The best education for every student.

STEILACOOM

Historical School District No. 1

CAPITAL FACILITIES PLAN

2023 - 2028

November 2022

Steilacoom Historical School
District No. 1
511 Chambers Street
Steilacoom, WA 98388
(253) 983-2200

Board of Directors

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Prepared by the
Steilacoom Historical School District No. 1

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TAB 1 INTRODUCTION

The Steilacoom Historical School District No. 1 (SHSD) 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 (2023-2028). The CFP is intended to be shared with the Town of Steilacoom, the City of DuPont, Pierce County and the greater SHSD community. This report assesses the following:

- The anticipated growth within the District's boundaries;
- The anticipated school enrollment growth through the 2023-2028 planning period;
- The new school facilities required to meet the needs of this expanding student enrollment; and
- As applicable, the school impact fee calculations based on the capacity projects necessary to address growth needs.

Residential development has historically preceded any school construction and has never progressed in an orderly and coordinated manner. Selection of school sites and the construction of schools have generally followed the construction of new homes. This historic process of school construction following residential growth has left a gap between available space and the student population. As a result, schools have commonly become overcrowded. Compounding the situation is the state's historic and consistent underfunding of the State Construction Assistance Program by using construction cost allocations and eligible area estimates that are far below normal and reasonable levels. In addition, the required time to acquire property, design facilities, acquire all necessary permits, and to construct facilities also contributes to overcrowded schools.

Relief for overcrowded schools has primarily come from local residents who have supported tax levies and bond issues. Voter approval of school levies and bond issues is becoming more difficult as other interests vie for property tax dollars. In addition, many existing residents are questioning the equity of having to pay the full costs of the educational facilities needed to serve new residents. In an effort to overcome the perceived inequity of property tax supported levies and bond issues, school districts have sought conditions upon development activity to provide a share of the local financial support needed for the construction of school facilities.

This Capital Facilities Plan is designed to support the use of school impact fees as provided for under the 1990 Growth Management Act. Therefore, this Plan consists of:

- An inventory of the existing schools, support facilities and properties owned by Steilacoom Historical School District No.1;
- An enrollment history and projection for the 2023-2028 time frame;
- An identification of the District's current "level of service" with respect to capital facilities;
- A forecast of the District's need for new construction, modernization, and new construction-in-lieu-of modernization; and

- A plan that will finance the proposed construction projects within projected funding capacities and clearly identify sources of public money for such purposes. The CFP is designed to support school impact fees authorized by Pierce County, as implemented by Steilacoom Historical School District No. 1 and other municipalities that may collect school impact fees on behalf of the District.

In addition, the CFP will also provide a basis for mitigation under the State Environmental Protection Act (SEPA) or the State Subdivision Act.

TAB 1 DISTRICT STATEMENTS AND CORE VALUES

DISTRICT VISION STATEMENT

"The best education for every student."

DISTRICT MISSION STATEMENT

The mission statement for the Steilacoom Historical School District No.1, in partnership with our communities, is to educate and prepare responsible citizens who can contribute and adapt in a changing world.

DISTRICT CORE VALUES

Academics
We commit to engage all students by using effective instructional practices, challenging students to reach their fullest potential.

Collaboration
We practice purposeful, professional, student-centered collaboration.

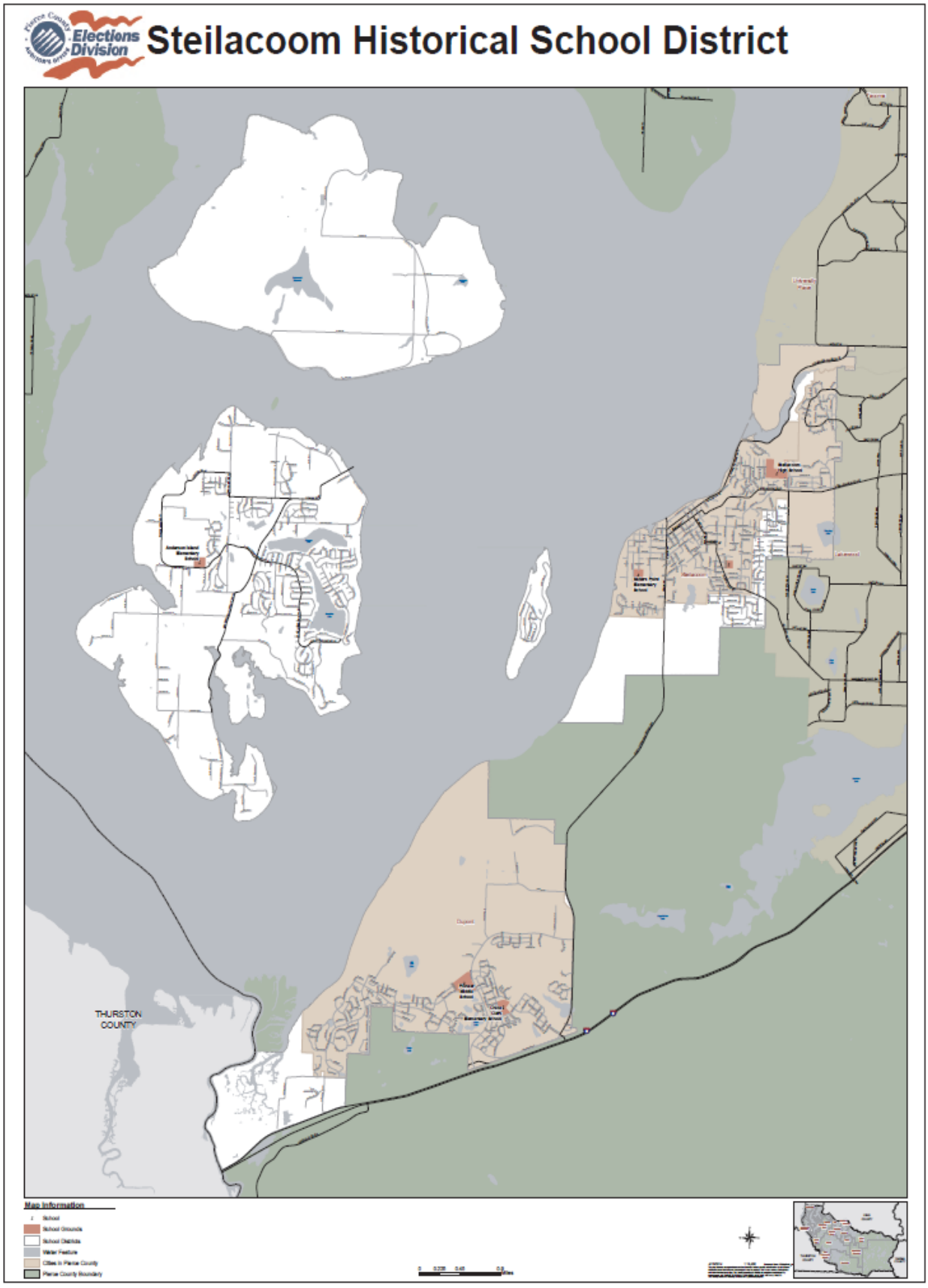
Climate
We ensure a positive, respectful and safe learning climate, responsive to students' individual needs.

