MONROE SCHOOL DISTRICT

CAPITAL FACILITIES PLAN
2020–2025

DRAFT

JUNE 2020 DRAFT

Adopted: _____, 2020

CAPITAL FACILITIES PLAN
MONROE SCHOOL DISTRICT NO. 103

BOARD OF DIRECTORS

Jim Langston, President
Darcy Cheesman, Vice President
Shawn Anderson
Chuck Whitfield

SUPERINTENDENT

Dr. Justin Blasko

DRAFT

For information regarding the Monroe School District Capital Facilities Plan, contact John Mannix, Assistant Superintendent for Operations, 200 E. Fremont, Monroe, WA 98272. Telephone: (360) 804-2570.

TABLE OF CONTENTS

Introduction.....1

Educational Program Standard 4

Capital Facilities Inventory.....7

Student Enrollment Trends and Projections 11

Projected Facility Needs 15

Financing Plan 16

School Impact Fees 21

Appendix A.....Population and Enrollment Data

Appendix B .....School Impact Fee Calculations

Appendix C .....Student Generation Rates

DRAFT

CHAPTER 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

The Monroe School District (the "District") has prepared this Capital Facilities Plan ("CFP") to assess the facilities needed to accommodate projected student enrollment at acceptable levels of service, as well as a more detailed schedule and financing program for capital improvements, over the next six years (2020-2025). The CFP is intended to be shared with the City of Monroe and Snohomish County. In accordance with the Growth Management Act, adopted Snohomish County policies, and local ordinances governing school impacts, this CFP contains the following required elements:

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

In developing this CFP, the District followed the following guidelines set forth in Appendix F of Snohomish County's General Policy Plan:

- Districts should use information from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. School districts may generate their own data if it is derived through statistically reliable methodologies. Information must not be inconsistent with Office of Financial Management (OFM) population forecasts. Student generation rates must be independently calculated by each school district.
- The CFP must comply with the GMA.
- The methodology used to calculate impact fees must comply with Chapter 82.02 RCW. In the event that impact fees are not available due to action by the state, county or cities within the District, the District in a future CFP update must identify alternative funding sources to replace the intended impact fee funding.

Snohomish County's Countywide Planning Policies direct jurisdictions in Snohomish County to "ensure the availability of sufficient land and services for future K-20 school needs." Policy ED-11. The District appreciates any opportunity for cooperative planning efforts with its jurisdictions.

DRAFT

Overview of the Monroe School District

The Monroe School District is located in the southeastern portion of Snohomish County. The District covers approximately 82 square miles and encompasses the City of Monroe and portions of unincorporated Snohomish County.

The District currently serves a student population of 6,083 (October 1, 2019, adjusted enrollment) with five elementary school campuses, two middle schools, and one high school. Leaders in Learning, an individualized secondary program, is also offered as a standalone program at the Wagner Center. Sky Valley Education Center, an individualized program for students in grades K-12 who otherwise would be home schooled, is housed in a former middle school facility. Sky Valley Education Center and Leaders in Learning student enrollment figures are included in both the District and OSPI figures. Elementary schools provide educational programs for students in kindergarten through grade five. Middle schools serve grades six through eight and the high school grades nine through twelve. Leaders in Learning serves grades nine through twelve.

The District provides fiscal and administrative support for the Youth Re-Engagement program housed off-site at Everett Community College (EvCC) in Everett, Washington. It also provides a graduate retrieval program through Shoreline Community College (SCC). These programs do not use District facilities and are therefore the enrollment needs are not included when determining the District's facility needs. The District previously operated WAVA High School, a virtual high school for students in grades 9-12. The District recently discontinued the WAVA program. The WAVA program did not use District facilities. The District has modified its past enrollment figures to exclude actual enrollment for the WAVA High School, the SCC graduate retrieval program, and EvCC U-3 program enrollment figures from the District's FTE enrollment figures.

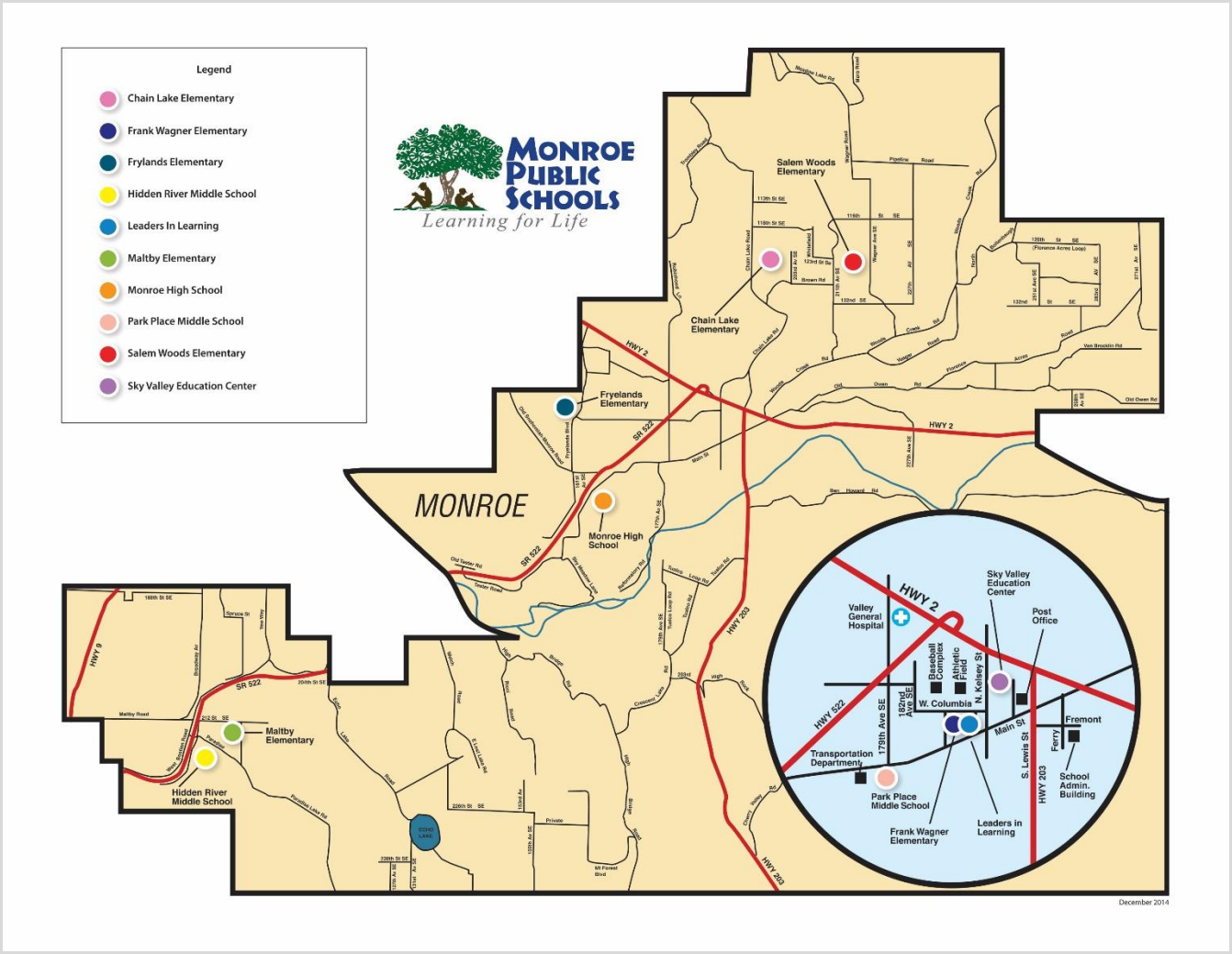
Significant Issues Related To Facility Planning In the Monroe School District

