	<b>3,233</b>	<b>3,279</b>	<b>3,356</b>	<b>3,392</b>	<b>3,433</b>	<b>3,491</b>	<b>3,523</b>

\* thru 4-1-13

Growth rate of 3%, with assumptions for variations at grades 6, 10, 11, and 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. 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 (ELL)
- 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 (ELL)
- 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**

**Elementary**

Regular, alternative, gifted	24	students/classroom, average
Self-contained learning classrooms	12	students/classroom, average
Learning support classrooms	0	students/classroom, average

**Middle School**

Regular	24	students/classroom, average
Regular (portables)	24	students/classroom, average
Self-contained learning classrooms	12	students/classroom, average
Learning support classrooms	0	students/classroom, average

**High School**

Regular	24	students/classroom, average
Regular (portables)	24	students/classroom, average
Self-contained learning classrooms	12	students/classroom, average
Learning support classrooms	0	students/classroom, average
Vocational education	24	students/classroom, average

## **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 3,300 students, with an additional 635 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 affect on student learning. Further, there are significant benefits to school culture and climate.



Table 4.1

**Riverview School District Facility Inventory and Capacity Calculations 2013**

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
<b>Carnation Elementary</b>	K-5	8.81	50,567	21	1	3	444	4	0	0	96	540	1960	2011
<b>Cherry Valley Elementary</b>	K-5	12	56,252	23	0	2	504	2	0	0	48	552	1953	2011
<b>Stillwater Elementary</b>	K-5	19	49,588	22	1	2	492	0	0	2	-48	444	1988	n/a
<b>Multiage Program</b>	K-5	@ CHS Site	0	0	0	0	0	4	0	0	96	96	n/a	n/a
<i>Subtotal K-5</i>		<i>39.81</i>	<i>156,407</i>	<i>66</i>	<i>2</i>	<i>7</i>	<i>1,440</i>	<i>10</i>	<i>0</i>	<i>2</i>	<i>192</i>	<i>1,632</i>		
<b>Tolt Middle School</b>	6-8	40	85,157	32	2	3	720	6	0	0	144	864	1964	2009
<i>Subtotal 6-8</i>		<i>40</i>	<i>85,157</i>	<i>32</i>	<i>2</i>	<i>3</i>	<i>720</i>	<i>6</i>	<i>0</i>	<i>0</i>	<i>144</i>	<i>864</i>		
<b>Cedarcrest High School</b>	9-12	78	108,946	43	1	3	972	7	0	0	168	1140	1993	2009
<i>Subtotal 9-12</i>		<i>78</i>	<i>108,946</i>	<i>43</i>	<i>1</i>	<i>3</i>	<i>972</i>	<i>7</i>	<i>0</i>	<i>0</i>	<i>168</i>	<i>1,140</i>		
<b>Riverview Learning Center</b>	K-12	2.08	14,545	7	0	0	168	0	0	0	0	168	2011	n/a
<i>Subtotal 9-12</i>		<i>2.08</i>	<i>14,545</i>	<i>7</i>	<i>0</i>	<i>0</i>	<i>168</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>168</i>		
<b>Total K-12</b>		<b>159.89</b>	<b>365,055</b>	<b>148</b>	<b>5</b>	<b>13</b>	<b>3,300</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>504</b>	<b>3,804</b>		

\*Some teaching stations are used for purposes that do not allow them to be used as regular classrooms. E.g. computer labs, music classrooms, storage, special-ed pullout programs.

Support Facilities	Site Size (acres)	Building Area (Sq. Ft.)	Support Facilities	Site Size (acres)	Building Area (Sq. Ft.)
<b>Maintenance and Transportation Facilities</b>	adj. to Tolt MS	14,750	<b>Stepping Stones (portable)</b>	adj. to Carn. ES	1,500
<b>Educational Service Center</b>	1.25 acres	20,886			

Support Facilities	Site Size (acres)	Building Area (Sq. Ft.)	Support Facilities	Site Size (acres)	Building Area (Sq. Ft.)
<b>District Office portables</b>	adj. to Carn. ES	7,200	<b>Extended day</b>	adj. to CV. ES	1,910
<b>Annex Building</b>	inc with ESC	1,421			

## **SECTION 5 -- PROJECTED FACILITY NEEDS**

### **Near-term Facility Needs**

This Capital Facilities Plan has been organized in such a way as 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 comprehensive K-8 school and anticipates that the construction of this school will be complete within the six years of this planning period.

