

**ONALASKA SCHOOL DISTRICT  
CAPITAL FACILITIES PLAN**

**2009 - 2015**

**BOARD OF DIRECTORS**  
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**Mary Glenn**  
**Bird Stanley**  
**Kevin Ritchey**  
**Pat Roden**

**SUPERINTENDENT**  
**Dale McDaniel**

**Adopted by the Onalaska School Board**  
**April 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 adopt 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. They also are used to support the imposition of school impact fees.

The Onalaska School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide Lewis County (the "County") with a schedule and financing plan for capital improvements over the next six years. This CFP includes a six year and a long range (year 2025) enrollment forecast based on county population and housing projections.

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, which identifies sources of public money for such purposes. The financing plan separates projects and portions of projects that 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 Onalaska School District**

The Onalaska School District is located east of the Interstate 5 corridor in Lewis County, halfway between Seattle and Portland. It encompasses over 250 square miles and several unincorporated towns including Cinebar, Alpha, Ethel and Onalaska. It is bordered by six other districts including Mossyrock, Toledo, Chehalis, Centralia, Napavine and Morton School Districts.

The district serves a population of 863 students in grades K-12. The district consists of one elementary school grades K-5, middle school grades 6-8, and the high school grades 9-12. In addition, the District operates an off-campus alternative school that enrolls approximately 60 students. All three of the main buildings exist on a central campus with Carlisle Avenue bisecting them.

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

- Property Inventory. We currently have no areas to which we could expand.
- K-12 facility needs have been projected for the short and long term. Presently, each facility in the district is successfully housing our current student enrollment levels. However, the middle and high school are at capacity, with some relief available at the high school due to the alternative program

that is located offsite. There is little room to accommodate growth at the elementary school. Forecast growth, requires acquisition of property to add another building.

- As growth continues to occur, the Districts' plan is to build an intermediate school (grades 4 to 6) on property as near to the current facility as possible. The current middle school will provide capacity for elementary, middle or high school students, depending on the districts needs.

## **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 education 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 too 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.

Special services are essential to meet the needs of special populations. Special services include:

- Special Education services are delivered at each of the schools within the District. 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 and preschool 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, 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-5 is approximately 21 students per class.
- Music will be provided in separate classrooms.
- Physical education instruction must be provided in a full size area.
- Special education services are provided in a self-contained classroom for some children, while others need highly specialized services.
- The elementary school classroom utilization standard is set at a factor of 85% (based on a regular school day).
- LAP programs require specialized areas similar to regular classrooms.
- All elementary schools will have a library/media resource center, which includes space for a technology lab.
- Computer labs will be available for all students.
- A specialized science lab for grades 4-6 will be available.
- Kindergarten is a full-day program, as opposed to the state funded 1/2 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 not to exceed 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).
- Special education services are provided in a self-contained classroom for some children, while others need highly specialized spaces.

Students will also be provided other programs in classrooms designated as follows:

- Specialty rooms (computer labs, individual and large group study rooms, practice labs, production rooms).
- Media Central/Library
- Vocational education requires specialized spaces suited to the curriculum.
- Alternative high school program, offered off-campus.

**SECTION 3  
CAPITAL FACILITIES INVENTORY**

The facilities inventory establishes the baseline for determining the existing capacity in the school facilities and the need for additional capacity to serve future growth 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 discussed in Section 2.

**A. Schools**

The District currently maintains one elementary school, one middle school, and one high school. The elementary school accommodates grades K-5, the middle school serves grades 6-8 and the high school serves grades 9-12. The middle school and high school are currently contained in the same building with appropriate physical separations. The following tables show the location, size and capacity of the existing schools.

**Table 1 – Elementary School Inventory**

<b>Elementary School</b>	<b>Location</b>	<b>Acres</b>	<b>Building Area (Sq Ft)</b>	<b>Teaching Stations*</b>	<b>Permanent Capacity **</b>
Onalaska K-5	540 Carlisle Ave. Onalaska	17.55	38,341	17	303

\* Rooms such as music room, special ed room, LAP room, library, computer lab and science room are not counted as teaching stations in the elementary schools because they are special/pull-out programs.

\*\* Permanent capacity is calculated by multiplying the number of teaching stations times the students per classroom as defined in the educational standards, times a 85% utilization factor. The utilization factor is based on the amount of time during the day a regular classroom is not occupied by students.