The most significant issues facing the Monroe School District in terms of providing classroom capacity to accommodate projected demands are aging school facilities, the rate of student growth, the availability and affordability of suitable school sites, including perkable soil for septic systems, access to water and the geographic constraints associated with the increased student population. In addition, implementation of State requirements for full-day kindergarten and reduced K-3 class size also impact school capacity and educational program standards.

The District is currently implementing and nearing completion on projects approved by the voters in April 2015. These projects will help address some issues with aging school facilities and capacity needs. The District is the planning stages for a proposed future bond measure. The anticipated projects in the future bond proposal would also address modernization and expansion of school facilities as well as the potential for a new elementary school to address continuing growth projections.

DRAFT

MAP – MONROE SCHOOL DISTRICT



CHAPTER 2 – EDUCATIONAL PROGRAM STANDARDS

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classroom facilities (portables).

In addition to factors which affect the amount of space required, government mandates and community expectations affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by non-traditional or special programs such as special education, bilingual education, remediation programs, migrant education, alcohol and drug education, AIDS education, preschool, extended day kindergarten and daycare programs, computer labs, music programs, etc. These special or nontraditional educational programs have a significant impact on the available student capacity of school facilities.

The District's implementation, now complete, of required full-day kindergarten and reduced K-3 class size affected school capacity and educational program standards.

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

- Special education pre-school
- Special education - resource, moderate and profound, behavioral and behavioral support
- ELL/ESL
- Title I LAP
- Drug and Alcohol Education
- Community Schools
- Vocational and Technical Education
- Technology Education
- Music
- Day Care - before and after school
- Computer Labs
- Birth to Three Programs
- Excel
- Adopt-A-Stream
- Outdoor Education
- Horticulture
- Multi-age classrooms
- Special Education 18 to 21 year old transitional program

Variations in student capacity among 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 classroom for a short period of time to receive instruction

DRAFT

in these special programs. Newer schools within the District have been designed to accommodate most of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

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

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

EDUCATIONAL PROGRAM STANDARDS FOR ELEMENTARY SCHOOLS

- Class size for grades K-3 should not exceed 20 students.
- Class size for grades 4-5 should not exceed 26 students.
- Special Education for students will be provided in a self-contained classroom or in a separate classroom.
- All students will be provided music instruction in a separate classroom.
- Optimum design capacity for new elementary schools is 500-550 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

EDUCATIONAL PROGRAM STANDARDS FOR MIDDLE AND HIGH SCHOOLS

- Class size for middle school grades should not exceed 28 students.
- Class size for high school grades should not exceed 28 students.

As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a work space during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day.

Special Education for students will be provided in a self-contained classroom.

Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows: Resource Rooms (i.e. computer labs, study rooms); Special Education Classrooms; and Program Specific Classrooms (i.e. music, drama, art, science, family and consumer science, physical education, technology education).

Desired design capacity for new middle schools is 800 to 850 students. However, actual capacity of individual schools may vary depending on the educational programs offered and/or geographic area served.

Desired design capacity for new comprehensive high schools is 1,600-1800 students. However,

DRAFT

actual capacity of individual schools may vary depending on the educational programs offered.

MINIMUM EDUCATIONAL SERVICE STANDARDS

The District will evaluate student housing levels based on the District as a whole system and not on a school by school or site by site basis. This may result in portable classrooms being used as interim housing, attendance boundary changes or other program changes to balance student housing across the system as a whole. A boundary change or a significant programmatic change would be made by the Board of Directors following appropriate public review and comment.

The District has set minimum educational service standards based on several criteria. The standards in the 2020 CFP are adjusted to reflect implementation of reduced K-3 class size and other elements of District program delivery. Exceeding these minimum standards will trigger significant changes in program delivery. If there are more than 24 students per classroom in a majority of K-3 classrooms, more than 26 students per classroom in the majority of 4-5 classrooms, or more than 30 students in a majority of grade 6-12 classrooms, the minimum standards have not been met. For purposes of this determination, the term "classroom" does not include special education classrooms or special program classrooms (i.e. computer labs, art rooms, chorus and band rooms, spaces used for physical education and other special program areas). Furthermore, the term "classroom" does not apply to special programs or activities that may occur in a regular classroom. The minimum educational standard is just that, a minimum, and not the desired or accepted operating standard.

In summary, the District's "minimum level of service" is that there are no more than 26 students in the majority of grade K-4 classrooms and no more than 30 students in the majority of grade 5-12 classrooms. For the school years of 2017-18 and 2017-19, the District's compliance with the minimum level of service was as follows (and based on the previously adopted MLOS of K-4 set at 26 and 5-12 set at 30):

2017-18 School Year						
LOS Standard	**MINIMUM LOS# Elementary**	**REPORTED LOS Elementary**	**MINIMUM LOS Middle**	**REPORTED LOS Middle**	**MINIMUM LOS High**	**REPORTED LOS High**
	27	20.9	30	21.2	30	23.4

* The District determines the reported service level by adding the number of students at each grade level and dividing that number by the number of teaching stations.