Integrity
We commit to act with honesty and integrity, respecting all diversities.

Community
We welcome and encourage family and community involvement, where each member of the school community is a valued partner.

Accountability
We, the SHSD learning community, share in the responsibility for attaining academic and fiscal goals by providing educators with the necessary tools and resources for success.

TAB 1 DISTRICT MAP



TAB II LOCATION AND DESCRIPTION OF SCHOOL FACILITIES

The chart below lists and describes each school facility site within the District. This represents the most accurate inventory of square footage (SF) for the individual facilities within the District as reviewed by District staff and included on the most recent OSPI ICOS Inventory. The numbers below do not include SF areas for portable buildings but do include covered outdoor play areas.

2022 Steilacoom Historical School District Facility Inventory			
School	Location	Grades	Square Footage
Anderson Island ES	Anderson Island	K-3 and pre-K	5,144
Cherrydale Primary	Steilacoom	K-3 and pre-K	42,083
Saltar's Point ES	Steilacoom	4-5 (all district)	55,235
Chloe Clark ES	DuPont	K-3 and pre-K	59,333
Pioneer Middle School	DuPont	6-8 (all district)	103,128
Steilacoom High School	Steilacoom	9-12 (all district)	133,374
Total Sites - 6		Total Square Footage	

TAB II HISTORY OF FACILITIES

1. School District Building Data

Date	Building	Cost	Location
1851	Log Building	Unknown	Main & Commercial
1858	First Public School	$450 Contributions/Partial Payment	Starling & Frederick
1892	Second Public School	$10,000.00	Chambers & Sequalish
1916-17	Third Public School	$15,000.00	Chambers & Sequalish
1952	All Purpose School	$133,953.00	Chambers & Nisqually
1962	Cherrydale School	$183,597.00	Galloway and C
1966	Cherrydale Addition	$175,646.00	Galloway and C
1968	Pioneer Addition	$405,422.00	Chambers & Nisqually
1969	Silver Beach Site	$42,000.00	**SOLD**
1972	Saltar's Point School	$605,860.00	Third & Beech
1976	Oakbrook Site	$42,500.00	**SOLD**
	Consolidation with Anderson Island and DuPont School Districts		
1979	Acquisition of Laughbon Jr./Sr. High School; Anderson Island and Harriet Taylor schools		
1981	Steilacoom High School	$12 million	Sentinel Drive
1986	District Office	$100,000	Steilacoom, WA
2000	Chloe Clark Elementary	$1.7 million	Palisade Boulevard
2006	Chloe Clark Elementary School Addition/Modernization	$6.0 million	DuPont, WA
2007	Anderson Island Elementary New Multipurpose Room	$951,460	Anderson Island, WA
2008	New Pioneer Middle School	$34.0 million	DuPont, WA
2008-2009	Steilacoom HS Addition /Modernization	$27.0 million	Steilacoom, WA
2011	Pioneer Middle School Classroom Air Conditioning	$461,967	DuPont, WA
2012	Saltar's Point Modular Classrooms	$724,000	Steilacoom, WA
2015	Remodel of SHS Classrooms	$710,972	Steilacoom, WA
2021	Maintenance Site Acquisition	$700,000	Steilacoom, WA
2022	Maintenance Center Addition	$2.2 million	Steilacoom, WA
2022	Elementary #5 Site Acquisition	$4.8 million	DuPont, WA

2. Land/Parcel Holdings and Disposition

Until 2012, the District owned a 30 acre parcel located in the City of DuPont at the intersection of Center Drive and International Place. The District sold this property and used a portion of the sale proceeds to acquire a 14.71 acre site located on Manchester Place within the City of DuPont and a 5.3 acre site located on International Place within the City of DuPont.

The Board surplused and sold the 5.3 acre site in 2020.

The remaining 14.71 acre site in DuPont was intended to serve as the location for a planned new school. The Board declared this property surplus and entered into a purchase and sale agreement to sell this property contingent on acquisition of a suitable elementary school site in DuPont. The District purchased a suitable elementary school site in DuPont as described below.

In its long range planning, the District's Board of Directors regularly analyzes smaller parcels owned by the District that cannot support the size of facilities at any grade level and considers the sale of those parcels to fund the District's long range capital facility or future land acquisition funding strategies.

In 2010, the District purchased tax parcel identification No. 761500022 located immediately directly north of Steilacoom High School - a 13.5 acre parcel. In November 2013, the board passed Resolution 810-11-13-13 to approve the surplus of 3.77 acre portion of that site, and it remains for sale. It is the intent of the District to utilize a portion of this site for additional parking and athletic fields. The timing of this expansion is subject to the successful passage of a bond proposition. The board intends to place a proposition before voters in February 2023.

In 2014, the Board surplused 2.76 acres of property located on Chambers Street, in Steilacoom, commonly known as "Chambers Field" (Tax Parcel Identification No. 66555200311). Chambers Field is located directly behind the District's existing bus garage at Sequalish Street. In October 2021, the Board surplused 0.7 acres on Sequalish Street, where the District's bus garage and parking lot is located. The District sold both properties in October 2022.

In July 2022, the Board approved the purchase of a 10 acre elementary school site in the City of DuPont located on McNeil Street adjacent to Marshall Circle. The District intends to construct the next elementary school on this site.

3. History of Capital Facility Planning and Construction

To meet increasing population and provide a sturdier building, the Town of Steilacoom approved in 1913 the construction of a new brick structure at the cost of $15,000.

During the early part of the 1990's, about a dozen portable classrooms were placed to accommodate the growing enrollment at Cherrydale Primary School, Saltar's Point Elementary, and Pioneer Middle School. After the Town of Steilacoom placed a moratorium on the number of portables that could be sited, the District held public information meetings designed to inform residents about the critical situation. When the bond election was held in 1996 to approve general obligation bonds of $38,000,000, voters rejected it. A second election, held in the following year was approved.

In 1997, voters approved by over 60%, a proposition for construction and improvements to the District's elementary schools and high school but rejected a second proposition to build a new middle school.

Instead, the old Steilacoom School serving as Pioneer Middle School underwent an extensive retro-fit to make the building earthquake safe. In addition, the cafeteria was remodeled and enlarged and the gymnasium floor was replaced. The results of that retro-fit were demonstrated during the February 28, 2001 earthquake. A portion of Proposition #1, or $2,003,000, was designated for technology—computers, software and related equipment.

Following approval of the 1997 Capital Facilities Bond, plans were started for work on Cherrydale Primary School, Saltar's Point Elementary School, and Anderson Island Elementary School. To accommodate school-age students in the DuPont community, ground was broken in fall 2000 for a new elementary school. Chloe Clark Elementary School was dedicated in August 2001 and 180 students were enrolled for the following school year.

On May 17, 2005, District voters approved Steilacoom Historical School District No. 1 to issue $55.9 million dollars in general obligation bonds to finance a 6-year construction program. The District received approximately $17. 1 million dollars in state match dollars to assist in funding.

The 2005 bond projects included:

- Completing Phase II of Chloe Clark Elementary School
- Building a new middle school
- Building an addition to Steilacoom High School
- Modernizing the existing portion of Steilacoom High School
- Building a new multi-purpose room at Anderson Island Elementary School
- Completing other priority renovations/modernization projects

Bond sales were executed in two phases: June 2005, $22 million dollars and July 2006, $33.9 million dollars. The 2005 bond projects are complete.

