

Kent School District

SIX - YEAR CAPITAL FACILITIES PLAN

2018-2019 ~ 2023-2024

May 2018

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Kent School District

Six-Year Capital Facilities Plan

Table of Contents

Section	Page Number
I Executive Summary	2
II Six-Year Enrollment Projection & History	4
III District Standard of Service	9
IV Inventory, Capacity & Maps of Existing Schools	12
V Six-Year Planning & Construction Plan – Site Map	17
VI Portable Classrooms	20
VII Projected Classroom Capacity	21
VIII Finance Plan, Cost Basis and Impact Fee Schedules	26
IX Summary of Changes to Previous Plan	33
X Appendixes	35

I Executive Summary

This Six-Year Capital Facilities Plan (the "Plan") has been prepared by the Kent School District (the "District") as the organization's capital facilities planning document, in compliance with the requirements of Washington's Growth Management Act, King County Code K.C.C. 21A.43 and Cities of Kent, Covington, Renton, Auburn, Black Diamond, Maple Valley, and SeaTac. This annual Plan update was prepared using data available in the spring of 2018 for the 2018-2019 school year.

This Plan is consistent with prior long-term capital facilities plans adopted by the Kent School District. This Plan is not intended to be the sole planning document for all of the District's needs. The District may prepare interim and periodic Long Range Capital Facilities Plans consistent with Board Policies, taking into account a longer or shorter time period, other factors and trends in the use of facilities, and other needs of the District as may be required.

Prior Capital Facilities Plans of the Kent School District have been adopted by Metropolitan King County Council and Cities of Kent, Covington, Auburn and Renton and included in the Capital Facilities Plan element of the Comprehensive Plans of each jurisdiction. This Plan has also been submitted to cities of Black Diamond, Maple Valley, and SeaTac for their information and inclusion in their Comprehensive Plans.

In order for impact fees to be collected in the unincorporated areas of Kent School District, the Metropolitan King County Council must adopt this Plan and a fee-implementing ordinance for the District. For impact fees to be collected in the incorporated portions of the District, the cities of Kent, Covington, Renton and Auburn must also adopt this Plan and their own school impact fee ordinances.

This Capital Facilities Plan establishes a standard of service in order to ascertain current and future capacity. While the State Superintendent of Public Instruction establishes square footage guidelines for capacity, those guidelines do not account for local program needs in the District. The Growth Management Act, King County and City codes and ordinances authorize the District to make adjustments to the standard of service based on specific needs for students of the District.

This Plan includes the standard of service as established by Kent School District. Program capacity is based on an average capacity and updated to reflect changes to special programs served in each building. Portables in the capacity calculation use the same standard of service as the permanent facilities.

The capacity of each school in the District is calculated based on the District's standard of service and the existing inventory of permanent facilities. The District's program capacity of permanent facilities reflects program changes and the state's mandated reduction of class size to meet the standard of service for Kent School District. Portables provide additional transitional capacity.

Kent School District is the fifth largest (fte basis) district in the state. Enrollment is electronically reported monthly to the Office of the Superintendent of Public Instruction ("OSPI") on Form P-223. Although funding apportionment is based on Annual Average Full Time Equivalent (AAFTE), enrollment on October 1 is a widely recognized "snapshot in time" that is used to report the District's enrollment for the year as reported to OSPI.

The District received authorization from the Office of Superintendent of Public Instruction to temporarily re-open the former Kent Elementary School at 317 Fourth Ave South in Kent. This facility will be used to house the kindergarten and early child education classes for both Kent and Neely-O'Brien Elementary Schools to alleviate overcrowding at those schools. This building re-opened in fall 2014 as the Kent Valley Early Learning Center.

The District's standard of service, enrollment history and projections, and use of transitional facilities are reviewed in detail in various sections of this Plan. The District plans to continue to satisfy concurrency requirements through the transitional use of portables.

A financing plan is included in Section VIII which demonstrates the District's ability to implement this Plan. Pursuant to the requirements of the Growth Management Act, this Plan will be updated annually with changes in the impact fee schedules adjusted accordingly.