2018-19 School Year						
LOS Standard	**MINIMUM LOS# Elementary**	**REPORTED LOS Elementary**	**MINIMUM LOS Middle**	**REPORTED LOS Middle**	**MINIMUM LOS High**	**REPORTED LOS High**
	27	20.7	30	21.5	30	21.9

* The District determines the reported service level by adding the number of students at each grade level and dividing that number by the number of teaching stations.

DRAFT

CHAPTER 3 – CAPITAL FACILITIES INVENTORY

Under the Growth Management Act public entities are required to inventory capital facilities used to serve existing development. The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate future demand (student enrollment) at acceptable or established levels of service. This chapter provides an inventory of capital facilities owned and operated by the District including schools, relocatable classrooms (portables), undeveloped land and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards (see Chapter 2). A map showing locations of District facilities is provided on page 3.

SCHOOLS

The Monroe School District currently operates five elementary school campuses serving grades K-5 including a portion of Wagner Center, formerly Frank Wagner Elementary East as a part of the Frank Wagner Elementary complex, two middle schools serving grades 6-8 and one high school serving grades 9-12. Leaders in Learning, an individualized secondary program is offered in a portion of Wagner Center. Sky Valley Education Center, a grades 1-12 individualized parent partnership program is housed in the old Monroe Middle School site. Monroe Middle School students and staff have been consolidated into the other two middle schools.

The U3 Program and a graduate retrieval program through Shoreline Community College do not require District housing.

School capacity is determined based on the number of teaching stations within each building and the space requirements of the District's adopted educational program. The District uses this capacity calculation to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment. The District's school facility inventory is summarized in Tables 1, 2, and 3.

DRAFT

Table 1 - Elementary School Capacity Inventory

Elementary School	Site Size (acres)	Building Area (Sq. Ft.)	Teaching Stations	Program Student Capacity	Year Built or Last Remodel	Potential for Expansion
Chain Lake	14.4	46,207	21	462	1990	yes**
Frank Wagner	10.21	68,408	34	748	2018	yes
Fryelands	7.09	54,074	20	440	2005	no
Maltby	10	50,230	24	528	2005	no*
Salem Woods	13.78	50,545	25	550	2018	yes
SVEC (part) ***	6	40,905	14	308	1980	no
Totals	61.48	310,369	138	3,036		

* Septic system capacity limits expansion
** Holding tank capacity limits expansion potential
*** Sky Valley Ed Center capacities prorated by daily usage.

Table 2 - Middle School Capacity Inventory

Middle School	Site Size (acres)	Building Area (Sq. Ft.)	Teaching Stations	Program Student Capacity*	Year Built or Last Remodel	Potential for Expansion
Park Place Middle	19.4	135,684	41	953	2018	yes
Hidden River	20	84,341	25	581	2019	yes
SVEC (part) **		22,652	8	220	1980	no
Totals	39.4	242,677	74	1,754		

* Calculated at 83% room utilization
** Sky Valley Ed Center capacities prorated by daily usage.

Table 3 - High School Capacity Inventory

High School	Site Size (acres)	Building Area (Sq. Ft.)	Teaching Stations	Program Student Capacity*	Year Built or Remodel	Potential for Expansion
Monroe HS	33	209,432	72	1,815	2005	yes
Leaders In Learning	**	14,250	7	176	1980	yes
SVEC (part) ***		21,440	7	209	1980	no
Totals	33	245,122	86	2,200		

* Calculated at 90% room utilization
** Leaders in Learning located in a portion of the Wagner Center
*** Sky Valley Ed Center capacities prorated by daily usage.

DRAFT

RELOCATABLE CLASSROOM FACILITIES (PORTABLES)

Relocatable classroom facilities (portables) are used as interim classroom space to house students until construction of permanent classroom facilities takes place. Therefore, these facilities are not included in the school capacity calculations provided in Tables 1-3 above. The District uses 28 portables at various school sites throughout the District providing interim capacity and administrative support needs

.

Table 4 – Portable Classroom Inventory

	Number of Portables	Capacity	Building Area (Sq. Ft.)
Chain Lake Elementary	6	132	5,460
Salem Woods Elementary	3	66	2,688
Hidden River Middle^	5	110	6,370
Sky Valley Ed. Ctr	0	0	0
Monroe High School	8*	186	7,560
Preschool/Head Start	3	40	2,679
District Office	2	0	2,504
Transportation	1	0	952
	28	534	28,213

^ All portables moving offsite (1 to Transportation, 4 to MHS) in the summer of 2020.
* Two portables for Life Skills

The age and condition of some of the portables is such that they can no longer be moved to another site to relieve over-crowding. They simply would not be able to survive another move. The District continues to survey its portables to determine how many can be moved to another site without damaging the portable beyond use. However, several of the portables have been purchased during the last ten years. These portables can and will be moved from time to time to meet instructional needs and to provide interim student housing, as the need arises.

SUPPORT FACILITIES

In addition to schools, the District owns and operates additional facilities which provide operational support functions to the schools. An inventory of these facilities is provided in Table 5.

DRAFT

Table 5 - Inventory of Support Facilities

Facility Name	Site Size (Acres)	Building Area (sq ft)
District Admin Office and Warehouse	3.5	21,584
Maintenance Shops	0.2	5,459
Transportation	3.4	6,612
Totals	7.1	33,655

The District in January 2020 entered into a lease agreement with option to purchase for 2.48 acres of developed property (with an existing 31,151 square foot building) located at 14692 179th Ave SE in Monroe. The property is being renovated for use as the District's Administrative Office. The District expects to be able to occupy the renovated building in 2020 and will thereafter determine disposition of the existing Administrative Office located at 200 East Fremont Street in Monroe.

LAND INVENTORY

The District owns one undeveloped parcel of 14.5 acres adjacent to Chain Lake Elementary. The District had intended to build a middle school at this site. However, there are substantial wetlands and buffer zone requirements. The site cannot be used for a middle school. There appears to be sufficient usable space to add a classroom addition to Chain Lake Elementary School.

The District purchased a 13.2 acre piece of property on the Old Owen corridor in 2007. The property will be used for an elementary school.

The District owns approximately 13 acres located on West Columbia Street in the City of Monroe commonly known as Memorial Stadium/Marshall Fields. The District is considering the potential surplus and sale of this Property.

