CENTRALIA SCHOOL DISTRICT
CAPITAL FACILITIES PLAN

2009-2015

BOARD OF DIRECTORS

Ron Brumbaugh
Patty Dolezal
Robert Fuller
Kim Ashmore
Maree Quade

SUPERINTENDENT

Dr. Steve Bodnar

Adopted by the Centralia School Board

July 2009

SECTION 1
INTRODUCTION

A. Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (the "GMA") includes schools in the category of public facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Centralia School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide Lewis County (the "County) and the City of Centralia (the "City") with a schedule and financing plan for capital improvements over six years.

This CFP contains the following elements which satisfy GMA Requirements:

- The District's standard of service, which is based on program year, class size by grade span, number of classrooms, types of facilities and other factors identified by the District.
- Future enrollment projections.
- An inventory of existing capital facilities owned by the District, showing the locations and capacities of the facilities, based on the District's standard of service.
- A forecast of the future needs for capital facilities and school sites based on the District's enrollment projections.
- The proposed capacities of expanded or new capital facilities over the next six years based on the inventory of existing facilities and the standard of service.
- A 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.
- A calculation of impact fees to be assessed and supporting data substantiating such fees.

B. Overview of the Centralia School District

The Centralia School District is situated along the Interstate 5 corridor in Lewis County, halfway between Seattle and Portland. It encompasses the City of Centralia, a community that is experiencing moderate growth and planning for accelerated growth. Centralia is bordered by three other school districts: Chehalis, Rochester, and Tenino.

The district serves approximately 3,457 students (OSPI certified enrollment Oct 2008). The district consists of three primary elementary schools grades K-3, two intermediate elementary schools grades 4-6, a middle school grades 7-8, and a high school grades 9-12

The most significant issues facing the District in terms of providing classroom capacity to accommodate existing and projected demands are:

- K-12 facility needs have been projected for the short and long term. Presently, each facility in the district is housing students in excess of capacity. The district has a total of 33 classroom portables across the district with portables located at each of the districts 7 school sites.
- The district is expected to experience continued growth. The City of Centralia Comprehensive Plan projects population increases from new residential developments within the District's boundaries.

- The District's facilities are aging and in need of significant renovation. Bond issues have been presented to the districts voters 3 times over the past 6 years. While receiving a majority vote each election, the 60% supermajority requirement has not been met.
- Providing all day kindergarten to the districts students has had a major impact on classroom availability. The district provides full day kindergarten to all of the 260 kindergarten students.

SECTION 2
DISTRICT 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 role that quality education plays in growing a strong local economy is vital. In order to accomplish the community value of having a strong local economy, schools must have quality facilities. These facilities serve as the supporting space for developing the whole child within a community to prepare them for a competitive global economy. The educational program standards which typically drive needs for educational space for students include grade configuration, optimum facility size, class size, educational program offerings, supplemental program offerings, specialty spaces, classroom utilization and scheduling requirements.

In addition to student population, other factors such as collective bargaining agreements, government mandates, and community expectations affect classroom space requirements. Space is necessary for regular classrooms, the fine and performing arts, physical education, special education, Title I, Highly Capable, bilingual education, technological applications, computer labs, preschool and daycare programs, and other specialized programs. Space must be provided for common areas such as media centers, cafeterias, kitchens, and auditoriums. Space is needed for groups of students/staff to work together. These programs can have a significant impact on the available student capacity within school facilities. Further, the community expects all spaces to be well utilized during the school day and available after the school day for public use.

A. District Educational Program Standards:

Core program includes the following:

- Core classroom space for all curriculum areas which includes space for group learning, directed instruction, and individual student work to meet the rigors set forth in state standards.
- Science classroom space that supports advanced coursework (including water, sinks, gas, hoods, safety equipment). Students must achieve rigorous state mandated science standards. This requires specialty space that is not met by adding portables. High school and middle school science lab space is a high priority.
- Physical education space is needed to for students to meet rigorous health and fitness standards. This includes covered areas, fields, gymnasiums, and other multi-use spaces.
- Technological competency is expected for all students. Space must be allocated for technological equipment and applications in classrooms and specialty spaces. Square footage for this equipment and its infrastructure is not calculated in current state allowances, but must be provided.
- Art, music, and theatre arts spaces are critical to the core program for students. Spaces are necessary to adequately meet the rigorous standards of these state required programs.
- Library/Media services (research, technology, collaboration) and space must be provided for students to achieve the rigors in the core program. In information driven environment, student access to information through appropriately sized library/media spaces is essential.
- Extra-curricular activities need adequate space in order to safely support program activities.