II Six - Year Enrollment Projection

For capital facilities planning, enrollment growth projections are based on cohort survival and student yield from documented residential construction projected over the next six years. *(See Table 2, page 8 and map page 37)*. The student generation factor is the basis for the growth projections from new developments. *(See Page 5)*

King County live births and the District's relational percentage average were used to determine the number of kindergartners entering the system. *(See Table 1, page 7)* 8.19% of 25,032 King County live births in 2012 is projected for 2,050 students expected in Kindergarten for October 1, 2017. This is an increase of 402 live births in King County over the previous year. *(See Table 2, page 8)*

Early Childhood Education students (also identified as “ECE”), “Early Childhood Special Education (“ECSE”)” students are forecast and reported to OSPI separately on Form P-223H for Special Education Enrollment. Capacity is reserved to serve students in the ECE programs at elementary schools.

The first grade population of Kent School District is traditionally 1-3% larger than the kindergarten population due to growth and transfers to the District. Cohort survival method uses historical enrollment data to forecast the number of students projected for the following year. Projections for October 1, 2017-2022 are from OSPI Report 1049 – Determination of Projected Enrollments.

Within practical limits, the District has kept abreast of proposed developments. The District will continue to track new development activity to determine impact to schools. Information on new residential developments and the completion of these proposed developments in all jurisdictions will be considered in the District's future analysis of growth projections. *(see map page 37)*

The Kent School District serves eight permitting jurisdictions: unincorporated King County, the cities of Kent, Covington, Renton, and Auburn and smaller portions of the cities of SeaTac, Black Diamond, and Maple Valley

STUDENT GENERATION FACTOR

"Student Factor" is defined by King County code as "the number derived by a school district to describe how many students of each grade span are expected to be generated by a dwelling unit" based on district records of average actual student generated rates for developments completed within the last ten years.

Following these guidelines, the student generation rate for Kent School District is as follows:

Single Family	Elementary	.398	
	Middle School	.096	
	Senior High	<u>.185</u>	
	Total		.679
Multi-Family	Elementary	.117	
	Middle School	.028	
	Senior High	<u>.029</u>	
	Total		.174

The student generation factor is based on a survey of 2,757 single-family dwelling units and 1,831 multi-family dwelling units with no adjustment for occupancy rates. Please refer to Appendix D on Page 37 of the Capital Facilities Plan for details of the Student Generation Factor survey.

In preparing the 2017-2018 to 2022-2023 Capital Facilities Plan the District contracted with Davis Demographics and Planning (DDP) of Riverside California, a noted expert in demographic studies for school districts, to analyze and prepare the student generation factor. DDP used a larger sample of single family residences than the district did in previous plans and included both "garden" and "urban style" apartments in the calculation for multi-family residences.

Urban style apartments typically have four stories, a central lobby and entrance, elevator access to all floors and have a central corridor with apartments on each side. These apartments have little or no surface street parking, with parking located beneath the building; retail may or may not be included with the building. If there is retail it will generally be located on the first floor. These apartments seldom have swimming pools and do not have playgrounds for children.

Garden style apartments will have very little studio apartments and will have more three bedroom apartments than the urban style and in theory generate more students enrolled in school. These apartments will also have lawns, club houses, swimming pools and places for children to play.

The District felt that it is important to include both styles of apartments for the student generation factor. Though it is anticipated that few students will come from the urban style, they are now part of the mix in Kent and thus should be included in mix of multi-family housing units.

Within the district's borders there are several low-income and multi-family housing projects coming on-line during 2017-2018. Once developed and occupancy occurring the District does recognize that the student generation for multi-family housing will likely increase for future Capital Facilities Plan updates.

III Current Kent School District “Standard of Service”

In order to determine the capacity of facilities in a school district, King County Code 21A.06 references a "standard of service" that each school district must establish in order to ascertain its overall capacity. The standard of service identifies the program year, the class size, the number of classrooms, students and programs of special need, and other factors determined by the district which would best serve the student population.

This Plan includes the standard of service as established by Kent School District. The District has identified schools with significant special needs programs as “impact” schools and the standard of service targets a lower class size at those facilities. Portables included in the capacity calculation use the same standard of service as the permanent facilities. (See *Appendix A, B & C*)

The standard of service defined herein will continue to evolve in the future. Kent School District is continuing a long-term strategic planning process combined with review of changes to capacity and standard of service. This process will affect various aspects of the District's standard of service and future changes will be reflected in future capital facilities plans.