The District owns other sites which are unsuitable for school buildings inasmuch as they do not have the acreage necessary to support even an elementary school. They are: (1) A 2.7 acre piece in the Lake Fontal area donated to the District in the early 1900's; and (2) 2.54 acres within a residential area of Monroe which is currently being used as the Park Place Softball Field. The District also owns a 35 acre parcel off of Echo Falls Road in Maltby that was deeded to the District by two families. It was originally used as an outdoor education site. The property is composed primarily of wetlands and beaver ponds, with approximately two acres of buildable land, and has limited access issue.

A 31.6 acre site deeded to the District by the BPA is located in the Sultan School District.

The District will need additional schools in the area north of Highway 2 to meet long-range needs associated an increasing population in this area. Sites for schools north of Highway 2 should be purchased while property may still be available. The District also may need to acquire property for elementary expansion needs.

DRAFT

CHAPTER 4 – STUDENT ENROLLMENT HISTORY AND PROJECTIONS

Facility needs are determined in part by evaluating recent trends in adjusted student enrollment. The District's October 2019 adjusted enrollment was 6,083. This figure does not include students participating in U-3 or CEO/LCN programs[1] because those programs do not use District facilities. It also does not include out of district special education students. Future enrollment in these programs is expected to remain steady over the next six years. Notably, the OSPI enrollment reports and cohort projections incorporate enrollment data for both students enrolled in programs using District facilities and not using District facilities. (See Appendix A.) For purposes of this CFP and determining facility needs and anticipated enrollment projections, the District uses enrollment data for only those in-District students enrolled in programs using District facilities.

RECENT TRENDS - STUDENT ENROLLMENT IN DISTRICT FACILITIES

In looking at recent trends and for purposes of comparing past enrollment to future projections, the District treated Kindergarten enrollment as a 1.0 FTE since the District has implemented full-day Kindergarten. This provides a one to one comparison from year to year. Again, the recent enrollment trends consider only those students enrolled in District facilities. Over the previous six years, the District's enrollment peaked in 2016-17 after several years of growth but has declined in the last three years. Table 6 shows the actual student enrollment in District facilities during the years 2012-2019.

Table 6- Total Student Enrollment
Monroe School District 2012-2019
(Adjusted FTE in District Facilities)

Enrollment by Grade Span	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary (K-5)	2,805	2,817	2,893	2,922	2,930	2,859	2,857	2,806
Middle School (6-8)	1,523	1,496	1,462	1,450	1,457	1,452	1,464	1,460
High School (9-12)	1,927	1,935	1,942	1,938	1,934	1,941	1,815	1,817
TOTAL	**6,255**	**6,249**	**6,297**	**6,310**	**6,321**	**6,252**	**6,136**	**6,083**

[1] U3 and CEO/LCN programs are both off site credit retrieval programs to allow student to complete their high school education. These are provided by two separate community colleges in cooperation with the District. Students are enrolled through the District in cooperation with the college but do not attend at the Districts facilities.

DRAFT

PROJECTED STUDENT ENROLLMENT (2020-2025)

Enrollment in the District, after several years of an upward trend that peaked in the 2016-17 school year, marginally declined in the last three years. K-12 enrollment in Snohomish County is growing but is concentrated currently in other areas. However, new housing development planned within the District boundaries is expected to bring new enrollment growth over the six year planning period.

Two enrollment forecasts were conducted for the District: a modified cohort survival projection prepared by a professional demographer and an estimate based upon County population as provided by OFM ("ratio method").

Enrollment projections often rely on the cohort survival methodology as a base. That methodology compares enrollment at a particular grade in a specific year, to the enrollment at the previous grade from the prior year. For example, enrollment at the second grade is compared to the previous year's first grade enrollment. The ratio of these two numbers (second grade enrollment divided by first grade enrollment) creates a "cohort survival ratio" providing a summary measure of the in-and-out migration that has occurred over the course of a year. This ratio can be calculated for each grade level. Once these ratios have been established over a period of years they can be averaged and/or weighted to predict the enrollment at each grade. At the kindergarten level, enrollment is compared to the county births from five years prior to estimate a "birth-to-k" ratio. This ratio, averaged over several years, provides a method for predicting what proportion of the birth cohort will enroll at the kindergarten level.

Cohort survival is a purely mathematical method, which assumes that future enrollment patterns will be similar to past enrollment patterns. It makes no assumptions about what is causing enrollment gains or losses and can be easily applied to any enrollment history. As a result, cohort survival can produce large forecast errors because it does not consider possible changes in demographic trends. New housing, especially, can produce enrollment gains that might not otherwise be predicted from past trends. Or, alternatively, a district may lose market share to private or other public schools. It is also possible that a slowdown in population and housing growth will dampen enrollment gains. Changes in the housing market between 2007 and 2011 and the accompanying recession, for example, caused many districts to see a decline in their enrollment during that time period.

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

The modified cohort survival projection, with its analysis of historical patterns and District-specific demographic and market data, best reflects anticipated enrollment in the District. Those projections show an expected total enrollment of 6,261, or increase of 2.9%, by 2025. Enrollment after 2025 is expected to continue to grow. See *Appendix A* for more detail.

DRAFT

OFM population-based enrollment projections were estimated for the District using OFM population forecasts for the County. The County provided the District with the estimated total population in the District by year. Between 2012 and 2019, the District's housed student enrollment constituted approximately 15.84% of the total population in the District. Assuming that between 2020 and 2025, the District's enrollment will continue to constitute 15.84% of the District's total population and using OFM/County data, OFM/County methodology projects a total enrollment of 6,723 students in District facilities in 2025.

Table 7- Projected Student Enrollment
2020-2025
(FTE in District Facilities)

Projection	Oct. 2019*	2020	2021	2022	2023	2024	2025	Change 2019-25	Percent Change 2019-25
OFM/County	**6,083**	**6,189**	**6,295**	**6,401**	**6,507**	**6,613**	**6,723**	**640**	**10.5%**
Modified Cohort/District	**6,083**	**6,104**	**6,123**	**6,201**	**6,210**	**6,6260**	**6,261**	**178**	**2.9%**

*****Actual adjusted FTE in District facilities, October 2019

For the reasons discussed above, the District is using the modified cohort survival projections for purposes of planning for the District's facility needs during the six years of this plan period. Future updates to the Plan may revisit this issue.