- Career and technical education programs are an integral part of the districts programs and require significant space, particularly at the high school.
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- Special services are essential to meet the needs of special populations.
- Special Education services are delivered at each of the schools within the District. The district, as part of a Special Education Cooperative, provides services to high need students from across the county which requires additional space and expertise. Program standards and services vary based on the handicapping conditions of the students and their individual education plan (IEP). Implementing each student's IEP often requires large and small specialty spaces, which the District must provide. Program standards change as a result of various external or internal influences. External influences include changing federal mandates, funding changes, and the introduction of new technological applications which meet the needs of students. Internal influences include modifications to the program year, class size, grade configurations, and facility changes.
- Special populations receive special support. Specialty space is essential to delivery of this support. Federal and state programs, including Title 1 Reading and Math, Highly Capable, Bilingual, are limitedly funded. These resources do not include the expense of adding facilities to support them.
- Early Childhood programs, such as all day kindergarten, preschool, and birth to age 3, are essential educational programs to develop early childhood literacy skills, and vital to the community. These programs require specialty space which is not funded by the state.
- Supplementary services in core academic areas (tutoring, on-line learning) and providing multiple pathways to prepare students for a broader range of post-secondary learning opportunities require additional spaces that have not been calculated in current state square footage allowance formulas.

Support services are often overlooked core services, and are essential to a quality educational program.

- Food service delivery, storage, preparation, and service require spaces that are specialty designed and equipped also need specific attention. As student populations increase, adequately calculating space needs for this core service is crucial to the overall planning of the facility. Adequacy in planning for this space has significant impacts on the overall learning environment for students if not done appropriately.
- Transportation support centers are required to handle growing transportation needs.
- Maintenance support facilities must also be considered and are often overlooked as core support services.
- Administrative support facilities must also be considered and are often overlooked as core support services.

B. Elementary Educational Program Standards

The District educational program standards, which directly affect elementary school capacity, include:

- Class size for grades K-3 are targeted not to exceed 22.5 students per class
- Class size for grades 4-6 is targeted not to exceed 25 students per class.
- Music should be provided in separate classrooms.
- Physical education instruction should be provided in a full size area.
- Special education services are provided in a self-contained classroom for some children, resource classrooms for others, while some need highly specialized services.
- The elementary school classroom utilization standard is set at a factor of 100% (based on a regular school day).
- Chapter I and LAP programs require specialized areas similar to regular classrooms.
- All elementary schools will have a library/media resource center,

- Kindergarten is a full-day program for 100% of the districts students, as opposed to the state funded half day program.

C. Middle and High School Program Standards

The district education programs standards, which directly affect middle school and high school capacity include:

- Class sizes for grades 7-8 are targeted to average 25 students per class, with the exception of PE, music, or choir.
- Class sizes for high school grades 9-12 have various targets depending on various program and safety needs. However, the District strives to meet an average of 25 students in the core classrooms with the exception of PE, music, and choir.
- The middle and high school classroom utilization standard is set at a factor of 85% (based on a regular school day) to account for classrooms being utilized for teacher planning purposes for approximately one period a day.
- Special education services are provided in a self-contained classroom for some children, resource classrooms for others, while some need highly specialized spaces.
- Students will also be provided other programs in classrooms designated as specialty rooms (computer labs, individual and large group study rooms, practice labs, production rooms).
- Media Central/Library.
- Career and technical education requires specialized spaces suited to the curriculum.

SECTION 3
CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities necessary to accommodate future demand (student enrollment) at acceptable levels of service. This section provides an inventory of capital facilities owned and operated by the District including schools, portables, undeveloped land and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's educational program standards.

A. Schools

The District maintains three primary elementary schools, two intermediate elementary schools, one middle school and one high school. The primary elementary schools accommodate grades K-3, the intermediate elementary schools accommodate grades 4-6, middle school serves grades 7-8 and the high school serves grades 9-12.