The board passed in November 2012 Resolution 787-10-24-12 to approve the addition of a modular building containing two classrooms to be placed at Saltar's Point Elementary to accommodate enrollment growth. The two classrooms are now in place.

In 2008, the Board of Directors gave the Citizens Advisory Committee the task of exploring options regarding the buildings that make up the old Pioneer Middle School site. The Committee's recommendation included consolidation of all SHSD administrative offices into the 1918 building. The District converted the 1918 Building into an administrative building in August of 2014 which has enabled all of the District's administrative staff to be housed in one building.

In the fall of 2016, the Board of Directors discussed the development of a comprehensive facility improvement plan for the District. It adopted a community based process that included board presentations, listening sessions, and a community based committee. The committee provided a set of recommendations to the Board of Directors in October 2018 and finalized their recommendations in November of 2018. The committee recommendations included:

- Increasing facility capacity at each school level,
- Construction of a maintenance/transportation facility, and
- Special program spaces to meet the needs of students and the community.

In October 2022, the Board of Directors resolved to place a bond measure before voters in February 2023 that will:

- Build an elementary school in DuPont, addressing capacity issues at all elementary schools within the district;
- Construct an expanded performing arts center at the high school;
- Provide an additional athletic field and a covered stadium at the high school;
- Increase facility capacity at the middle and high school;
- Improve traffic safety and flow at all schools; and
- Address ongoing facility safety and security needs for students.

4. Future Capital Facility Plans

The District's projected enrollment growth will continue to be focused at the elementary level but also with some growth at the secondary level. The District began implementation of class size reduction, as reflected in the standard of service in this Capital Facilities Plan, and expects to make further adjustments in future updates to the Capital Facilities Plans. Elementary schools are also impacted by increased special education needs, increases in other programs such as ELL classes, and potential development on Anderson Island.

To meet these capacity needs, the Board envisions the need for another school for K-5 students in DuPont. If a new elementary school is not constructed, the District would need to add additional classrooms at Chloe Clark as an interim planning measure. In July 2022, the Board approved the purchase of a 10 acre elementary school site in the City of DuPont located on McNeil Street adjacent to Marshall Circle. The District intends to construct the next elementary school on this site.

Subject to voter approval, the District intends to construct this school during the six year planning period of this Capital Facilities Plan.

To address planned facility needs, the District also intends to add additional capacity at Pioneer Middle School and Steilacoom High School. This additional capacity may be general classrooms or special program space to address career and technical education program needs or other program enhancements determined by the district.

It is the intent of the District to use a portion of the 13.50 acre parcel directly north of Steilacoom High School for additional parking and for curricular and extracurricular athletic fields. At Pioneer Middle School and Steilacoom High School, four additional classrooms can be added at each facility, but a separate conditional use permit will be required before any construction. These classrooms could accommodate up to 125 additional students at both the middle and high school levels.

The District will also consider other alternatives to address enrollment growth including but not limited to adding modular classrooms at existing schools within the District.

TAB II PARCEL SUMMARY BY LOCATION

The following tab contains information on the District's current property holdings.

The list of parcels and approximate square feet data is from Pierce County Assessor-Treasurer online database files:

School/Facility/Parcel Description	Address City	Pierce County Tax ID parcel #	Approximate acreage	Notes
Steilacoom High School	54 Sentinel Steilacoom	7615000681	32.50	With two easements from DSHS. 13.50 acres were purchased north of the HS in late 2010
Pioneer Middle School	1750 Bob's Hollow Lane DuPont	0119263011	20.00	
Old Pioneer Middle School Site	511 Chambers Steilacoom	2305000600	3.26	Converted into administrative building in 2014
Saltar's Point Elementary School	908 3rd St Steilacoom	7260000072	7.69	2008 New parcel number 7260000072
Cherrydale Primary School	1201 Galloway Steilacoom	0219052048	7.24	Parcels 0219052045 and 0219052046 were sold to Pierce County in 2011; parcel 0219052047 was sold in 2012
Chloe Clark Elementary School	1700 Palisades Blvd DuPont	0119264010	10.01	
Anderson Island Elementary School	13005 Camas Rd Anderson Island	0119052002	N/A	Parcel is owned by the AI Park Board and is leased to SHSD
District Office Annex	510 Chambers St Steilacoom	2305000651	0.20	
Vacant Undeveloped Parcel	Sentinel Drive Steilacoom	7615000022	13.5	Purchased in 2010
Vacant Undeveloped Parcel	Williamson Place DuPont	3001000010-3001000050	14.71	Purchased in 2012 Surplused and under contract
Vacant Undeveloped Parcel	McNeil Street DuPont	0119341006	10.0	Purchased in 2022
Maintenance Facility	Diggs St, Steilacoom		3.7	Purchased in 2021

TAB III STUDENT ENROLLMENT TRENDS

1. DISTRICT GROWTH

Steilacoom Historical School District No. 1 has reviewed historical demographic trends and actual enrollments. The combined student population from the Town of Steilacoom, the City of DuPont, and Pierce County is expected to result in an overall increase in student enrollment due to increased residential growth within these communities.

Using in-school building enrollment figures, the District's elementary school enrollment (grades K-5) grew from 966 students in 2003 to 1,406 students in 2022. During that same period, the Middle School (grades 6-8) student enrollment grew from 529 students to 719 students. Overall student enrollment for grades 9-12 increased from 675 students in 2003 to 820 FTE (headcount of 908 students) in 2022. Fall 2022 enrollment figures show continued long-term growth at the elementary and secondary levels, though the most current years have been impacted by the COVID-19 pandemic. The District is monitoring stabilization of enrollment following this impact.

The District implemented the following grade configuration model to address actual and projected growth of the elementary school student population:

a. Anderson Island Elementary School: Grades Pre-K-3rd
b. Cherrydale Primary School: Grades Pre-K to 3rd
c. Chloe Clark Elementary School: Grades Pre-K to 3rd
d. Saltar's Point Elementary School: Grades 4th to 5th
e. Pioneer Middle School: Grades 6th to 8th
f. Steilacoom High School: Grades 9th to 12th

This grade configuration model may change once a new elementary school is operational to allow elementary students in DuPont to be served within DuPont.

2. ENROLLMENT AND PROJECTIONS

The Washington State Superintendent of Public Instruction (OSPI) provides enrollment projections based on the "Cohort Survival" method. This method of enrollment projection uses historic patterns of student progression by grade level to measure the portion of students moving from one grade level up to the next cohort or grade. This ratio or survival rate is used in conjunction with current birth rates as a base for statewide enrollment projections. The OSPI system is useful, but has obvious inadequacies in representing the unique growth conditions of individual school districts. Historically, OSPI projections in growing school districts tend to underestimate the actual student enrollment growth. Furthermore, the OSPI projections do not wholly anticipate new students from new development within the District. As such, the OSPI projections are considered conservative. In addition, recent enrollment anomalies due to the COVID-19 pandemic make the OSPI projections fairly unreliable for predicting near-term future enrollment growth.