PROJECTED STUDENT ENROLLMENT (POST-2025)

Student enrollment projections beyond 2025 are highly speculative. Using OFM/County data as a base, the District projects a 2035 student FTE population of 7,030. This is based on the OFM/County data for the years 2012 through 2019 and the District's average fulltime equivalent enrollment in District facilities for the corresponding years (for the years 2012 to 2019, the District's actual enrollment averaged 15.84% of the OFM/County population estimates). The total enrollment estimate was broken down by grade span to evaluate long-term needs for capital facilities.

Projected enrollment by grade span for the year 2035 is provided in Table 8. Again, these estimates are highly speculative and are used only for general planning purposes.

DRAFT

Table 8
Projected Student Enrollment
2035

Grade Span	FTE Enrollment – October 2019	Projected Enrollment 2035*
Elementary (K-5)	2,806	3,243
Middle School (6-8)	1,460	1,688
High School (9-12)	1,817	2,099
TOTAL (K-12)	**6,083**	**7,030**

*Assumes average percentage per grade span. See Table 6.

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

DRAFT

CHAPTER 5 – PROJECTED FACILITY NEEDS

NEAR-TERM FACILITY NEEDS (THROUGH 2025)

Current enrollment at each grade level is identified in Table 6 which provides the actual enrollment in District facilities as of October 1, 2019. *Projected* available student capacity was derived by subtracting projected FTE student enrollment from existing October 2019 school capacity (Tables 1-3). It is not the District's policy to include portable classroom units when determining future capital facility needs; therefore interim capacity provided by portables is not included[2].

To determine future facility needs, existing school program capacity was compared to projected enrollment throughout the six-year forecast period. Without the consideration of portables, the District currently has a small capacity deficiency at the K-5 level (see Table 11). Table 9 assumes no new capacity construction through 2025. This factor is added in later (see Table 11).

Table 9 shows actual space needs and the portion of those needs that are "growth related" for the years 2020-2025.

Table 9
Available Student Capacity 2019-2025

Grade Span	2019 Enrollment	Existing Permanent Capacity^	2019 Surplus	2025 Enrollment	2025 Surplus/(Deficit)
K-5	2,806	3,036	230	3,056	(20)
6-8	1,460	1,745	285	1,426	319
9-12	1,817	2,200	383	1,779	421

^Existing as of Oct. 2019.

[2] Information on portables and interim capacity can be found in Table 4.

DRAFT

CHAPTER 6 – CAPITAL FACILITIES FINANCING PLAN

NEW SCHOOL CONSTRUCTION

In April 2015, the District's voters passed a $110.9 million bond issue for school construction to modernize and expand existing facilities and provide Districtwide improvements and major maintenance. The District is currently in the planning stages for an anticipated bond proposal to add capacity during the six years of this planning period, as further detailed herein. The identified future bond project proposals are subject to the District's Board of Directors deciding, via resolution, to send the proposal to the voters for consideration. The school construction projects are summarized in Table 10. The primary source of funding for these projects is from the bond proceeds and supplemented by State School Construction Assistance funds and impact fees.

Elementary Level Projects

Approved 2015 Bond Projects:

Salem Woods Elementary: Add new capacity for 132 students, with associated spaces additions at Salem Woods Elementary, along with modernization of the existing facility to bring it up to current building code and educational standards. Project complete in 2018.

Frank Wagner Elementary: Add new capacity for 308 students and construct a new library and computer lab. Project complete in 2018.

Anticipated Future Bond Projects:

Salem Woods Elementary Phase II: Add new capacity for 88 students. Project projected to be complete in 2025 (assuming bond approval).

Frank Wagner Elementary: Add new capacity for 88 students as a part of modernization project. Project projected to be complete in 2025 (assuming bond approval).

Chain Lake Elementary: Add new capacity for 88 students plus an additional special education classroom as a part of modernization project. Project projected to be complete by or soon after the 2025-26 school year (assuming bond approval).

New Elementary No. 6: Construct a new 550 student elementary school to serve projected student enrollment growth. This project is projected to be outside of the six-year planning period of this Capital Facilities Plan (assuming bond approval).

Middle School Level Projects

Approved 2015 Bond Projects:

Hidden River Middle: Construct Phase 3 Addition to the building, providing housing for an additional 139 students (including general classrooms and specialized classrooms for science, art, career/technology) and expanding the kitchen to serve the additional student load. Project complete in 2019.

DRAFT

Park Place Middle School: Perform complete renovation plus some demolition and replacement of older buildings to bring it up to meet current building codes and educational standards. Project includes replacement classrooms, new commons, kitchen and auxiliary gym, remodel of existing gym, and capacity addition for 23 students. Project complete in 2018.

High School Level Projects

Approved 2015 Bond Projects:

Monroe High School: Convert a currently unusable outdoor physical education space to all weather space. The net effect will be the addition of three new teaching stations. Project complete in 2018.

District Level Projects

Approved 2015 Bond Projects:

Four million dollars is allocated for a variety of facility improvements and major maintenance at all schools.

Anticipated Future Bond Projects:

Park Place, Building F: Under consideration for modernization. Specific use tbd.

Portable Classrooms

The District may need to add portable classrooms to address unanticipated enrollment increases.

FINANCING FOR PLANNED IMPROVEMENTS

General Obligation Bonds

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

The Monroe School District passed a capital improvements bond for $10.8 million in 1987. Revenues from this bond were used to construct Frank Wagner Elementary, Chain Lake Elementary, additions to Park Place Middle School (former Monroe High School), new roofs and insulation at three schools, a play shed at Maltby Elementary, and other smaller projects. A bond was passed in 1996 for $24 million. It was used for the construction of a new high school and Hidden River Middle School in the Maltby area, both of which opened in September 1999. It also funded several other projects. The District passed a successful bond issue in 2003 in the amount of $21,852,000. These funds were used for the construction of Fryelands Elementary, additions to Hidden River Middle School and Monroe High School, remodeling of Maltby Elementary School, new athletic facilities and technology upgrades. The projects were completed in 2005/2006. In April 2015, the District's voters approved a $110.9 million bond measure to fund the improvements described above in this Chapter 6 (with the exception of portable facilities).

The District is currently planning for a proposed bond measure to fund the projects described above

DRAFT

under "anticipated Future Bond Projects." The anticipated bond project proposals are subject to the District's Board of Directors deciding, via resolution, to send the proposal to the voters for consideration.