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

Table 1 – Elementary School Inventory

Grade	School	Location	Yr Built/ Remodeled	Site Size (acres)	Bldg Area sq ft	Teaching Stations*	Permanent Capacity
K-3	Edison	607 H Street	1918/1957	2.66	33,502	12	270

			1988				
K-3	Jefferson Lincoln	500 W Summa	1957/1977	4.10	34,651	16	360
K-3	Fords Prairie	1620 Harrison Ave	1947/1957 977/1986	6.83	35,040	16	360
4-6	Washington	800 Field Street	1950/1986	7.88	46,278	14	350
4-6	Oakview	201 Oakview Ave	1928/1952 1978/1986	8.22	38,231	15	375
TOTAL					**187,702**	**57**	**1,715**

** Does not include classrooms that are used for special programs, including special education, music, in school suspension, reading rooms, computer labs or english as a second language.*

Table 2 – Middle School Inventory

Grade	School	Location	Yr Built/ Remodeled	Site Size (acres)	Bldg Area sq ft	Teaching Stations*	Permanent Capacity
7-8	Centralia Middle School	901 Johnson Road	1958/1987	9.09	88,472	22	467

** Does not include classrooms that are used for special programs, including special education, in school suspension, keyboarding or english as a second language.*

Table 3 – High School Inventory

Grade	School	Location	Yr Built/ Remodeled	Site Size (acres)	Bldg Area sq ft*	Teaching Stations**	Permanent Capacity
9-12	Centralia High School	801 Eshom Road	1968/1988	38.99	133,695	43	914

**Does not include leased space for CAPS*
*** Does not include classrooms that are used for special programs, including special education or resource rooms, computer labs, music, art, drama or advanced placement classes, but includes 5 of the 10 vocational education classrooms because they are part of the regular educational program but they do not house full size classes..*

B. Portables

Portable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. As shown in Table 4, the District currently uses 33 portables, with 22 for elementary school students, 4 for middle school students and 7 for high school students. Many of the portables are used for special programs, such as in school suspension, keyboarding, English as a second language and special education. Three of the seven portables located at the high school are used for pre-school and child care programs.

Table 4 – Portables Inventory

School	Portables
Edison	2
Jefferson Lincoln	4
Fords Prairie	6
Washington	6

Oakview	4
Centralia Middle School	4
Centralia High School	7

A majority of the 33 portables are used for special programs and do not provide interim capacity as regular teaching stations.

C. 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.

Table 5- Support Facility Inventory*

Building	Sq Feet	Location
Administration Office	3,400	2320 Borst Ave.
Transportation Center	22,671	1119 W. Chestnut
Stadium	3,940	700 Allen

Building	Sq Feet	Location
Swim Pool	18,000	910 Johnson
Maintenance Center	11,810	123 S Gold
Logan Storage	12,685	1330 Rose Street

* Does not include facility that is leased for the CAPS program.

D. Land Inventory

The district owns the old Logan school site at 1330 Rose Street, Centralia of 1.65 acres.

SECTION 4
STUDENT ENROLLMENT PROJECTIONS

A. Projected Student Enrollment

The District considered information from various sources in forecasting its enrollment.

The District considered the Office of the Superintendent of Public Instruction's (OSPI's) short term enrollment forecast based on cohort survival. The cohort survival forecast is determined by looking at the number of live births in the county and historical grade progression. It is a conservative forecasting methodology that does not take into account land supply and local development. The OSPI forecast also does not project enrollment past the year 2014.

Given the limitations associated with OSPI's forecast, the District forecast its student enrollment for the year 2025 by using the percentage of the Lewis County population that is currently enrolled in K-12 schools in the District and the 2025 population the County allocated to the urban and rural areas in the District. The 2025 student enrollment forecast based on population allocations assumes the same percentage of the population that is currently enrolled will be enrolled in 2025.

The District also considered the number of students that would be generated from new housing that can be built on urban and residential lands if those lands are built out by the year 2025. Currently, there are .447 students living in new houses that are built in the District. The 2025 student forecast based on forecast housing assumes the same number of students will be living in new houses built between now and the year 2025.

The District also looked at its historical growth of approximately 2% a year and forecast enrollment in 2015 assuming growth occurs at 2% a year.

Table 6 shows the low, medium and high enrollment forecasts based on the above information for the six year planning period.

Table 6 – Enrollment Forecast

2008 Enrollment	Low	Med	High	Forecast Growth
3,457	3,709	3,889	3,971	Low 252 Med 432 High 514

As reflected above, the District is forecasting an increase of between 252 to 514 students. To adequately plan facilities for forecast growth, the District's Capital Facility Plan is based on the medium forecast growth, or 3,889 students for a net increase of 432 K-12 students. The forecast assumes population and housing the County is planning for will occur at the equal and consistent rate between now and 2025.