School enrollment growth and distribution over the next six years in Steilacoom Historical School District will be influenced by several factors. A primary factor will be overall population growth in the District.

The District is using a modified cohort survival projection for purposes of this Capital Facilities Plan. The cohort projection was prepared by a consultant and considers historic growth trends, future building plans and availability, birth rates, as well as economic and various other factors that contribute to overall population growth. The modified cohort survival rates provide projections that balance between achieving recency and stability.

The District's modified cohort projection does not factor in the COVID 19 related enrollment decrease that the Steilacoom Historical School District experienced for the 2020-21 school year and fall of the 2021-22 school year. Most school districts in the Puget Sound area and across the state experienced enrollment decreases recently with remote learning and uncertainties related to school instruction. The SHSD enrollment decrease in 2020-21 was larger on a percentage basis than many other local school districts. While the District does not expect this to be an ongoing enrollment trend, and expects enrollments to rebound to historical trend levels once the COVID 19 event is behind us. However, it may take an additional year for enrollment and the associated increases in student population to return to the prior trend. Because the District updates this CFP on an annual basis, adjustments will be made annually as needed if COVID 19 assumptions are incorrect.

The following tables provide the District's historical enrollment data and the projections by grade level through the 2027-28 school year.

HISTORICAL STUDENT ENROLLMENT 2006-2022
ACTUAL HEADCOUNT ENROLLMENTS ON OCTOBER 1st*

GRADES		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
K**		204	224	206	217	244	255	212	237	233	247	238	248	199	233	216
1st Grade		235	232	224	223	231	234	256	223	263	242	245	269	238	226	248
2nd Grade		199	238	240	255	234	214	229	271	215	256	237	261	253	244	226
3rd Grade		231	211	241	242	249	227	207	243	267	220	258	248	236	258	230
4th Grade		216	226	214	257	263	238	196	206	219	264	226	248	228	232	252
5th Grade		236	219	234	244	246	264	252	208	216	228	262	223	221	232	233
6th Grade		244	240	221	253	241	265	268	269	247	239	239	299	230	239	225
7th Grade		194	242	227	238	261	236	247	277	280	242	249	247	273	236	255
8th Grade		218	203	227	248	230	266	228	253	280	277	231	261	242	272	240
9th Grade		199	232	205	242	226	224	247	231	255	278	291	232	240	240	263
10th Grade		188	210	223	201	225	221	217	258	231	262	268	298	222	245	236
11th Grade		197	187	219	223	204	226	212	215	238	173	231	251	245	194	231
12th Grade		119	160	159	179	189	190	208	200	196	190	162	193	218	219	178
Total Enrollment		**2,680**	**2,824**	**2,840**	**3,022**	**3,043**	**3,060**	**2,979**	**3,091**	**3,140**	**3,118**	**3,137**	**3,278**	**3,045**	**3,068**	**3,033**

*Reflects in-person instruction only except for 2020 COVID 19 Remote Learning enrollment.
**Earlier years converted to full-day K for purposes of comparison with enrollment projections.

ENROLLMENT HEADCOUNT BY GRADE SPAN

Enrollment by Grade Span	Oct. 2021	Oct. 2022	Projected Enrollment 2022-23	Projected Enrollment 2023-24	Projected Enrollment 2024-25	Projected Enrollment 2025-26	Projected Enrollment 2026-27	Projected Enrollment 2027-28
Primary Elementary (K-3)	961	920	1,143	1,135	1,139	1,112	1,109	1,106
Intermediate Elementary (4-5)	464	485	553	555	535	553	572	545
Middle School (6-8)	745	720	862	894	905	926	913	927
High School (9-12)	898	908	1,120	1,148	1,179	1,205	1,194	1,237
TOTAL	**3,068**	**3,033**	**3,678**	**3,732**	**3,758**	**3,796**	**3,788**	**3,815**

Source: BERK 2020 Demographic Report (complete report on file with District)

TAB IV LEVEL OF SERVICE

1. INTRODUCTION

The Growth Management Act (GMA) requires that school districts provide "level of service" or "school capacity" data as a component of their Capital Facilities Plan (CFP). The GMA was developed, in part, to help ensure public services, including schools, necessary to support development will be adequate to serve said development at the time the development is available for occupancy and use, without decreasing current service levels below locally established minimum standards. In other words, each public service needs to clearly define their service level so that service level can be maintained in the face of new development.

2. DEFINITION

The "level of service" is based on the number of classrooms available at each school and the desired average class load. Inherent in the level of service are 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, class size, educational program offerings, as well as classroom utilization and scheduling requirements.

In addition to factors that affect the amount of space required, government mandates and community expectations may affect how classroom space is used. For example, State requirements related to full day kindergarten and reduced class sizes impact the level of service. In addition, traditional educational programs offered by school districts are often supplemented by non-traditional or special programs such as special education – resource and self-contained, special education 18-21 year old transitional program, English Language Learner (ELL), Title I, Learning Assistance Program (LAP), music education, highly capable, special education preschool, computer labs, career and technical education, etc. These special or non-traditional educational programs can have a significant impact on the available student capacity of school facilities. For example, the District currently has approximately 425 students (approximately 12.9% of its total student population) participating in Special Education Programs.

Variations in student capacity between schools often result in special or non-traditional programs 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 in these special programs. Newer schools within the District have been designed to accommodate many 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 special programs, class sizes, grade span configurations, use of new technology, and other physical aspects of the school facilities. The school space 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 does not consider portables as being ideal instructional space for students and/or staff members. By design, portable classrooms separate their occupants from the rest of a school's student body and/or staff members. In addition, the increased enrollments that portables afford may exceed the optimal size of the "core" facilities of the permanent building(s); such spaces as the gymnasium, the library, the restrooms, the main office, and the food service facilities.

3. SUMMARY

The Growth Management Act (GMA) requires that school districts provide "level of service" or "school capacity" data to support requests for impact fees from residential developers. With respect to public schools, the "level of service" is a quantifiable measure of the capacity available to support the instruction of students.

Steilacoom Historical School District No. 1 has elected to define its "level of service" in terms of each student's share of the District's permanent school facilities, with reference to the District's standard for average class load and identification of classrooms available for regular instruction. The level of service (LOS) is dictated by the amount of space required to accommodate the District's adopted educational program. The LOS will change as the District changes its educational program and it must be reviewed and modified periodically.

Steilacoom Historical School District No. 1 has adopted an organization that houses kindergarten through fifth grade in elementary schools, sixth through eighth grade in middle school, and ninth through twelfth grade in high school.

The District has adopted a traditional calendar beginning in late August or early September (prior to Labor Day) and ending in mid-June, and a traditional daily schedule with academic classes beginning in the early morning (between 7:35 a.m. and 9:05 a.m.) and ending 6.5 hours after the start time. Although the District continues to study alternate organizations, calendars, and schedules, the District believes the adopted organization is educationally sound and reflects community values.

The District's educational program includes individual and small group work, as well as full class activities. Portable classrooms, which are neither intended for nor function as long term educational space, are excluded from the level of service calculation. Portables are considered adequate only for supplemental programs and interim housing.