State School Construction Assistance

State School Construction Assistance funds come from the Common School Construction Fund. The State deposits revenue from the sale of renewable resources from State school lands set aside by the Enabling Act of 1889 into the Common School Account. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation Bond funds or the Superintendent of Public Instruction can prioritize projects for funding. School districts may qualify for State School Construction Assistance funds for specific capital projects based on a prioritization system. The District is eligible for State School Construction Assistance funds for certain projects at the 53.35% funding percentage level.

Impact Fees

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

Six Year Financing Plan

The Six-Year Financing Plan shown in Table 10 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2020-2025. The financing components include bond funds, impact fees, and school construction assistance funds. Projects and portions of projects which remedy existing deficiencies are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity or which remedy existing deficiencies. See Chapter 5.

Alternative Actions

In the event that planned construction projects are not funded as expected or do not fully address space needs for student growth, the Board could consider various courses of action, including, but not limited to:

- Alternative scheduling options;
- Changes in the instructional model;
- Grade configuration changes;
- Increased class sizes; or
- Modified school calendar.

DRAFT

Table 10 – Planned Construction Projects (Figures in Millions of Dollars)

Improvements Adding Permanent Capacity (*only projects estimated to be completed by 2025-26*)

Project	2020*	2021	2022	2023	2024	2025	Total Cost	Bond/ Local**	State Match	Impact Fees
Elementary School										
Proposed Salem Woods Expansion					$3.740	$3.000	$6.744	X	X	X
Proposed Frank Wagner Expansion					$3.185	$2.000	$5.185	X	X	X
Proposed Chain Lake Elementary Expansion					$7.750	$6.000	$11.750	X	X	X
Middle School										
High School										
Site Acquisition										
Portables							TBD			

*Some portion expended in previous years.
**Anticipated bond; subject to decision of Board of Directors and voter approval.

Improvements Not Adding Capacity (*only projects estimated to be completed by 2025-26*)

Project	2020*	2019	2020	2021	2022	2025	Total Cost	Bond/ Local**	State Match	Impact Fees
Elementary										
Proposed Salem Woods Modernization					$3.791	$2.000	$5.791	X	X	
Proposed Frank Wagner Modernization					$15.791	$12.000	$27.021	X	X	
Proposed Chain Lake Elementary Expansion					$14.628	$10.000	$24.628	X	X	
Middle School										
High School										
District-wide										
Improvements and Major Maintenance							$4.0	X		

*Some portion expended in previous years.
**Anticipated bond; subject to decision of Board of Directors and voter approval. May also include other local voted or nonvoted capital funds.

DRAFT

CAPACITY ANALYSIS

Table 11 evaluates the District's capacity needs by comparing the District's existing capacity, planned improvements, and projected enrollment. Portable capacity is not included in this analysis but can be used to provide interim capacity.

Table 11
Capacity Analysis (2020-2025)

Elementary School Surplus/Deficiency

	2019	2020	2021	2022	2023	2024	2025
Existing Capacity	3,036^	3,036	3,036	3,036	3,036	3,036	3,036
Added Capacity							176^^
Total Capacity	3,036	3,036	3,036	3,036	3,036	3,036	3,212
Enrollment	2,806*	2,811	2,849	2,958	3,002	3,022	3,056
Surplus (Deficiency)	230	225	187	78	34	14	156

*Actual adjusted enrollment in District facilities as of October 2019.
^Capacity additions at Salem Woods and Frank Wagner (2015 Bond, complete 2018).
^^Capacity additions at Salem Woods and Frank Wagner (Future Bond). Anticipated capacity additions at Chain Lake are not included at this time though may come on line in 2025 or shortly thereafter.

Middle School Surplus/Deficiency

	2019	2020	2021	2022	2023	2024	2025
Existing Capacity	1,745^	1,745	1,745	1,745	1,745	1,745	1,745
Added Capacity							
Total Capacity	1,745	1,745	1,745	1,745	1,745	1,745	1,745
Enrollment	1,460*	1,490	1,433	1,373	1,350	1,384	1,426
Surplus (Deficiency)	285	255	312	372	395	361	319

*Actual adjusted enrollment in District facilities as of October 2019.
^Capacity addition at Park Place Middle School (complete 2018); capacity addition at Hidden River Middle School (complete 2019-2020).

High School Surplus/Deficiency

	2019	2020	2021	2022	2023	2024	2025
Existing Capacity	2,200^	2,200	2,200	2,200	2,200	2,200	2,200
Added Capacity							
Total Capacity	2,200	2,200	2,200	2,200	2,200	2,200	2,200
Enrollment	1,817*	1,803	1,841	1,870	1,859	1,854	1,779
Surplus (Deficiency)	383	397	359	330	341	346	421

*Actual adjusted enrollment in District facilities as of October 2019.
^PE/Athletics improvements at Monroe High School (complete 2018).

See Chapter 4 for complete breakdown of enrollment projections.
See Table 9 for a comparison of additional capacity needs due to growth versus existing deficiencies.

DRAFT

CHAPTER 7 – SCHOOL IMPACT FEES

The Growth Management Act 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.

SCHOOL IMPACT FEES IN SNOHOMISH COUNTY

The Snohomish County General Policy Plan ("GPP") which implements the GMA sets certain conditions for school districts wishing to assess impact fees:

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

Snohomish County established a school impact fee program in November 1997, and amended the program in December 1999. This program requires school districts to prepare and adopt Capital Facilities Plans meeting the specifications of the GMA. Impact fees calculated in accordance with the formula, which are based on projected school facility costs necessitated by new growth and are contained in the District's CFP, become effective following County Council adoption of the District's CFP.

METHODOLOGY AND VARIABLES USED TO CALCULATE SCHOOL IMPACT FEES

Impact fees are calculated utilizing the formula in the Snohomish County Impact Fee Ordinance. The resulting figures are based on the District's cost per dwelling unit to, as applicable, purchase land for school sites, make site improvements, construct schools, and purchase/install relocatable facilities that add interim capacity needed to serve new development.

A student factor (or student generation rate) is used to identify the average cost per dwelling unit by measuring the average number of students generated by each housing type (single family dwellings, multi-family dwellings of one bedroom or less, and multi-family dwellings of two bedrooms or more). The District obtained updated student factors in 2020. See Appendix B (including a description of the student factor methodology). The multi-family 2+ bedroom student factor analysis has, since 2016 and continuing in 2020, identified a high number of students being generated from multi-family 2+ bedroom units. This trend is particularly evident at the K-5 level where elementary students residing in new multi-family 2+ bedroom units notably exceeds the number of elementary students residing in new single family units. The District plans to continue to closely monitor this

DRAFT

trend.