Current Standards of Service for Elementary Students

Class size for Kindergarten is planned for an average of 23 or fewer students.
 Class size for grades 1 - 3 is planned for an average of 23 or fewer students.
 Class size for grades 4 - 6 is planned for an average of 27 or fewer students.

Class size for Kindergarten and grades 1, 2 and 3 for schools that qualify for high poverty funding (14 elementary schools for 2017-18) is planned for an average of 17 or fewer students. The state legislature has provided a one year delay in compliance with the requirement to have class sizes of 17 or smaller for grades K-3.

Some special programs require specialized classroom space and the program capacity of some of the buildings housing these programs is reduced. Some students, for example, leave their regular classroom for a short period of time to receive instruction in special programs and space must be allocated to serve these programs.

Some students have scheduled time in a computer lab. Students may also be provided music instruction and physical education in a separate classroom or facility.

Some identified students will also be provided educational opportunities in classrooms for special programs such as those designated as follows:

English Language Learners (E L L)
 Education for Disadvantaged Students (Title I) – Federal Program
 Learning Assisted Programs (LAP) – State Program
 Highly Capable Students-State Program
 Reading, Math or Science Labs
 Dual Language Programs in 4 elementary schools

Inclusive Education Service for Elementary and Secondary students with disabilities may be provided in a separate or self-contained classroom sometimes with a capacity of 10-15 depending on the program:

Early Childhood Special Education (ECSE) -3-4 yr. old students with disabilities
 Tiered Intervention in Inclusive Education Support Center Programs
 Integrated Programs & Resource Rooms (for special remedial assistance)
 Self-contained Inclusive Education Support Center Programs (SC)
 School Adjustment Programs for students with behavioral disorders (SA)
 Adaptive Support Center for Mild, Moderate & Severe Disabilities (ASCDD)
 Speech & Language Therapy & Programs for Hearing Impaired students
 Occupational & Physical Therapy Programs (OT/PT)
 The Outreach Program (TOP) for 18-21 year old secondary students

Some newer buildings have been constructed to accommodate most of these programs; some older buildings have been modified, and in some circumstances, these modifications reduce the classroom capacity of the buildings. When programs change, program capacity is updated to reflect the change in program and capacity.

Current Standards of Service for Secondary Students

The standards of service outlined below reflect only those programs and educational opportunities provided to secondary students which directly affect the capacity of the school buildings.

Class size for grades 7 – 8 is planned for an average of 28.6 or fewer students.
 Class size for grades 9 – 12 is planned for an average of 30.6 or fewer students.

Similar to Inclusive Education Programs listed above, many other secondary programs require specialized classroom space which can reduce the program capacity of the permanent school buildings.

Identified secondary students will also be provided other educational opportunities in classrooms for programs designated as follows:

Computer, Multi-Media & Technology Labs & Programs
 Technology Academy at Kent-Meridian High School & Mill Creek Middle School

Science Programs & Labs – Biology, Chemistry, Physics, Oceanography, Astronomy, Meteorology, Marine Biology, General Science, etc.
 English Language Learners (E L L)
 Music Programs – Band, Orchestra, Chorus, Jazz Band, etc.
 Art Programs – Painting, Design, Drawing, Ceramics, Pottery, Photography, etc.
 Theater Arts – Drama, Stage Tech, etc.
 Journalism and Yearbook Classes
 Highly Capable (Honors or Gifted) and Advanced Placement Programs
 International Baccalaureate (“IB”) Program
 JROTC - Junior Reserve Officers Training Corps

Career & Technical Education Programs (CTE - Vocational Education)

Family & Consumer Science – Culinary Arts, Sewing, Careers w/Children/Educ., etc.

Child Development Preschool and Daycare Programs

Health & Human Services – Sports Medicine, Sign Language, Cosmetology, etc.

Business Education – Word Processing, Accounting, Business Law & Math, Marketing, Economics, Web Design, DECA, FBLA (Future Business Leaders).

Technical & Industry – Woodworking, Cabinet Making, Building Trades, Metals, Automotive & Manufacturing Technology, Welding, Drafting, Drawing, CAD (Computer-aided Design), Electronics, Engineering & Design, Aviation, ASL, etc.

Graphic & Commercial Arts, Media, Photography, Theater & Stage, Ag & Horticulture.