The capacity for each facility is established by multiplying the regular classrooms available by the District's standard for average class load (the "Standard of Service"). Spaces used for special program needs are excluded from the definition of regular classrooms. Core facilities and special use facilities are compared to classroom capacity to confirm that facility capacity is not limited by limitations in core facilities.

The District's adopted Standard of Service is as follows:

	Standard of Service
High School	25 students/classroom
Middle School	25 students/classroom
Elementary	20 students/classroom

Using the Standard of Service and updated information regarding classroom utilization, the District's current facility capacity, current enrollment, and projected facility need, is as follows:

Facility	Area (SF)	Teaching Stations**	Existing Capacity (Based on Service Standards)	Actual October 2022 Enrollment	Projected 2027/28 Enrollment
Steilacoom High School	133,374	41	1,025	908	1,237
Pioneer Middle School	103,128	31	775	719	927
Saltar's Point Elementary*	55,235	17	340	486	545
Anderson Island Elementary	11,366	2	40	21	13
Cherrydale Primary	42,083	17	340	369	453
Chloe Clark Elementary	59,333	26	520	530	649
Total Elementary			1,220		1,660
Total Secondary			1,800		2,164

*Does not include modular classroom capacity.
**Regular classroom use only.

School District Cost Per Student*

Each year, Steilacoom Historical School District provides to Pierce County the costs expended per student as an update to the Capital Facilities Plan. Building and equipment costs at each educational facility are rounded up and reflect the District's capital improvement campaign costs as completed in 2010.

School Facility	Building Costs	Equipment Costs	Total Costs
Anderson Island Elementary School	$ 946,000	$ 50,000	$ 996,000
Cherrydale Primary School	$ 9,457,000	$ 400,000	$ 9,857,000
Chloe Clark Elementary School	$ 9,727,000	$ 450,000	$10,177,000
Saltar's Point Elementary School	$ 6,765,000	$ 350,000	$ 7,115,000
Pioneer Middle School	$34,244,000	$1,800,000	$36,044,000
Steilacoom High School	$30,597,000	$ 630,000	$31,227,000

The current cost per student based upon capacity enrollment figures is as follows:

Elementary Student	$23,070
Middle School Student	$46,508
High School Student	$30,465

*Information as required by Pierce County. Reflects cost per student based on project costs and capacity identified at the time of construction of the relevant facilities. Does not reflect cost per student based upon updated facility construction costs and use.

TAB V THE DISTRICT'S CONSTRUCTION PLAN

1. INTRODUCTION

From district to district, it is common to find variations in the grade level configurations, class size requirements and instructional programs depending upon a local community's educational philosophy and the needs of the students to be served. Such variations between districts do impact the design and the cost of newly constructed school facilities.

In late 2016, the district began a planning process with a Capital Facilities Advisory Committee made up of community members, staff, district officials, students, Town of Steilacoom and City of DuPont representatives. The Committee began their work in 2018. The purpose of the Steilacoom Historical School District's Facilities Advisory Committee (FAC) was:

- Establish a long-term Capital Projects Plan
- Recommend short- and long-term solutions related to the District's deferred maintenance, educational adequacy of schools, safety and security, future plans and use of district property; and
- Consider a future capital bond proposition.

The Capital Facilities Advisory Committee was presented data to study and evaluate the overall condition of district facilities to identify and prioritize potential facility modifications, replacements, additions and/or closures to best enhance student achievement opportunities, and support the ongoing economic development and a healthy community. This data included:

- Facility Condition Assessment - Deferred Maintenance;
- Educational Standards;
- Safety and Security Standards;
- Technology;
- School Capacity;
- Enrollment;
- Demographics; and
- Financial Data.

2. THE NEW CONSTRUCTION PROGRAM

The ability to move forward on the construction of any new school facility in the Steilacoom Historical School District is dependent on many factors. First, the District needs to have local funding available to pay for the cost of new school facilities. Normally, school districts secure the majority of their local funds through the sale of general obligation bonds, as approved by the qualified voters of their districts. The authority to issue and sell such bonds rests in the Constitution and laws of the State of Washington, including RCW 28A.530.010 and RCW 84.52.056.

The State of Washington has set forth recommended site size standards, as defined in WAC 392-342-020. Specifically, for an elementary school, the minimum standard is five (5) acres plus

an additional one (1) acre for each one hundred (100) pupils of a school's maximum enrollment. For junior and senior high schools, the minimum standard is ten (10) acres plus an additional one (1) acre for each one hundred (100) pupils of a school's maximum enrollment. These recommended acreages provide space for the school building(s) and the appropriate support facilities such as play fields, athletic facilities and parking.

Of particular importance to Steilacoom Historical School District No. 1, is the eligibility for State School Construction Assistance. Such State assistance is used along with local funds to pay for the cost of new school facilities. However, State monies cannot be used to purchase school sites, to make off-site improvements and/or fund those specific items spoken to in WAC 392-343-120. The formula for determining the exact amount of State funding assistance a district can receive is set forth in WAC 392-343-020.

To address capacity needs, the District plans to construct a new elementary school in the City of DuPont. The District has completed the conceptual design stage for this school but expects that it will be available for occupancy by 2025. The District's voters will need to approve a bond measure to fund the construction of this school. The District will also add capacity at Pioneer Middle School and Steilacoom High School to address long term enrollment growth.

In addition, the District plans to make field improvements, and enhance other district facilities for curricular and co-curricular programs at Steilacoom High School.

3. SUMMARY

To accommodate enrollment growth, Steilacoom Historical School District No. 1 completed the 2005 Capital Improvement Program which benefitted four schools. The completion of Phases II and III to Chloe Clark Elementary School resulted in a student capacity increase from the original 175 student capacity. The 2,865 square foot multipurpose building at Anderson Island Elementary was added to accommodate up to 40 students. Pioneer Middle School, which can hold 775 students, opened in August 2008. The addition and modernization of the existing Steilacoom High School was completed in 2009. Steilacoom High School can now hold 1,025 students.

Currently, Saltar's Point Elementary, Chloe Clark Elementary and Cherrydale Primary are all over capacity based on Service Standards (see page 22).

To address projected long term growth in the District, the District plans to construct a new elementary school in DuPont add capacity at Pioneer Middle School, and add capacity at Steilacoom High School, all within the six year planning period of this Capital Facilities Plan. The District may also add portable facilities as needed to provide interim capacity at all grade levels.

TAB VI THE DISTRICT'S FINANCE PLAN

1. INTRODUCTION

The Steilacoom Historical School District No. 1 clearly recognizes the long-term value of capital facilities planning. The execution of the 2005 Capital Improvement Program, discussed earlier in this report, helped address the District's need for permanent facilities to accommodate students from new housing developments.

The District's long-planned modernization of its older facilities (Cherrydale, Saltar's Point, and Anderson Island Elementary Schools), construction of a future elementary school in DuPont, and the addition of modular classrooms is dependent on a means of financing modernization or new construction. The costs associated with new construction and modernization identified in the District's Construction Plan and anticipated state and local funding are presented in Tab 5. The District uses an impact fee methodology that is based upon the Pierce County school impact fee ordinance.

In this CFP, based on current enrollment projections and the need to construct a new school to meet capacity needs related to growth, the District is requesting school impact fees.

The District's Funding Plan identifies the specific funding sources, amounts of funding, and the unique relationships that exist between funding sources for the projects spelled out in the District's Comprehensive Plan.