As required by the GMA, credits are applied in the formula to account for State School Construction Assistance Funds (where expected) to be reimbursed to the District and projected future property taxes to be paid by the dwelling unit toward a capital levy/bond funding the capacity improvement. The costs of projects that do not add capacity are not included in the impact fee calculations. Furthermore, because the impact fee formula calculates a "cost per dwelling unit", an identical fee is generated regardless of whether the total new capacity project costs are used in the calculation or whether the District only uses the percentage of the total new capacity project costs allocated to the Districts growth-related needs, as demonstrated in Table 9. Furthermore, impact fees will not be used to address existing deficiencies. See Table 10 for a complete identification of funding sources.

As required by the local ordinances, a 50% discount is applied to the calculated school impact fee. The District has applied an additional discretionary discount to the multi-family fee. This discretionary discount will be revisited in future updates to this CFP.

The following projects are included in the impact fee calculation:

- Future Bond capacity addition at Salem Woods Elementary School; and
- Future Bond capacity addition at Frank Wagner Elementary School.

Please see Table 10 and Table 12 for relevant cost data related to each capacity project and the variables used to calculate the impact fees.

DRAFT

Table 12: Impact Fee Variables

Student Generation Factors – Single Family

Elementary	.213
Middle	.090
Senior	.083
Total	**.386**

Student Generation Factors – Multi Family (1 Bdrm)

Elementary	.000
Middle	.000
Senior	.000
Total	**.000**

Student Generation Factors – Multi Family (2+ Bdrm)

Elementary	.353
Middle	.147
Senior	.167
Total	**.667**

Projected Student Capacity per Facility

Elementary (new addition – Salem Woods) - 88
Elementary (new addition – Frank Wagner) - 88

Required Site Acreage per Facility

Facility Construction/Cost Average

Salem Woods (Addition)	$6,743,852
Frank Wagner (Addition)	$5,185,102

Permanent Facility Square Footage

Elementary		310,369
Middle		242,677
Senior		245,122
	Total 96.99%	**798,168**

Temporary Facility Square Footage

Elementary		10,827
Middle		6,370
Senior		7,560
	Total 3.01%	**24,757**

Total Facility Square Footage

Elementary		321,196
Middle		249,047
Senior		255,862
	Total 100.00%	**822,925**

Average Site Cost/Acre

N/A

Temporary Facility Capacity

Capacity
Cost

State Match Credit

Current State Match Percentage	53.35%

Construction Cost Allocation

Current CCA	238.22

District Average Assessed Value

Single Family Residence	$501,941

District Average Assessed Value

Multi Family (1 Bedroom)	$125,314
Multi Family (2+ Bedroom)	$178,051

SPI Square Footage per Student

Elementary	90
Middle	108
High	130

District Debt Service Tax Rate for Bonds

Current/$1,000	$0.8986

General Obligation Bond Interest Rate

Current Bond Buyer Index	2.44%

Developer Provided Sites/Facilities

Value	0
Dwelling Units	0

DRAFT

PROPOSED MONROE SCHOOL DISTRICT IMPACT FEE SCHEDULE

Using the variables and formula described, impact fees proposed for the Monroe School District are summarized in Table 13. Refer to Appendix D for impact fee calculations.

Table 13
Monroe School District
Proposed Impact Fee Schedule*

Housing Type	Impact Fee Per Unit
Single-Family	$3,803
Multi-Family (2+bedrooms)	$7,638
Multi-Family (one bedroom/less)	$0

**Table 10 reflects a 50% adjustment to the calculated fee as required by local ordinances and a District discretionary adjustment to the Multi-Family 2+bedroom fee. .*

DRAFT

Appendix A

District Modified Cohort Survival Enrollment Projections

DRAFT

Medium Range Projection (Recommended)

Projection (Medium Range)

					Projected Births						
Birth Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
County Births	9,766	10,045	9,877	9,754	9,917	9,755	9,782	9,810	9838	9868	9909
Pct of Cohort	4.95%	4.73%	5.31%	4.98%	4.98%	4.99%	4.99%	4.99%	4.99%	4.99%	4.99%
City of Monroe Births	298	273	346	301	307	301	302	303	304	305	306

	Oct-20	Oct-21	Oct-22	Oct-23	Oct-24	Oct-25	Oct-26	Oct-27	Oct-28	Oct-29	Oct-30
K	484	475	525	486	494	487	488	490	491	493	495
1	485	514	505	557	516	526	518	520	521	523	524
2	493	475	504	495	547	506	516	508	510	511	513
3	461	489	471	499	490	542	502	511	504	505	507
4	431	460	488	471	499	490	542	502	512	504	506
5	458	436	466	494	476	505	496	549	508	518	510
6	486	455	433	462	490	473	502	493	546	505	515
7	486	478	448	426	455	484	466	495	487	538	498
8	518	500	492	461	438	469	498	480	509	501	554
9	462	521	502	494	463	441	472	501	483	512	504
10	508	466	525	506	498	467	445	476	505	488	517
11	417	443	406	458	441	435	408	388	415	441	425
12	416	411	437	401	451	435	429	403	383	410	435
Total	**6104**	**6123**	**6201**	**6210**	**6260**	**6261**	**6283**	**6316**	**6374**	**6449**	**6503**
	Numbers may not add to the exact total due to rounding.										
	21	18	78	9	50	0	22	33	58	74	54
	0.4%	0.3%	1.3%	0.1%	0.8%	0.0%	0.4%	0.5%	0.9%	1.2%	0.8%
Enrollment by Level											
K-5	2811	2849	2958	3002	3022	3056	3063	3080	3046	3054	3054
6-8	1490	1433	1373	1350	1384	1426	1466	1468	1541	1544	1567
9-12	1803	1841	1870	1859	1854	1779	1754	1768	1787	1851	1881

DRAFT

Appendix B

2020 Student Generation Rate Study

DRAFT

DOYLE CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
for the
Monroe School District

4/16/20

DRAFT

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

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

1. Electronic records were obtained from the Snohomish County Assessor's Office containing data on all new construction within the Monroe School District from January 2012 through December 2018. As compiled by the County Assessor's Office, this data included the address, building size, assessed value, and year built for new single and multi-family construction. The data was "cleaned up" by eliminating records which did not contain sufficient information to generate a match with the District's student record data (i.e. incomplete addresses).