Kent Phoenix Academy- Performance Learning Center, Gateway, Virtual High School and Kent Success programs

Space or Classroom Utilization

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 work space during their planning periods, it is not possible to achieve 100% utilization of regular teaching stations at secondary schools. Based on the analysis of actual utilization of classrooms, the District has determined that the standard utilization rate is 85% for secondary schools. Program capacity at elementary schools reflects 100% utilization at the elementary level.

I V Inventory and Capacity of Existing Schools

Currently, the District has permanent program capacity to house 27,103 students and transitional (portable) capacity to house 2,085. This capacity is based on the District's Standard of Service as set forth in Section III. Included in this Plan is an inventory of the District's schools by type, address and current capacity. (See *Table 3 on Page 13*). The ratio between permanent capacity and portable capacity is 94.9%-5.1%.

The program capacity is periodically updated for changes in programs, additional classrooms and new schools. Program capacity has been updated in this Plan to reflect program changes implemented in the Fall of 2015.

For the 2015-2016 school year and beyond the state has a mandated lower class size in 14 elementary schools that are classified as high poverty. The new class size in grades K-1, 2 and 3 will be 17 students for every teacher. Compliance with this new state class size requirement has been delayed to the 2019-20 school year.

Calculation of Elementary, Middle School and Senior High School capacities are set forth in Appendices A, B and C. Maps of existing schools are included on Pages 14-16.

For clarification, the following is a brief description of some of the non-traditional programs for students in Kent School District:

Kent Mountain View Academy serves Grades 3 – 12 with transition, choice and home school assistance programs. It is located in the former Grandview School in the western part of the district in Des Moines. This school was originally designed as an elementary school and is included in the elementary capacity for this Plan.

Kent Phoenix Academy is a non-traditional high school opened in fall 2007 in the renovated site and building that formerly served Sequoia Middle School. Kent Phoenix Academy has four special programs including the Performance Learning Center, Gateway, Virtual High School and Kent Success.

iGrad - In partnership with Green River College, Kent School District has pioneered the Individualized Graduation and Degree Program or "iGrad". iGrad offers a second chance to students age 16-21 who have dropped out of high school and want to earn a high school diploma. iGrad is not included in this Capital Facilities Plan because it is served in leased space at the Kent Hill Plaza Shopping Center. Over the past three years, enrollment in the iGrad program has averaged over 300 students.

V Six-Year Planning and Construction Plan

In November 2017, the voters of the Kent School District approved a bond measure for \$252 million. This new bonding authority will provide for a replacement for Covington Elementary school (with increased capacity due to growth), a new elementary school in the Kent Valley (site to be determined), twenty additional classrooms throughout the district as well as other infrastructure projects.

At the time of preparation of this Plan in spring of 2017, the following projects to increase capacity either are in the planning phase or will start in spring 2017.

- Planning is complete for a replacement school for Covington Elementary School in first quarter of 2019. The project will start in spring of 2017 with planned completion in fall 2018. The project is funded with a combination of bond funds (bonds issued in February 2017), state assistance and impact fees.
- Planning is in progress for an additional elementary school in the Kent Valley in 2020 or beyond. The project will be funded with bonds funds and impact fees.
- Planning is in progress to add an additional 20 classrooms to elementary schools. The locations will be determined by need. The project will be funded with bonds funds and impact fees.
- Enrollment projections reflect future need for additional capacity at the elementary school level. Future facility and site needs are reflected in this Plan.
- Some funding for lease or purchase of additional portables may be provided by impact fees as needed. Sites are based on need for additional capacity.

As a critical component of capital facilities planning, county and city planners and decision-makers are encouraged to consider safe walking conditions for all students when reviewing applications and design plans for new roads and developments. This should include sidewalks for pedestrian safety to and from school and bus stops as well as bus pull-outs and turn-arounds for school buses.

Included in this Plan is an inventory of potential projects and sites identified by the District which are potentially acceptable site alternatives in the future. *(See Table 4 on Page 18 & Site map on Page 19).*

Voter approved bond issues have included funding for the purchase of sites for some of these and future schools, and the sites acquired to date are included in

this Plan. Some funding is secured for purchase of additional sites but some may be funded with impact fees as needed. Not all undeveloped properties meet current school construction requirements and some property may be traded or sold to meet future facility needs. The Board of Directors has started the process to sell surplus property in the spring of 2015.