2. COST FACTORS

Factors: A number of factors influence the total cost and, specifically, the local share of any new school construction project. The major factors that impact the cost of new school construction are as follows:

1. The per acre cost of school sites will vary considerably from district to district. In general, the more urban the district tends to be, the more costly the school sites.

2. The acreage of available property and the use ability of acreage will not always match the preferred school site sizes.

3. The proximity of needed utilities (i.e., water, sewer, electricity, etc.) and roadways to a new school site are oftentimes a significant cost variable.

4. The nature of the instructional programs housed in school facilities drastically impact the cost of those facilities. The square foot cost of senior high schools is almost always higher than elementary and middle schools. The square footage costs of middle schools are usually higher than elementary schools. Specialized facilities for Vocational and Special Education programs can also increase construction costs.

5. The posture of the local governmental planning agencies (i.e., City or County) will affect such items as off-site street improvements, landscaping, street signaling, and signage, etc.

6. The "bidding climate" at the time a new school project comes on line is terribly important. Normally, the less construction work available the more competitive the general contractors become and vise-versa.

7. The experiences and competence of the lowest bidding and general contractor and their major subcontractors can also impact the final cost of any new school project.

8. The State's "funding assistance percentage", as determined in accordance with the formula set forth in RCW 28A.525.166, establishes the relationship between the local and state funding of any new school construction project.

9. The enrollment projection provisions of the State's "space allocations" determine just how much area of a new school facility will be eligible for State School Construction Funding Assistance. Building a new school (i.e., elementary, middle, senior high) without full "unhoused" eligibility increases the amount of local funds that have to go into a project.

10. The State funding assistance formula also impacts the level of state financial assistance. See WAC 392-343-060.

Site Acquisition: The first major expense of any new school construction project is the cost to purchase the site. Property acquisition cannot be funded with State School Construction Funding Assistance. Land costs are strictly a local school district expense.

In addition to the location, site size and availability to utilities, other factors can also impact the cost of school sites. For example, the general condition of the real estate market, zoning and the overall construction suitability of a site do influence the price.

Construction Estimates: The second major expense of any new school construction project is the cost of actually developing the site and constructing the buildings(s). Such costs include payment for planning, designing, engineering, constructing, furnishing, and equipping new school facilities. In addition, at times, new portable classrooms are purchased and sited at new schools and/or existing portable classrooms are moved to new school sites.

3. FUNDING SOURCES

School districts utilize budgets consisting of a number of discrete funds. However, for the most part, the capital needs of any school system are addressed with the Capital Projects Fund and the Debt Service Fund.

1. The Capital Projects fund is used for purposes such as: (a) to finance the purchase and development of school sites; (b) the construction of new facilities and the modernization of existing facilities; and (c) the purchase of initial equipment, library books and textbooks for new facilities. Revenues accruing to the Capital Project Fund come primarily from bond sale proceeds, capital levy collections, and state matching funds. However, Revenues from the General Fund, the sale of property and contributions can also be accrued to the Capital Projects Fund. School impact fees and mitigation fees are maintained in segregated accounts.

2. The Debt Service Fund is used as a mechanism to pay for bonds. When a bond issue passes, a school district sells bonds that have a face value and an interest rate. Local property taxes are adjusted to provide the funds necessary to meet the approved periodic payments on sold bonds. The proceeds from the taxes collected for this purpose are deposited in the Debt Service Fund and drawn out for payments at the appropriate times.

As noted earlier, school districts receive funds for capital program purposes from a variety of sources. Those sources are described as follows:

Bonds: Bonds are financial instruments having a face value and an interest rate, which is determined at the time and by the conditions of their sale. Bonds are backed by the "full faith and credit" of the issuing school district and may be paid from proceeds derived from a specific increase in the property taxes for that purpose. The increase in the taxes results in an "excess levy" of taxes beyond the constitutional limit, so the bonds must be approved by a vote of the people in the jurisdiction may not exceed five (5) percent of the assessed value of the property within that jurisdiction at the time of issuance. Bonds are multi-year financial instruments, generally issued for 10-20 years. Because of their long-lasting impact, they require both an extraordinary plurality of votes and a specific minimum number of voters for validation. The positive votes must equal or exceed 60 percent of the total number of voters in the school district who cast ballots in the last general election.

Proceeds from bond sales are limited by bond covenants and must be used for the purpose(s) for which the bonds are issued. They cannot be converted to a non-capital or operating purpose. The life of the improvement resulting from the bonds must meet or exceed the term of the bonds themselves.

Capital Levies: Capital Levies differ from bonds in that they do not result in the issuance of a financial instrument and, therefore, do not affect the "bonded indebtedness" of a school district. This method of financing is a straight increase in property tax rates to produce a voter-approved dollar amount. The amount generated from the capital levy is then available to a

district in the approved year. The actual levy rate itself is determined by dividing the number of dollars approved by the assessed valuation of the total district at the time the taxes are set by the County Council. While a typical period for capital levies is one or two years, they can be approved for up to a six-year period at one election. The amounts to be collected are identified for each year separately and the tax rates set for each individual year. Like bond issues, capital levies must be used for the specific capital purpose(s) that they were passed. They cannot be converted to a non-capital or operating purpose.

State Funding Assistance: The State of Washington has a Common School Construction Fund. The State Board of Education is responsible for administration of the funds and the establishment of matching ratios. The Office of the Superintendent of Public Instruction (OSPI), , has determined that Steilacoom School District's 2022 funding assistance ratio is 53.28% for those expenses that are defined as eligible for state funding assistance. However, the District's planned elementary school capacity project and the middle school capacity project included in this six-year plan are not anticipated to qualify for state funding. The high school capacity project is expected to qualify for state funding assistance.

The base to which the percent is applied is the cost of construction, as determined by the Construction Cost Allocation. The Construction Cost Allocation is an index of construction costs that is used by the state to hold, define, or limit their level of support. This particular construction cost index rarely matches the actual cost of school construction in districts across Washington State. Nevertheless, the Construction Cost Allocation for school construction costs for July 2022 was $246.83 per square foot.

The formula for determining the amount of state matching support can be expressed as AxBxC=D, where

A= eligible area (determined by OSPI's student square footage allowances)
B= The Construction Cost Allocation (in dollars per square foot)
C= A school district's applicable state funding assistance rate
D= the amount of state fiscal assistance to which a district will be entitled. Qualification for state matching funds involves an application process. Districts may submit information for consideration by the State Board of Education, which meets once every two months during the year. Once approved, the district qualifies for matching funds in a sequence, which recognizes the existing approvals of previous submittals. Failure of a school district to proceed with a project in a timely manner can result in loss of a district's "place in line".

New construction projects are eligible for a state reimbursement at 100% of the Construction Cost Allocation for matchable construction costs. In addition, state statute provides that modernization of new-in-lieu-of replacement projects are eligible for state reimbursement at 100% of the Construction Cost Allocation.

Funds for the state match come from the Common School Construction Fund using revenues accruing predominately from the sale of renewable resources, primarily timber, from state school lands being set aside by the Enabling Act of 1889. If these sources are insufficient to meet current needs, the legislature can appropriate additional funds or the Superintendent of Public Instruction can prioritize projects for funding.