**Table 2 – Middle School Inventory**

Middle School	Location	Acres	Building Area (Sq Ft)	Teaching Stations	Permanent Capacity*
Onalaska Middle School 6-8	540 Carlisle Ave Onalaska	17.55	34,313	8	170

\* Permanent capacity is calculated by multiplying the number of teaching stations times the students per classroom as defined in the educational standards, times an 85% utilization factor. The utilization factor is based on the amount of time during the day a regular classroom is not occupied by students.

**Table 3 – High School Inventory**

High School	Location	Acres	Building Area (Sq Ft)	Teaching Stations	Permanent Capacity*
Onalaska High School 9-12	540 Carlisle Onalaska	20.88	59,679	15	319

\* Permanent capacity is calculated by multiplying the number of teaching stations times the students per classroom as defined in the educational standards, times an 85% utilization factor. The utilization factor is based on the amount of time during the day a regular classroom is not occupied by students.

**B. Portables**

Portable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms.

**Table 4 – Portables Inventory**

School	Portables
Onalaska Middle/High School Observatory	1

**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**

<b>Building</b>	<b>Building Area (Square Feet)</b>	<b>Site Location</b>
District Office	1,792	540 Carlisle Ave. Onalaska WA.98570
Fish Center	3,520	
Batting Cage	2,352	
Green Houses	2,784	
Stadium	2,295	
Pre School	1,792	
Outside Football	480	
Restrooms	6,900	
3 Play Sheds		

**D. Land Inventory**

In addition to the school sites listed above, the only land the District owns is associated with its transportation site. That site is 0.65 acres in size. A portion of the elementary school site that is north of the school is too sloped and unstable due to water conditions for use for future buildings.

**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. In the past, the District has not found this method of forecast enrollment reliable; it has understated student enrollment. The OSPI enrollment forecast also is limited in that it only forecasts enrollment out to 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 .585 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 forecast for 2015 and the net increase.

**Table 6 – Enrollment Forecast**

2008 Enrollment	Low	Med	High	Forecast Growth
863	991	1,079	1,344	Low 128 Med 216 High 481

As reflected above, the District is forecasting an increase of between 128 to 481 students. A key aspect of the District's forecast growth is the new housing that is anticipated in the first three phases of the Birchfield Fully Contained Community. To adequately plan facilities for forecast growth, the District's Capital Facility Plan is based on the medium forecast growth, or 1,079 students for a net increase of 216 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 71 students and that need is expected to grow to approximately 287 unhoused students by the year 2015.

**Table 7 – Enrollment, Capacity and Needs**

Facility	Current Enrollment	Current Capacity	Current Needs*	2015 Enrollment	2015 Needs**
Total	863	792	71	1,079	287

\* Current needs equal current enrollment minus current capacity.

\*\* 2015 needs equal 2015 enrollment minus current capacity.

**B. Long Range Forecast**

In addition to forecasting an enrollment of 1,079 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 1,600 students, or an increase of approximately 800 students. The forecast is based on medium 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 287 students by 2015 (71 that are currently enrolled plus an additional 216).

**B. Planned Improvements**

To serve the 287 students by 2015, the District will acquire property and construct a 300 student intermediate or middle school. The District will evaluate grade reconfigurations and the use of the existing buildings and may make improvements to the existing schools to provide capacity at the correct grade levels.

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 71 students, only a portion of the new 300 student school will be available for growth (229 of the 300 seats). The costs to add capacity that are allocated to growth take this into account.

**Table 8 – Facility Improvements and Cost**

Facility Improvements	Additional Capacity	Capacity for Growth*	Cost	Cost Attributed to Growth****
School Site	300	229	\$500,000**	\$381,667
Intermediate/Middle School	300	229	\$10,939,500***	\$8,350,485
Portables	0(temp)	0(temp)	\$280,000	\$0
<b>Total</b>	<b>300</b>	<b>229</b>	<b>\$11,719,500</b>	<b>\$8,732,152</b>

\* Capacity for growth is the total capacity (300) minus the existing need (71).  
 \*\* Estimate for a 25 acre site located near the district at the price the owner quoted the district.  
 \*\*\* Estimate based on 110 square feet per student, \$255 per square foot and 30% soft costs.  
 \*\*\*\* Cost attributed to growth is 76% (229 available for growth divided by the 300 total capacity).

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 792 students (303 elementary, 170 middle school and 319 high school). When the new 300 student intermediate school is constructed, the District will have capacity to serve 1,092 students. The District's forecast enrollment in 2015 is 1,078. The planned improvements will provide sufficient capacity to serve the forecast growth.