The Board will continue annual review of standard of service and those decisions will be reflected in the each update of the Capital Facilities Plan.

V I Portable Classrooms

The Plan references use of portable as interim or transitional capacity and facilities.

Currently, the District utilizes portables to house students in excess of permanent capacity and for program purposes at some school locations. *(Please see Appendices A, B, C)*

Based on enrollment projections, implementation of full day kindergarten programs, lower state mandated class size, program capacity and the need for additional permanent capacity, the District anticipates the need to purchase or lease additional portables during the next six-year period.

During the time period covered by this Plan, the District does not anticipate that all of the District's portables will be replaced by permanent facilities. During the useful life of some of the portables, the school-age population may decline in some communities and increase in others, and these portables provide the flexibility to accommodate the immediate needs of the community.

Portables may be used as interim or transitional facilities:

1. To prevent overbuilding or overcrowding of permanent school facilities.
2. To cover the gap between the times of demand for increased capacity and completion of permanent school facilities to meet that demand.
3. To meet unique program requirements.

Portables currently in the District's inventory are continually evaluated resulting in some being improved and some replaced.

The Plan projects that the District will use portables to accommodate interim housing needs for the next six years and beyond. The use of portables, their impacts on permanent facilities, life cycle and operational costs, and the

interrelationship between portables, emerging technologies and educational restructuring will continue to be examined.

V II Projected Six-Year Classroom Capacity

As stated in Section IV, the program capacity study is periodically updated for changes in special programs and reflects class size requirements, class size fluctuations etc. As shown in the Inventory and Capacity chart in Table 3 on Page 13, the program capacity is also reflected in the capacity and enrollment comparison charts. *(See Tables 5 & 5 A-B-C on pages 22-25).*

Enrollment is electronically reported to OSPI on Form P-223 on a monthly basis and funding apportionment is based on Annual Average FTE (AAFTE). The first school day of October is widely recognized as the enrollment “snapshot in time” to report enrollment for the year.

Kent School District continues to be the fifth largest district (both fte and headcount basis) in the state of Washington. Kent School District continues to be the fifth largest district (both fte and headcount basis) in the state of Washington. P-223 Headcount for October 2017 was 26,523 with kindergarten students counted at 1.0 and excluding ECSE and college-only Running Start students. A full headcount of all students enrolled in October 2017 totals 28,192, which include ECSE and college-only Running Start students.

In October 2017, there were 1,118 students in 11th and 12th grade participating in the Running Start program at different colleges and receiving credits toward both high school and college graduation. Five hundred ninety-three of these students attended classes only at the college (“college-only”) and are excluded from FTE and headcount for capacity and enrollment comparisons. Kent School District has one of the highest Running Start program participation rates in the state.

Based on the enrollment forecasts, permanent facility inventory and capacity, current standard of service, portable capacity, and future additional classroom space, the District plans to continue to satisfy concurrency requirements through the transitional use of portables. *(See Table 5 and Tables 5 A-B-C on Pages 22-25).*

This does not mean that some schools will not experience overcrowding. There may be a need for additional portables and/or new schools to accommodate growth within the District. New schools may be designed to accommodate placement of future portables. School attendance area changes, limited and costly movement of portables, zoning changes, market conditions, and educational restructuring will all play a major role in addressing overcrowding and underutilization of facilities in different parts of the District.

VIII Finance Plan

The finance plan shown on *Table 6* demonstrates how the Kent School District plans to finance improvements for the years 2017-2018 through 2022-2023. The financing components include secured and unsecured funding and impact fees. The plan is based on future bond issues, state school construction assistance, collection of impact fees under the State Growth Management Act and voluntary mitigation fees paid pursuant to State Environmental Policy Act.

The plan calls for the replacement of Covington Elementary in 2018-19 which will increase the capacity of the current school by approximately 20%. Some impact fees will be utilized as part of the finance plan.

The plan also includes an additional elementary school in the Kent Valley and the siting will be determined at a later date. The district does have two sites where the school could be placed and a decision has not been made. This new school will increase the capacity at the elementary level by 600 students. Some impact fees are scheduled to be part of the overall finance plan.