As noted in WAC 392-343-057, in the event that state matching monies are not available to fund a specific school project, then school districts may proceed at their own financial risk. At such time state monies do become available, reimbursement will be made to the district for the state's share of said project.

The District is currently not eligible for state reimbursement for new construction.

Impact Fees: According to RCW 82.02.050, the definition of an impact fee is *"… a payment of money imposed upon development as a condition of development approval to pay for public facilities needed to serve new growth and development, and that is reasonably related to the new development that creates additional demand and need for public facilities, that is a proportionate share of the cost of the public facilities, and that is used for facilities that reasonably benefit the new development. "Impact fee" does not include a reasonable permit or application fee."*

Impact Fees can be collected where a District demonstrates an "un-housed student need" as determined by applying the district's level of service to projected growth from new residential development. The amounts to be charged are calculated based on the costs for providing the space for the projected number of students in each residential unit.

The District determines the cost per unit by using a student generation rate. The Pierce County School Impact Fee Ordinance, Table 4A-1 of Chapter 4A.30 of the Pierce County Code, identifies the school impact fee formula and defines the "Student Factor" as follows:

"Student Factor" is the number derived by a School District to describe how many students of each grade span are expected to be generated by development activity. Student factors shall be based on District records of average actual student generated rates for new developments constructed over a period of not more than five years prior to the date of the fee calculation; provided that, if such information is not available in the District or if there are no developments in the District similar to that being proposed, the District may use data from districts with similar demographics, or, if no other data sources are reasonably available, county-wide averages.

For purposes of this year's CFP, the District is relying on a 2021 student generation rate study prepared by an independent consultant. The District has, in previous updates to its Capital Facilities Plan, used student factors from nearby school districts where the sample size of development within the District has not been adequate to produce a reliable District-specific student factor. The District will revisit student generation rates in future updates to the Capital Facilities Plan.

The Student Factors are as follows:

Single Family Dwelling Units:	
Elementary – K through 5:	.147
Middle School – 6 through 8:	.052
High School – 9 through 12:	.108
Total:	**.307**
Multi-Family Dwelling Units:	
Elementary – K through 5:	.060
Middle School – 6 through 8:	.017
High School – 9 through 12:	.023
Total:	**.100**

Source: BERK (2021 study on file with District).

For impact fees, the District's Board of Directors must first adopt a Capital Facilities Plan with recommended fees and then, the towns, cities, and counties located within the District boundaries must then adopt a school impact fee ordinance and adopt or update the District's recommended fee. Within the Steilacoom Historical School District, those general government jurisdictions include the Town of Steilacoom, the City of DuPont and Pierce County.

Furthermore, developers may contribute properties which will have value to a district. In such cases, the developer is entitled to a credit for the actual cost of the provided property. This credit can reduce or eliminate the mitigation or impact fee that would be chargeable under the mitigation/impact fee calculation.

The District collects school impact fees from new residential development in unincorporated Pierce County, the Town of Steilacoom, and the City of DuPont. The Pierce County school impact fee ordinance requires that the calculated fee be discounted by 50% and, in addition, artificially caps fees and updates the capped fee each year based upon an escalation factor. The Town of Steilacoom and City of DuPont generally use the District's recommended fee as a basis for the fee amount.

As noted above, the District utilized an independent consultant to research the student generation rate specific to the District in 2021. The District plans to update the student generation study going forward. The District will make decisions regarding any future adjustment to the impact fee as the CFP is updated annually.

Enclosures 1 through 2 to this tab include the District's 2022 impact fee calculations and data.

5. THE DISTRICT FUNDING PLAN

The District's Funding Plan is designed to identify the specific funding resources, the amounts of funding needed and the unique relationships that exist between funding sources for each of the capital projects set forth in the District's Construction Plan. The District does not expect to receive state matching funds for construction of the new elementary school. The District anticipates that the new elementary school will cost approximately $27,000,000 (hard construction costs only). The District's voters will need to approve a bond measure to fund construction of the new school. Impact fee revenue will also be used to fund the planning and construction of any new school or additions to existing schools identified as growth related projects. Impact fees may also be used to fund portable facilities needed for interim growth-related capacity.

The District's excess assessed value used to calculate the bond rate is $4,537,636 for the 2022 levy year. For the 2023 levy year, it increased to $5,395,857

Other minor sources of funding include grants, bequests, and proceeds from the sales of excess property. They are usually a small part of the total financing package.

Steilacoom Historical School District
Six Year Capital Facilities Plan

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Maintenance Facility	$ 500,000					
Small Works Projects	$ 1,995,000	$ 200,000	$ 200,000	$ 200,000	$ 600,000	$ 600,000
District Safety and Security	$ 200,000	$ 500,000	$ 500,000	$ 500,000	$ 500,000	$ 500,000
Asset Preservation	$ 4,271,000	$ 500,000	$ 500,000	$ 500,000	$ 500,000	$ 500,000
Technology System	$ 200,000	$ 750,000	$ 750,000	$ 750,000	$ 750,000	$ 750,000
Community Enhancement Projects		$ 200,000	$ 225,000	$ 250,000	$ 250,000	$ 250,000
New Elementary School	$ 500,000	$ 30,000,000	$ 20,000,000	$ 5,000,000	$ -	$ -
Elementary Upgrades	$ 500,000	$ 1,000,000	$ 1,000,000	$ 1,000,000		
High School Program Project		$ 5,000,000	$ 5,000,000	$ 10,000,000	$ 10,000,000	$ 1,000,000
High School Capacity/Facility Projects				$ 2,500,000	$ 2,500,000	
Middle School Capacity /Program				$ 2,500,000	$ 2,500,000	
Total Costs	**$ 8,166,000**	**$ 38,150,000**	**$ 28,175,000**	**$ 23,200,000**	**$ 17,600,000**	**$ 3,600,000**
Beginning Balance	$ 9,585,395	$ 7,204,554	$ 29,174,554	$ 1,119,554	$ 33,939,554	$ 16,359,554
Fund Balance						
Property Sale	$ 9,600,000					
GF Transfer	$ 100,000	$ 100,000	$ 100,000			
Impact Fees	$ 170,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Bond Proceeds	$ (4,084,841)	$ 60,000,000		$ 56,000,000		
Total Resources	**$ 5,785,159**	**$ 60,120,000**	**$ 120,000**	**$ 56,020,000**	**$ 20,000**	**$ 20,000**
Ending Balance	**$ 7,204,554**	**$ 29,174,554**	**$ 1,119,554**	**$ 33,939,554**	**$ 16,359,554**	**$ 12,779,554**

ENCLOSURE 1 (Impact Fee Planning Factors) to TAB VI District Finance Plan

Student Factors-Single/Multi-Family	
Elementary	.147/.060
Middle School	.052/.017
High School	.108/.023

Temporary Facilities Costs
Elementary
Middle School
High School

Student Capacity Per Facility	
Elementary	475
Middle School	____
High School	____

Permanent/Temporary Square Footage	
Elementary	168,017/1,927
Middle School	103,128
High School	133,374
Total	398,553/1,927

Site Acreage Site	
Elementary	10 acres
Middle School	N/A
High School	N/A

State Funding Assistance
Rate: 53.28% (high school eligible)