**Table 5.1  
School Enrollment and Capacity Projections 2013-14 through 2018-19**

<b>Elementary (K - 5)</b>	<b>12-13 Actual</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Projected Enrollment	1,511	1,533	1,539	1,563	1,554	1,559	1,592
Capacity in Permanent Facilities	1,488	1,488	1,488	1,488	1,488	1,488	1,488
Capacity in New Perm. Facilities (New K-8)	0	0	0	0	0	0	200
<b>Net Surplus or (Deficit) in Perm. Facilities</b>	<b>-23</b>	<b>-45</b>	<b>-51</b>	<b>-75</b>	<b>-66</b>	<b>-71</b>	<b>96</b>
Capacity in Relocatables	240	240	240	240	240	240	240
Number of Relocatables	10	10	10	10	10	10	10
Capacity with Relocatables	1,728	1,728	1,728	1,728	1,728	1,728	1,928
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>217</b>	<b>195</b>	<b>189</b>	<b>165</b>	<b>174</b>	<b>169</b>	<b>336</b>

<b>Middle School (6-8)</b>	<b>12-13 Actual</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Projected Enrollment	778	796	795	790	836	854	864
Capacity in Permanent Facilities	763	763	763	763	763	763	763
Capacity in New Perm. Facilities (New K-8)							520
<b>Net Surplus or (Deficit) in Perm. Facilities</b>	<b>-15</b>	<b>-33</b>	<b>-32</b>	<b>-27</b>	<b>-73</b>	<b>-91</b>	<b>419</b>
Capacity in Relocatables	144	144	144	144	144	144	144
Number of Relocatables	6	6	6	6	6	6	6
Capacity with Relocatables	907	907	907	907	907	907	1,427
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>129</b>	<b>111</b>	<b>112</b>	<b>117</b>	<b>71</b>	<b>53</b>	<b>563</b>

<b>High School (9-12)</b>	<b>12-13 Actual</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Projected Enrollment	944	950	1,022	1,039	1,043	1,078	1,067
Capacity in Permanent Facilities	1,049	1,049	1,049	1,049	1,049	1,049	1,049
<b>Net Surplus or (Deficit) in Perm. Facilities</b>	<b>105</b>	<b>99</b>	<b>27</b>	<b>10</b>	<b>6</b>	<b>-29</b>	<b>-18</b>
Capacity in Relocatables	168	168	168	168	168	168	168
Number of Relocatables	7	7	7	7	7	7	7
Capacity with Relocatables	1,217	1,217	1,217	1,217	1,217	1,217	1,217
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>273</b>	<b>267</b>	<b>195</b>	<b>178</b>	<b>174</b>	<b>139</b>	<b>150</b>

<b>Surplus/Deficiency Capacity (K-12)</b>	<b>12-13 Actual</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Projected Enrollment	3,233	3,279	3,356	3,392	3,433	3,491	3,523
Capacity in Permanent Facilities	3,300	3,300	3,300	3,300	3,300	3,300	3,300
	0	0	0	0	0	0	720
Capacity in Perm. Facil. and Relocatables	<b>3,852</b>	<b>3,852</b>	<b>3,852</b>	<b>3,852</b>	<b>3,852</b>	<b>3,852</b>	<b>4,572</b>
Surplus Capacity with Relocatables	619	573	496	460	419	361	1,049
Surplus Capacity <i>without</i> Relocatables	67	21	-56	-92	-133	-191	497

**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 construction	Location	Capacity Added	Source of Funds*	Growth related project? Yes or No
<b>2018 - 2019</b>				
New kindergarten through 8th grade	Duvall	720	Impact Fees, State Match, and local approved bond issue	Yes

**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 2010

**Table 6.2  
Planned Projects to Existing Facilities**

Project	Location	Capacity Added	Source of Funds	Growth related project? Yes or No
<b>2013-2014</b>				
Technology Upgrades	All	-0-	Technology Levy	No
<b>2014-2015</b>				
Technology Upgrades	All	-0-	Technology Levy	No
<b>2015-2016</b>				
Technology Upgrades	All	-0-	Technology Levy	No
<b>2015-2016</b>				
Technology Upgrades	All	-0-	Technology Levy	No
<b>2017-2018</b>				
Technology Upgrades	All	-0-	Technology Levy	No
<b>2018-2019</b>				
Technology Upgrades	All	-0-	Technology Levy	No

\* Technology upgrades are based on using funds from the Technology Levy approved by voters in February 2010 and a planned levy in 2015.

## **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. In February, 2007 the voters of the Riverview School District approved a \$56,600,000 bond issue that will be utilized to finance a variety of improvements to the facilities of the district over a six-year period.

### **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 2010 for the upgrade of technology assets including new computers, upgrades to the network infrastructure, and software.

### **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  
2013 Capital Facilities Plan Budget**

<b>PROJECT</b>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Total	Local Funds	State Assistance	Impact Fees
<b><i>Growth Related Projects</i></b>							-	-	-	-
New kindergarten through 8th grade						\$27,000,000	\$27,000,000	\$19,000,000	\$6,000,000	\$2,000,000
<b><i>Other Projects</i></b>										
Technology Acquisitions & Upgrades	\$967,580	\$967,580	\$967,580	\$967,580	\$967,580	\$967,580	\$5,805,480	\$5,805,480		
<b>Totals:</b>	\$967,580	\$967,580	\$967,580	\$967,580	\$967,580	\$27,967,580	\$32,805,480	\$24,805,480	\$6,000,000	\$2,000,000

## **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 2014.

### **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)**

<b>Single Family Dwelling Unit</b>					
	Auburn	Issaquah	Kent	Lk. Wash	Average
Elementary	0.227	0.521	0.484	0.381	<b>0.403</b>
Middle	0.085	0.181	0.129	0.117	<b>0.128</b>
High	0.129	0.156	0.249	0.095	<b>0.157</b>
Total	0.441	0.858	0.862	0.593	0.688