Table 7 below shows the District's current capacity, current enrollment, and the forecast enrollment in 2015. As shown in the table, the District has a current need to add capacity for 361 students and that need is expected to grow to approximately 793 unhoused students by the year 2015.

TABLE 7 – Enrollment, Capacity and Needs

Facility	Current Enrollment*	Current Capacity	Current Needs**	2015 Forecast Enrollment***	2015 Needs ****
Elementary	1,875	1,715	160	2,100	385
Middle	512	467	45	583	116
High	1,070	914	156	1,206	292
TOTAL	**3,457**	**3,096**	**361**	**3,889**	**793**

* October 2008 certified headcount enrollment.
** Current needs equal current enrollment minus current capacity.
***2015 needs equals 2015 enrollment minus current capacity.
****Applying the same percentage of total enrollment that is enrolled in K-5, 6-8, and 9-12 in 2008 to determine grade levels for 2015 forecast enrollment.

B. Long Range Forecast

In addition to forecasting an enrollment of 3,889 students by the year 2015, the District has forecast enrollment out to the year 2025. Using county population and housing data, in 2025 the District expects an enrollment of approximately 5,500 students, or an increase of approximately 2,000 students. The forecast is based on average growth using population and housing data to forecast student enrollment.

SECTION 5
CAPITAL FACILITIES NEEDS

A. Facility Needs

The District's current capacity, its educational programs, standard of service and enrollment forecast is used to determine its facility needs. More specifically, the facility needs are determined by subtracting 2008 capacity

from current and forecast enrollment. The capacity in 2008 is shown in tables 1, 2 and 3. Enrollment is shown in Table 6. Table 7 lists the Districts enrollment, capacity and needs. As shown in the table, the District needs to add capacity to serve 793 students by 2015 (361 that are currently enrolled plus an additional 432).

B. Planned Improvements

To serve the 793 students by 2015, the District will add six classrooms to Jefferson Lincoln elementary when it is renovated and modernized, add six classrooms to Oakview elementary when the portion of the school that was not rebuilt after the fire is renovated and modernized, and add twelve classrooms to the high school (Phase 1 Improvements). The District also will be purchasing portables and will develop a second phase of improvements that will include the addition of more elementary and middle school classes. The Phase 1 Improvements will add capacity for 540 of the 793 forecast need.

Table 8 shows the planned facility improvements, the capacity that will be added when the improvements are constructed, how much capacity is available to serve forecast growth, the cost for the added capacity and that portion of the cost that is being incurred to serve forecast growth. Since the District currently needs to add capacity for 160 elementary students and 156 high schools students, only a portion of the expansions at the existing schools will be available for growth (224 of the 540 seats). The cost to add capacity that is allocated to growth takes this into account.

Table 8 – Facility Improvements and Cost

Facility Improvements	Additional Capacity	Capacity for Growth*	Cost**	Cost Attributed to Growth****
Jefferson Lincoln Elementary	135	55	$13,800,000	$1,533,333
Oakview Elementary	150	70	$12,007,000	$1,600,933
Centralia High School	255	99	$37,282,874***	$3,158,589
Portables	0(temp)	0(temp)	$1,000,000	$0
Property	TBD	TBD	$600,000	$0
Total	**540**	**224**	**$64,689,874**	**$6,292,855**

* Capacity for growth is the total added capacity minus the existing need with the existing need at the elementary school being allocated equally to Jefferson Lincoln and Oakview Elementary schools.

** Estimate based on work done for bond campaign.

*** Estimate based on work done for campaign plus the cost for six additional classrooms providing capacity for 127 students at a cost of $36,697 per student.

**** Cost attributed to growth is the cost per student for the improvements multiplied by the capacity for growth. A portion of the cost for property is not currently being allocated to growth because the District has not yet determined the size and type of school that will be built on the property.

Facility needs are expressed in terms of "unhoused students" or students that cannot be housed in permanent (brick/mortar) facilities under the Districts program standards. Unhoused students receive basic education in portable classrooms. In order to serve "unhoused students" on a short-term and immediate basis to serve growth, the District will need to purchase and utilize portable classrooms. The cost of portables is not included

in the impact fee calculation; however, impact fee revenue can be available to fund portable facilities if these facilities are needed to serve growth.