## **SECTION 6 CAPITAL FACILITIES FINANCING PLAN**

### **A. Planned Improvements**

The District needs to add capacity to serve 287 students between now and 2015. To serve the forecast enrollment the District will acquire property and construct a 300 student intermediate or middle school. The cost to acquire the property and construct the school is approximately \$11.5 million. The District will utilize the three funding sources it has available to fund capital projects, which are bonds, state match and impact fees (or mitigation fees). Each of the funding sources is described below.

### **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 will need to pass a bond to finance a portion of the purchase price for the new school site and the subsequent construction of the new school, which is needed to serve future enrollment/growth.

#### **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. Depending on the District's assessed valuation per student, the formula in the state regulations and the number of students that are housed in portables, the District may be eligible for state match to fund a portion of the construction costs for the new school. The District's eligibility percentage for state match currently is 65.33%.

#### **3. 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. The District will use impact fees to fund a portion of the cost for the school site and portables.

#### **4. Six-Year Financing Plan**

Table 9 demonstrates how the District intends to fund the portables, school site and intermediate school construction costs that are identified in this CFP. The financing components include a bond issue, state match and impact fees. The District will not qualify for state match until it is ready to construct the new school, which is not likely to occur until after 2012.

**Table 10 - Capital Facilities Financing Plan**

Total Cost	Secured Financing			Unsecured Financing		
	Bonds	State Match	Impact Fees	Bonds	State Match	Impact Fees*
<b>\$11,719,500</b>	\$10,000	\$0	\$0	\$6,629,709	\$3,569,843	\$1,509,948

\* This number is an estimate based on an assumption that growth will occur at the rate forecast in the student enrollment projection and fees will be paid in the amount recommended by the Board and identified in this CFP.

\*\*This number is an estimate of state match and is subject to verification by OSPI.

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. Impact fees also cannot (and will not) be used for the operation, maintenance or repair, of existing facilities.

**SECTION 7  
SCHOOL IMPACT FEES**

The GMA authorizes jurisdictions to collect impact fees to supplement funding of public facilities that are available or 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**

To collect school impact fees the District must prepare and adopt a CFP meeting the specifications of the GMA and county or city ordinances that implement the GMA. The impact fees are calculated in accordance with a local jurisdiction's formula, which are based on school facility costs that are incurred to serve new growth and that 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 an industry standard formula that also is in the draft Lewis County School Impact Fee Ordinance. The formula includes credits for state match and property taxes, as well as a 15% discount to ensure new development does not pay more than its fair share of the cost for schools that serve the development. Because the District will not receive state match for the acquisition of the school site, credit is not provided for state match for the school site. The resulting figures in the attached Appendix A are based on the District's cost to build schools, per dwelling unit, using the District's student generation rate.

**C. Proposed Onalaska School District Impact Fee Schedule**

The District requests collection of school impact fees in the following amounts:

- Single Family:           \$4,092
- Multi-Family:           \$4,092

# ONALASKA SCHOOL DISTRICT

540 Carlisle Avenue

Onalaska, Washington 98570-9604

(360) 978-4111 opt. 5  
FAX (360) 978-4185

**BOARD OF DIRECTORS**

Pete DeYoung  
Chairman  
  
Mary Glenn  
Vice Chairman  
  
Ed Oliphant  
Kavin Ritchey  
Bird Stanley

**DISTRICT ADMINISTRATION**

Dale McDaniel  
Superintendent  
  
Gayle Peterson  
Business Manager  
  
Donna Olsen  
Secretary  
  
Tami Weiher  
Secretary

Onalaska School District No. 300

Resolution No. -06-07-05

**ADOPTION OF THE 2006-2012 ONALASKA 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, and

**WHEREAS**, public schools are one of the public services that, with assistance from school districts, Lewis County must plan for, and

**WHEREAS**, the Onalaska School District desires to work with Lewis County in implementing the GMA through the adoption of the Onalaska School District Capital Facilities Plan and school impact fees, and

**WHEREAS**, the GMA authorizes Lewis County to collect school impact fees from residential development in order to ensure that school facilities are available to serve new growth and development, and

**WHEREAS**, the District's student enrollment is projected to increase over the next six years due to growth in the District (located entirely in unincorporated Lewis County), and