Construction Cost Allocation $246.83

Site Cost per Acre	
Elementary	$480,000
Middle School	N/A
High School	N/A

Gen. Obligation Bond Interest Rate	
Current Bond Buyer Index	3.86%

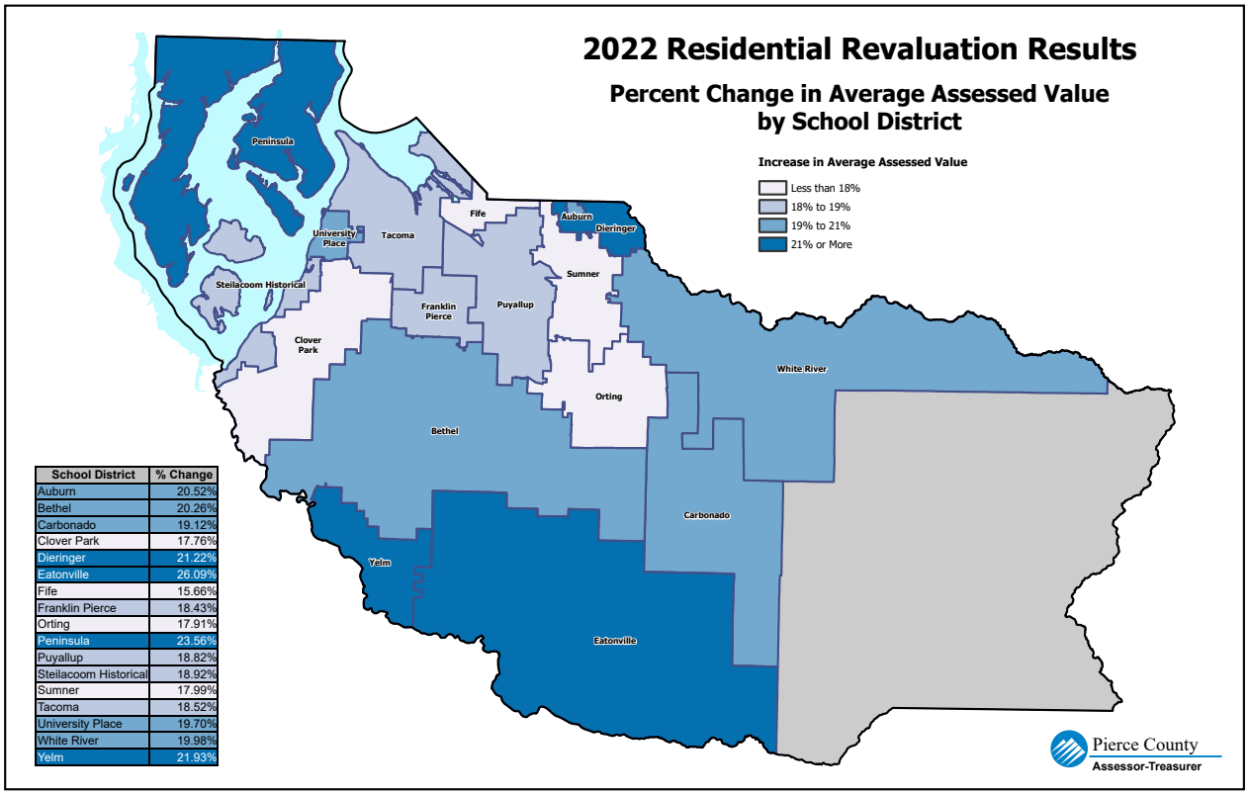
New Facility Construction Cost
Elementary (475) $54,000,000

District Debt Service Tax Rate	
Current $/1,000	$1.69

SPI Square Footage per Student	
Elementary (K-5)	90
Middle School (6-8)	108
High School (9-12)	130
Special Education	144

Average Assessed Value	
Single Fam. Res.	$545,248
Multi-Family Res.	$224,118
P.C. Assessor-Treasurer	

Average Assessed Value Percentage Changes by School District



School District	% Change
Auburn	20.52%
Bethel	20.26%
Carbonado	19.12%
Clover Park	17.76%
Dieringer	21.22%
Eatonville	26.09%
Fife	15.66%
Franklin Pierce	18.43%
Orting	17.91%
Peninsula	23.56%
Puyallup	18.82%
Steilacoom Historical	18.92%
Sumner	17.99%
Tacoma	18.52%
University Place	19.70%
White River	19.98%
Yelm	21.93%

ENCLOSURE 2 (Impact Fee Single/Multi-Family Dwelling Unit) to TAB VI District Finance Plan

STEILACOOM HISTORICAL SCHOOL DISTRICT
SCHOOL IMPACT FEE CALCULATION
2023-2028

School Site Acquisition Cost:
((AcresxCost per Acre)/Facility Capacity)xStudent Factor

	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	10.00	$ 480,000	475	0.147	0.060	$1,485	$606
Middle	25.00	$ -	600	0.052	0.017	$0	$0
High	40.00		1,200	0.108	0.023	$0	$0
					TOTAL	$1,485	$606

School Construction Cost:
((Facility Cost/Facility Capacity)xStudent 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	99.99%	$ 54,000,000	475	0.147	0.060	$16,710	$6,820
Middle	99.99%	$ 5,000,000	125	0.052	0.017	$2,080	$680
High	99.99%	$ 5,000,000	125	0.108	0.023	$4,320	$920
					TOTAL	$23,109	$8,420

Temporary Facility Cost:
((Facility Cost/Facility Capacity)xStudent Factor)x(Temporary/Total Square Feet)

	%Temp/ Total Sq.Ft.	Facility Cost	Facility Size	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	0.01%	$ -	20	0.147	0.060	$0	$0
Middle	0.01%	$ -	25	0.052	0.017	$0	$0
High	0.01%	$ -	25	0.108	0.023	$0	$0
					TOTAL	$0	$0

State Funding Assistance Credit:
CCA x OSPI Square Footage x Funding Assistance % x Student Factor

	Current CCA	OSPI Square Footage	District Funding %	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	$ 246.83	90	0.00%	0.147	0.060	$0	$0
Junior	$ 246.83	108	0.00%	0.052	0.017	$0	$0
Sr. High	$ 246.83	130	53.28%	0.108	0.023	$1,846	$393
					TOTAL	$1,846	$393

Tax Payment Credit:	SFR	MFR
Average Assessed Value	$545,248	$224,119
Capital Bond Interest Rate	3.86%	3.86%
Net Present Value of Average Dwelling	$4,453,433	$1,830,541
Years Amortized	10	10
Property Tax Levy Rate	$1.69	$1.69
Present Value of Revenue Stream	$7,526	$3,094

Fee Summary:	Single Family	Multi-Family
Site Acquisition Costs	$1,485	$606
Permanent Facility Cost	$23,109	$8,420
Temporary Facility Cost	$0	$0
State Funding Credit	($1,846)	($393)
Tax Payment Credit	($7,526)	($3,094)
FEE (AS CALCULATED)	$15,222	$5,540
REQUIRED LOCAL SHARE ADJUSTMENT (PER ORDINANCE)	$7,611	$2,770
FINAL FEE	$7,611	$0