2. The District downloaded student records data into Microsoft Excel format. This data included the addresses and grade levels of all K-12 students attending the Monroe School District as of April 2020. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the County Assessor's data.

232 Taylor Street • Port Townsend, WA 98368 • (360) 680-9014

3. **Single Family Rates:** The data on all new single family detached residential units in County Assessor's data were compared with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 769 single family detached units were compared with data on 6,257 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	30	0.039
1	22	0.029
2	35	0.046
3	24	0.031
4	26	0.034
5	27	0.035
6	25	0.033
7	25	0.033
8	19	0.025
9	13	0.017
10	18	0.023
11	12	0.016
12	21	0.027
K-5	164	0.213
6-8	69	0.090
9-12	64	0.083
K-12	297	0.386

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

   Small Multi-Family Developments: This method included all developments in the County Assessor's data containing four-plexes, tri-plexes, duplexes, condominiums and townhouses. This data contained information on the number of bedrooms for all townhouses and condominiums. Specific parcel ID searches were performed for duplex and larger units in cases where number of bedroom data was missing.

DRAFT

5. **Multi-Family 2+ BR Rates:** The multi-family 2+ BR SGR's were calculated by comparing data on 2+ BR multi-family units with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 102 multi-family 2+ BR units were compared with data on 6,257 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	8	0.078
1	5	0.049
2	4	0.039
3	8	0.078
4	4	0.039
5	7	0.069
6	7	0.069
7	4	0.039
8	4	0.039
9	8	0.078
10	3	0.029
11	3	0.029
12	3	0.029
K-5	36	0.353
6-8	15	0.147
9-12	17	0.167
K-12	68	0.667

6. **Multi-Family 0-1 BR Rates:** Research indicated that 4 multi-family 0-1 BR units were constructed within District boundaries during the time period covered by this study. No specific unit matches were made.

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

	K-5	6-8	9-12	K-12
Single Family	.213	.090	.083	.386
Multi-Family 2+ BR	.353	.147	.167	.667

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

DRAFT

Appendix D

Impact Fee Calculation

DRAFT

School Impact Fee Calculation - Single Family Dwelling Unit

Monroe School District 2020 CFP

School Site Acquisition Cost:

	Site Size Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ SFDU
Elementary	10	$0	550	$0	0.2130	$0
Middle	20	$0	850	$0	0.0900	$0
Senior	40	$0	1600	$0	0.0830	$0
				TOTAL		$0

School Construction Cost:

	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFDU
Elementary	96.99%	$11,928,954	176	$67,778	0.2130	$14,002
Middle	96.99%	$0	850	$0	0.0900	$0
Senior	96.99%	$0	1600	$0	0.0830	$0
				TOTAL		$14,002

Temporary Facility Cost:

	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFDU
Elementary	3.01%	$0	25	$0	0.2130	$0
Middle	3.01%	$0	25	$0	0.0900	$0
Senior	3.01%	$0	25	$0	0.0830	$0
				TOTAL		$0

State School Construction Funding Assistance Credit:

	Const Cost Allocation	OSPI Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ SFDU
Elementary	238.22	90.0	53.35%	$11,438	0.2130	$2,436
Middle	238.22	108.0	0.00%	$0	0.0900	$0
Senior	238.22	130.0	0.00%	$0	0.0830	$0
				TOTAL		$2,436

DRAFT

School Impact Fee Calculation - Single Family Dwelling Unit

Monroe School District 2020 CFP

Tax Payment Credit Calculation:

Average SFR Assessed Value	$501,941
Current Capital Levy Rate/$1000	$0.90
Annual Tax Payment	$451.04
Years Amortized	10
Current Bond Interest Rate	2.44%
Present Value of Revenue Stream	$3,960

Impact Fee Summary - Single Family Dwelling Unit:

Site Acquisition Cost	$0
Permanent Facility Cost	$14,002
Temporary Facility Cost	$0
State SCFA Credit	($2,436)
Tax Payment Credit	($3,960)
Unfunded Need	$7,606
50% Required Adjustment	$3,803
Single Family Impact Fee	$3,803

DRAFT

School Impact Fee Calculation - Multi-Family 2+ Dwelling Unit

Monroe School District 2020 CFP

School Site Acquisition Cost:

	Site Size Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ MFDU
Elementary	10	$0	550	$0	0.3530	$0
Middle	20	$0	850	$0	0.1470	$0
Senior	40	$0	1600	$0	0.1670	$0
					TOTAL	$0

School Construction Cost:

	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFDU
Elementary	96.99%	$11,928,954	176	$67,778	0.3530	$23,206
Middle	96.99%	$0	850	$0	0.1470	$0
Senior	96.99%	$0	1600	$0	0.1670	$0
					TOTAL	$23,206

Temporary Facility Cost:

	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFDU
Elementary	3.01%	$0	25	$0	0.3530	$0
Middle	3.01%	$0	25	$0	0.1470	$0
Senior	3.01%	$0	25	$0	0.1670	$0
					TOTAL	$0

State School Construction Funding Assistance Credit:

	Const Cost Allocation	OSPI Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ MFDU
Elementary	238.22	90.0	53.35%	$11,438	0.3530	$4,038
Middle	238.22	108.0	0.00%	$0	0.1470	$0
Senior	238.22	130.0	0.00%	$0	0.1670	$0
					TOTAL	$4,038

DRAFT

School Impact Fee Calculation - Multi-Family 2+ Dwelling Unit

Monroe School District 2020 CFP

Tax Payment Credit Calculation:

Average MFR Assessed Value	$178,051
Current Capital Levy Rate/$1000	$0.90
Annual Tax Payment	$160.00
Years Amortized	10
Current Bond Interest Rate	2.44%
Present Value of Revenue Stream	$1,405

Impact Fee Summary - Multi-Family Dwelling Unit:

Site Acquisition Cost	$0
Permanent Facility Cost	$23,206
Temporary Facility Cost	$0
State SCFA Credit	($4,038)
Tax Payment Credit	($1,405)
Unfunded Need	$17,763
50% Required Adjustment	$8,882
District Discretionary Adjustment	$7,638
Multi-Family Impact Fee	$7,638

DRAFT