C. Planned Capacity

The District has capacity to serve 3,096 students (1,715 elementary, 467 middle school and 914 high school). When the three existing schools are improved and expanded, the District will have capacity to serve 3,636 students. The District's forecast enrollment in 2015 is 3,889. The planned improvements will increase the capacity and address the existing needs.

The improvements in Table 8 will add capacity for 540 students, with 224 of the added 540 seats being available for growth. As growth continues to occur this CFP will be updated and additional improvements will be planned for and funded. Construction of the improvements is dependent upon the passage of bond issues. As the District proceeds with construction of permanent facilities, portables will be needed to temporarily house students while the planned permanent improvement are being financed and constructed. This Capital Facilities Plan contemplates the use of portables and the use of school impact fees to pay the costs for portables.

SECTION 6
CAPITAL FACILITIES FINANCING PLAN

A. Planned Improvements

Planned improvements include modernizations and expansions at Jefferson Lincoln and Oakview Elementary schools and at Centralia High School. Six classrooms will be added at each elementary school and 12 classrooms will be added at the high school. Common areas will be expanded. The District also will be adding portables and purchasing property. The cost for the improvements and portables is approximately $63 million.

B. Financing for Planned Improvements

1. 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 District must pass a bond since it is the primary source of funding for the capital improvements listed in this plan.

2. State Match Funds

State match funds come from the Common School Construction Fund ("the fund"). Bonds are sold on behalf of the Fund, and then retired from revenues accruing predominantly from the sale of timber from the common school lands. If these sources are insufficient, the Legislature can appropriate funds or the State Board of Education can change the standards. School districts may qualify for state match funds for specific capital projects based on a prioritization system. Based on the District's assessed valuation per student and the formula in the state regulations, the District is currently eligible for state match funds for new schools based on the un-housed students at a level of 60.51%.

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.

3. Six-Year Financing Plan

Table 10 demonstrates how the District intends to fund new construction and improvements to school facilities for the next six years. The District does not have any secured capital project funds for the improvements. The unsecured financing plan includes a bond issue, state match funds, and impact fees. 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.

Table 9 - Capital Facilities Financing Plan
Permanent Facilities

Facility Improvement Costs	Secured Financing	Unsecured Financing		
		Bonds	State Match*	Impact Fees***
$64,689,874	$1,600,000	$38,066,374	$23,438,000	$1,585,500

* Based on estimate from work done on recent bond assuming the state allocates funds using current formula.
** Assumes approximately 450 homes are built over the next six years and each home builder pays the current impact fee amount.

SECTION 7
SCHOOL IMPACT FEES

The GMA authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands.

A. School Impact Fees

The County's and City's impact fee programs require school districts to prepare and adopt CFPs meeting the specifications of the GMA. Impact fees are calculated in accordance with the local jurisdiction's formula, which are based on projected school facility costs necessitated by new growth and are contained in the District's CFP.

B. Methodology and Variables Used to Calculate School Impact Fees

The District's impact fees have been calculated utilizing a formula that Lewis County School Districts are asking Lewis County and City of Centralia to adopt. It is a standard formula that is used in other jurisdictions in the state of Washington. The resulting figures in the attached Appendix A are based on the District's cost per dwelling unit to add classrooms and support facilities at all the existing schools to serve new development. Credits have been applied in the formula to account for future state match funds the District could receive and projected future property taxes that will be paid by the owner of the dwelling unit. A 15% discount also has been applied so that new development does not pay more than its fair share of the cost to build school facilities.

C. Amount of Calculated and Recommended Impact Fees

The amount of the calculated school impact fees is:

Single Family: $4,786.11
Multi Family: $4,544.77

The amount the Board recommends is:

Single Family: $3,500
Multi Family: $3,500

Centralia School District No. 401

Resolution No. _____

ADOPTION OF THE 2009-2015 CENTRALIA SCHOOL DISTRICT CAPITAL FACILITIES PLAN AND SCHOOL IMPACT FEES

WHEREAS, the Growth Management Act (GMA) requires counties and cities to adopt a comprehensive land use plan that, among other things, addresses the provision of public services for future growth and development;

WHEREAS, public schools are one of the public services that, with assistance from school districts, the counties and cities must plan for;

WHEREAS, the State Subdivision Act (SSA) requires counties and cities to find there are adequate provisions for schools prior to approval of land divisions;

WHEREAS, the Centralia School District desires to work with Lewis County and the City of Centralia in satisfying the obligations under the GMA and SSA through the adoption of the Centralia School District Capital Facilities Plan and collection of school impact or mitigation fees;