<b>Multi-Family Dwelling Unit</b>					
	Auburn	Issaquah	Kent	Lk. Wash	Average
Elementary	0.172	0.140	0.324	0.049	<b>0.171</b>
Middle	0.070	0.044	0.066	0.014	<b>0.049</b>
High	0.096	0.045	0.118	0.016	<b>0.069</b>
Total	0.338	0.229	0.508	0.079	0.289

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	\$4,886
Multi-family	\$2,153

(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: 2013  
 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	15.0	\$0	0	0.000	0.000	\$0.00	\$0.00
Middle	20.0	\$0	0	0.000	0.000	\$0.00	\$0.00
Senior	40.0	\$0	1	0.000	0.000	\$0.00	\$0.00
<b>TOTAL</b>						<b>\$0.00</b>	<b>\$0.00</b>

**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	92.25%	\$7,500,600	200	0.403	0.171	\$13,942.40	\$5,916.00
Middle	92.25%	\$19,499,400	520	0.128	0.049	\$4,427.86	\$1,695.04
Senior	92.25%	\$0	0	0.157	0.069	\$0.00	\$0.00
<b>TOTAL</b>		<b>\$27,000,000</b>	<b>720</b>			<b>\$18,370.26</b>	<b>\$7,611.04</b>

**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	7.75%	\$0	0	0.399	0.152	\$ -	\$ -
Middle	7.75%	\$0	24	0.135	0.052	\$0	\$0
Senior	7.75%	\$0	0	0.161	0.059	\$ -	\$ -
<b>TOTAL</b>						<b>\$0.00</b>	<b>\$0.00</b>

**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	\$188.55	90	45.4%	0.403	0.171	\$3,104.77	\$1,317.41
Middle	\$188.55	117	45.4%	0.128	0.049	\$1,281.97	\$490.75
Senior	\$188.55	0	45.4%	0.157	0.069	\$0.00	\$0.00
<b>TOTAL</b>						<b>\$4,386.74</b>	<b>\$1,808.16</b>

**Tax Payment Credit:**

	SFR	MFR
Average Assessed Value	\$318,835	\$113,364
Capital Bond Interest Rate (Bond Payer's Index)	3.74%	3.74%
Years Amortized	10	10
Property Tax Bond Rate	1.6071	1.6071
<b>Present Value of Revenue Stream</b>	<b>\$4,210.34</b>	<b>\$1,497.02</b>

Fee Summary	Single Family	Multiple Family
Site Acquisition Cost	\$0	\$0
Permanent Facility Cost	\$18,370	\$7,611
Temporary Facility Cost	\$0	\$0
State Match Credit	(\$4,386.74)	(\$1,808.16)
Tax Payment Credit	(\$4,210.34)	(\$1,497.02)
FEE (AS CALCULATED)	\$9,772.92	\$4,305.82
50% FEE (AS DISCOUNTED)	\$4,886.46	\$2,152.91
<b>FINAL FEE (ALL)</b>	<b>\$4,886.46</b>	<b>\$2,152.91</b>

## APPENDIX A

### DEFINITIONS

Throughout the Capital Facilities Plan a number of terms are used which are defined as follows:

**Area Cost Allowance.** WAC 180-27-060 establishes guidelines for determining the per square foot area cost allowance for new school construction. Projects funded as part of the July 1, 2006 release of State Assistance Construction Grants will be funded at an area cost allowance of \$154.22 per square foot of eligible area.

**CFP.** Capital Facilities Plan - refers to this document.

**GFA** (per student). Gross floor area per student.

**GMA.** Washington State Growth Management Act.

**Multi-Family Dwelling Unit.** In King County, three or more attached residential dwelling units.

**Single-Family Dwelling Unit.** In King County, detached residential dwelling units including duplexes and mobile homes. In Snohomish County, a detached residential dwelling unit designed for occupancy by a single family or household.

**Student Factor or Student Generation Rate.** The Student Factor is the average number of students by grade span (elementary, junior high, and high school) typically generated by each housing type. Student Factors are typically based on census data or empirical studies conducted by the school district.

**Teaching Station.** A facility space (classroom) specifically dedicated to implementing the district's educational program. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

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

**WAC.** Washington Administrative Code

## Appendix B Project cost allocation by enrollment

K- 8 grade facility	Head Count	percentage	cost distribution	Elementary	Middle School
	K	35	4.86%	\$1,312,200	\$1,312,200
1	35	4.86%	\$1,312,200	\$1,312,200	
2	35	4.86%	\$1,312,200	\$1,312,200	
3	35	4.86%	\$1,312,200	\$1,312,200	
4	30	4.17%	\$1,125,900	\$1,125,900	
5	30	4.17%	\$1,125,900	\$1,125,900	
6	173	24.03%	\$6,488,100		\$6,488,100
7	173	24.03%	\$6,488,100		\$6,488,100
8	174	24.16%	\$6,523,200		\$6,523,200
Total	720	100.00%	\$27,000,000	\$7,500,600	\$19,499,400