**WHEREAS**, the District enlarged the high school and wood shop in 2004 to serve increased enrollment, and

**WHEREAS**, future enrollment will exceed the capacity of the existing schools and the District does not own the property it needs to build expanded school facilities to serve the future growth, and

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

**WHEREAS**, the District requests that Lewis County collect school impact fees to supplement other public funds that, in combination with the school impact fees will be used to fund new or improved facilities, and

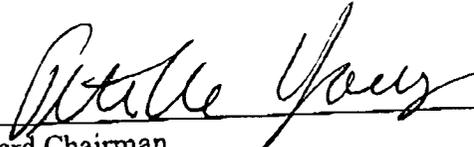
"EDUCATING AMERICA'S YOUTH - OUR NO. 1 PRIORITY."  
"COMING TOGETHER IS A BEGINNING; KEEPING TOGETHER IS PROGRESS; WORKING TOGETHER IS SUCCESS."

**WHEREAS**, the District will submit the 2006 – 2012 Capital Facilities Plan and impact fee recommendations to Lewis County for the County's adoption pursuant to a County School Impact Fee Ordinance, and update the same at least once every two years.

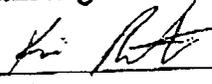
**THEREFORE, BE IT RESOLVED** that the 2006-2012 Onalaska School District Capital Facilities Plan (CFP) is hereby adopted. The District shall submit this CFP to Lewis County for adoption and incorporation into the Lewis County Comprehensive Land Use Plan.

**BE IT FURTHER RESOLVED** that the District respectfully requests that Lewis County impose and collect school impact fees on behalf of the District in the amount of \$2,902 for each single family home and \$0 for each multi-family unit.

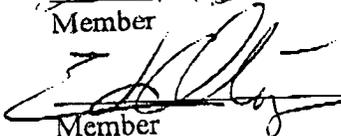
ADOPTED THIS 18<sup>th</sup> day of December, 2006.

  
Board Chairman

  
Member

  
Member

  
Member

  
Member

ATTEST:

  
Secretary to the Board

**ONALASKA 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:

Intermediate School
\$8,350,485.00
229
\$36,465.00
0.246
<b>\$8,970.39</b>
\$168.79
117.00
65.33%
\$3,173.81
<b>\$5,796.58</b>
<hr/>
<b>\$5,796.58</b>

Formula
Facility Cost
Additional Capacity
Cost per Student (CS)
Student Factor (SF)
CS x SF
Boeck Index
OSPI Sq Ft
State Match Eligibility %
State Match Credit (SM)
CS x SF - SM
<b>Cost per Single Family Residence</b>

0.0503
0.6335546
0.082167796
7.710497637
\$139,960.45
1079164.72
0.00091
<b>\$982.04</b>
<hr/>
<b>\$4,814.54</b>

Average Interest Rate
Tax Credit Numerator
Tax Credit Denominator
Tax Credit Multiplier (TCM)
Average Assessed Value (AAV)
TCM x AAV
Tax Levy Rate (TLR)
TCM x AAV x TLR = (TC)
<b>Cost per Single Family Residence - Tax Credit</b>

\$722.18

15% reduction (A)

**\$4,092.36**

**Single Family Fee Amount**

**\$4,092**

**Board Recommendation**

Multi-Family Residence:

Intermediate School
\$8,350,485.00
229
\$36,465.00
0.242
<b>\$8,824.53</b>
\$168.79
117.00
65.33%
\$3,122.20
<b>\$5,702.33</b>
<hr/>
<b>\$5,702.33</b>

Formula
Facility Cost
Additional Capacity
Cost per Student (CS)
Student Factor (SF)
CS x SF
Boeck Index
OSPI Sq Ft
State Match Eligibility %
State Match Credit (SM)
CS x SF - SM
<b>Cost per Multi-Family Residence</b>

0.0503
0.6335546
0.082167796
7.710497637
\$26,395.00
203518.59
0.00091
<b>\$185.20</b>
<hr/>
<b>\$5,517.13</b>
\$827.57

Average Interest Rate
Tax Credit Numerator
Tax Credit Denominator
Tax Credit Multiplier (TCM)
Average Assessed Value (AAV)
TCM x AAV
Tax Levy Rate (TLR)
TCM x AAV x TLR = (TC)
<b>Cost per Multi-Family Residence - Tax Credit</b>
15% reduction (A)

**\$4,689.56**

**Multi-Family Fee Amount**

**\$4,092**

**Board Recommendation**