WHEREAS, the County and City have the legal authority to collect school mitigation or impact fees from residential development in order to ensure that school facilities are available to serve new growth and development;

WHEREAS, the District's student enrollment is projected to increase over the next six years due to growth in the City;

WHEREAS, the District will need to build new facilities to add capacity to serve the increased enrollment;

WHEREAS, existing funding sources are not sufficient to fund the new facilities that are needed to serve the increased enrollment;

WHEREAS, the District requests Lewis County and the City of Centralia collect school mitigation or impact fees to supplement other public funds that will be used to fund the new facilities; and

WHEREAS, the District will submit the 2009 – 2015 Capital Facilities Plan and impact fee recommendations to the City of Centralia and Lewis County for adoption and will update the same at least once every two years;

NOW THEREFORE, BE IT RESOLVED that the 2009-2015 Centralia School District Capital Facilities Plan (CFP) is hereby adopted. The CFP shall be filed with the City of Centralia and Lewis County for adoption and incorporation into their Comprehensive Land Use Plans.

BE IT FURTHER RESOLVED that the District respectfully requests that Lewis County and the City of Centralia impose and collect school impact or mitigation fees on behalf of the District in the amount of $3,500 per single and multi-family unit.

ADOPTED THIS _____ day of July, 2009.

_____
Board Chairman

_____
Member

_____
Member

_____
Member

_____
Member

ATTEST:

_____
Secretary to the Board

CENTRALIA SCHOOL DISTRICT
Impact Fee Calculation

APPENDIX A

$$SIF = \left[CS(SF) - (SM) - \left(\frac{(1+i)^{10} - 1}{i(1+i)^{10}} \times AAV \times TLR \right) \right] \times A - FC$$

Single Family Residence:

Elementary	Middle School	High School	Formula
$3,134,266.00	$0.00	$3,158,589.00	Facility Cost
125	0	99	Additional Capacity
$25,074.13	$0.00	$31,904.94	Cost per Student (CS)
0.318	0.060	0.116	Student Factor (SF)
$7,973.57	**$0.00**	**$3,700.97**	**CS x SF**
$168.79	$168.79	$168.79	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
60.51%	60.51%	60.51%	State Match Eligibility %
$2,923.10	$0.00	$1,540.19	State Match Credit (SM)
$5,050.47	**$0.00**	**$2,160.78**	**CS x SF - SM**
		$7,211.25	**Cost per Single Family Residence**
		0.0503	Average Interest Rate
		0.6335546	Tax Credit Numerator
		0.082167796	Tax Credit Denominator
		7.710497637	Tax Credit Multiplier (TCM)
		$156,477.01	Average Assessed Value (AAV)
		1206515.62	TCM x AAV
		0.00131	Tax Levy Rate (TLR)
		$1,580.54	**TCM x AAV x TLR = (TC)**
		$5,630.72	**Cost per Single Family Residence - Tax Credit**
		$844.61	15% reduction (A)
		$4,786.11	**Single Family Fee Amount**
		$3,500.00	**Recommended Single Family Fee Amount**

Multi-Family Residence:

Elementary	Middle School	High School	Formula
$3,134,266.00	$0.00	$3,158,589.00	Facility Cost
125	0	99	Additional Capacity
$25,074.13	$0.00	$31,904.94	Cost per Student (CS)
0.242	0.019	0.095	Student Factor (SF)
$6,067.94	$0.00	$3,030.97	**CS x SF**
$168.79	$168.79	$168.79	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
60.51%	60.51%	60.51%	State Match Eligibility %
$2,224.50	$0.00	$1,261.37	State Match Credit (SM)
$3,843.44	**$0.00**	**$1,769.60**	**CS x SF - SM**
		$5,613.05	**Cost per Multi-Family Residence**
		0.0503	Average Interest Rate
		0.6335546	Tax Credit Numerator
		0.082167796	Tax Credit Denominator
		7.710497637	Tax Credit Multiplier (TCM)
		$26,395.00	Average Assessed Value (AAV)
		203518.59	TCM x AAV
		0.00131	Tax Levy Rate (TLR)
		$266.61	**TCM x AAV x TLR = (TC)**
		$5,346.44	**Cost per Multi-Family Residence - Tax Credit**
		$801.97	15% reduction (A)
		$4,544.47	**Multi- Family Fee Amount**
		$3,500.00	**Recommended Multi-Family Fee Amount**