To address overcrowding at our elementary schools, the plan also includes twenty additional permanent classrooms at the schools of the greatest need. A decision as to the placing of these classrooms has not been made. These classrooms will be at the schools with the most overcrowding. Some impact fees are scheduled to be part of the overall finance plan.

In November 2016, the District held a special election to approve the authorization of \$252,000,000 in bonding authority. The projects described above are part of this authorization. The first series of bonds (\$80 million) were issued in February 2017, which will fund the replacement of Covington Elementary as well as other infrastructure projects.

The Finance Plan includes new portables to be purchased or leased to provide additional capacity and some may be funded from impact fees.

Enrollment projections reflect future need for additional capacity at the elementary level and unfunded facility needs will be reviewed in the future and reported in annual updates of the Capital Facilities Plan. No impact fees are requested for secondary schools in this Plan.

For the Six-Year Finance Plan, costs of future schools are based on estimates from Kent School District Facilities Department. Please see pages 27-28 for a summary of the cost basis.

VIII Finance Plan - Cost Basis Summary

For impact fee calculations, construction costs are based on cost of the last elementary school, adjusted for inflation, and projected cost of the future elementary schools and additional classrooms.

Elementary School	Cost	Projected Cost
Cost of Panther Lake Elementary Replacement (Opened in Fall 2009)	\$26,700,000	
Projected cost - Covington Elementary Replacement (Projected to open in 2018)		\$46,077,470
Projected cost of New Elementary School Kent Valley (Projected to open in 2020)		\$46,000,000
20 Additional permanent Classrooms		\$16,829,000

Site Acquisition Cost

The site acquisition cost is based on an average cost of sites purchased or built on within the last ten years. Please see Table 7 on page 29 for a list of site acquisition costs and averages.

District Adjustment

The impact fee calculations on pages 31 and 32 include a “District Adjustment” which is equal to the amount of increase that the impact fee formulas total for this year and adjusted for the increase in the Consumer Price Index (2.6%) for the Seattle metropolitan area.

IX Summary of Changes to June 2017 Capital Facilities Plan

The Capital Facilities Plan (the "Plan") is updated annually based on previous Plans in effect since 1993. The primary changes from the May 2018 Plan are summarized here.

Changes to capacity continue to reflect fluctuations in class size as well as program changes. Changes in portables or transitional capacity reflect use, lease or purchase, sale, surplus and/or movement between facilities.

The student headcount enrollment forecast is updated annually. All Elementary schools now have Full Day Kindergarten so six-year Kindergarten projections were previously modified to meet the requirements for Full Day Kindergarten programs at all elementary schools.

The district expects to receive some State Funding Assistance (formerly called "state matching funds") for projects in this Plan and tax credit factors are updated annually. Unfunded site and facility needs will be reviewed in the future.

The impact fees for 2018 will increase by the percentage increase of the consumer price index for the Seattle metropolitan area in. For 2017, the increase was 3.1%. For single-family residences, the fee will increase by \$162 to \$5,397. The impact fee for multi-family units will increase by \$69 to \$2,279.

Changes to Impact Fee Calculation Factors include:

ITEM	Grade/Type	FROM	TO	Comments
Student Generation Factor	Elem	0.257	0.398	
Single Family (SF)	MS	0.070	0.096	
	SH	0.138	0.185	
	Total	0.465	0.679	0.214 Increase
Student Generation Factor	Elem	0.111	0.117	
Multi-Family (MF)	MS	0.022	0.028	
	SH	0.039	0.029	
	Total	0.172	0.174	0.002 Increase
State Funding Assistance Ratios ("State Match")		56.96%	56.96%	Per OSPI Website
Area Cost Allowance		\$213.23	\$225.97	Per OSPI Website
Average Assessed Valuation (AV)	SF	\$307,784	\$366.437	Puget Sound ESD
AV - Average of Condominiums & Apts.	MF	\$123,109	\$143,332	Puget Sound ESD
Debt Service Capital Levy Rate / \$1000		\$1.398	\$1.0269	Per King Co. Assessor Report
General Obligation Bond Interest Rate		3.27%	3.95%	Bond Buyers 20 year GO Index
Impact Fee - Single Family	SF	\$5,235	\$5,397	Increase of \$162 or 3.1%
Impact Fee - Multi-Family	MF	\$2,210	\$2,279	Increase of \$69 or 3.1%

