



**BATTLE GROUND SCHOOL DISTRICT
CAPITAL FACILITIES PLAN**

2015-2021

BOARD OF DIRECTORS

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**Presented to the Battle Ground School Board
May 11, 2015**

**Adopted by the Battle Ground School Board
May 26, 2015**

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 Battle Ground School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide Clark County (the “County”) and the City of Battle Ground (“Battle Ground”) and the Town of Yacolt (“Yacolt”) with a schedule and financing plan for capital improvements over the next six years (2015-2021).

In accordance with the Growth Management Act, Clark County Code Sections 40.620.030 – 40.620.040, City of Battle Ground Municipal Code Sections 3.60.064, and Town of Yacolt Resolution #392, this CFP contains the following required elements:

- 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 forecasts for each grade span (elementary, middle, and high schools)
- 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 six-year plan for financing 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 Battle Ground School District*

The Battle Ground School District is situated along the Interstate 5 corridor in northern Clark County. It encompasses the City of Battle Ground, a community that is experiencing accelerated growth, the town of Yacolt, and is bordered by Evergreen, Vancouver, Ridgefield, La Center, Hockinson, Washougal, Woodland, and Green Mountain School Districts. Total land is approximately 271 square miles.

The District serves a population of 13,148 students (headcount October 2014), with six primary schools (K-4), six middle schools (5-8), one K-8 school, one middle school program, two comprehensive high schools (grades 9-12), one high school science magnet program, one alternative high school, one alternative K-12 school and one alternative grades 3-12 program. For purposes of facility planning, the Capital Facility Plan considers grades K-4 as primary, grades 5-8 as middle school and grades 9-12 as high school.

There have been a few significant changes that have occurred since the last capital facilities plan was approved in 2011. The CAM Academy has expanded from a grades 5-12 alternative school to a grades 3-12 alternative school. Battle Ground HomeLink and River HomeLink K-12 have been combined into one program and facility located at the previous Maple Grove Primary School. In addition, the District started an online program at River HomeLink during the 2014-15 school year Summit View Middle School started in 2012-13 and is a small two class middle school program located on the campus of Chief Middle School. Finally, the Maple Grove Primary and Middle Schools were reconfigured to a K-8 school in 2012-13 and is located at the previous Maple Grove Middle School.

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

- The continued expansion of the Urban Growth Boundaries in Clark County and the resulting increase in students;
- Citizens approved Initiative 1351, which when implemented will require lower class sizes. Lower class sizes will require additional classrooms and facility improvements, and funding to pay for them. The District estimates that it would require as many as 36 additional classrooms
- The State is moving towards requiring full day kindergarten for all students. The District currently does not provide full day kindergarten for every student. Full day kindergarten will require additional facility capacity and will result in increased costs for the District which are not currently funded by the State. The District estimates that it would require as many as 23 additional classrooms.
- Many school sites in our district house students in excess of the capacity of the facility. Portable and modular classrooms are used at all sixteen (100%) school sites and will continue to be used until new brick and mortar sites can be financed and built

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, STEM, Special Education, Title I, Highly Capable, Bilingual Education, technological applications, computer labs, preschool and daycare programs, intervention 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, direct 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, and 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.
- With the added emphasis on STEM education there is a need to offer flexible classroom space where project based labs and classroom instruction can happen in adjacent classrooms.
- Physical education space is needed for students to meet rigorous health and fitness standards. This includes covered areas outdoors, fields, gymnasiums, and other multi-use spaces.
- Technological competency is expected for all students. Space must be allocated for technology 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. Information driven educational environments require that students have access to information through appropriately sized library/media space.
- 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 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 specialized facilities.
- Special populations receive additional support through Federal, State, and Levy funding, including Title I Reading and Math, State Learning Assistance Program for reading and math, Highly Capable, and Bilingual. Funding for these programs does not include the expense of adding facilities to support them.
- Early Childhood programs, such as preschool programs, are essential to develop early childhood literacy skills, and are vital to the community. These programs require specialty space which is not funded by the state.
- Supplementary services (Career and Technical Education programs) provide multiple pathways to prepare students for a broader range of post-secondary learning opportunities. The services 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 specially designed and equipped. 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.
- Warehouse, purchasing and 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 (Grades K-4)

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

- Class sizes for grades K-4 are targeted not to exceed 22 students per class
- Separate classroom space must be provided for music and art instruction.
- Physical education instruction requires adequate space for movement and use of equipment
- Special education services are provided in separate classrooms for some children, while others need highly specialized spaces
- Reading, writing and math intervention programs need separate instructional areas.
- All schools must have a library/media resource center.
- All schools must have a cafeteria.

C. Middle and High School Program Standards (Grades 5-12)

The District education program standards, which directly affect middle school and high school capacity include:

- Class size for middle school grades 5-8 is targeted not to exceed 25 students;
- Class size for high school grades 9-12 is targeted not to exceed 30 students, however, some classes exceed 30 students and some have less than 30. For the purposes of determining capacity, an average class size of 26 students was used
- Special Education for some students is provided in separate classrooms;
- All schools must have a cafeteria;
- Science labs and other specialized STEM spaces
- Specialized programs require instructional space as follows.
 - Reading, writing and math intervention programs need separate instructional areas
 - Space for individual and group study, practice labs, production rooms
 - Media Center/Library
 - Program Specific Classrooms (science, music, theatre arts, visual arts, career and technical education)

**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

School capacity is determined based on the number of home room 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. Grades K-4 are considered primary schools, grades 5-8 are middle schools and grades 9-12 are high schools. The school capacity inventory is summarized in Tables 1, 2, and 3.

Table 1 – Primary School Inventory

Primary School	Location	Building Area (Square Feet)	October 2014 Enrollment	Teaching Stations ¹	Permanent Capacity (Student) ²
Captain Strong	1002 NW 6 th Ave Battle Ground, WA	71,911	643	26	660
Daybreak Primary	1900 NW 20 th Ave Battle Ground, WA	62,570	575	23	572
Glenwood	9716 NE 134 th Street Vancouver, WA	43,156	642	20	484
Maple Grove (K-4)	610B SW Eaton Blvd Battle Ground, WA	36,723	272	14	352
Pleasant Valley	14320 NE 50 th Ave Vancouver, WA	38,700	603	18	462
Yacolt	406 W Yacolt Road Yacolt, WA	71,018	807	25	638
Tukes Valley Primary	20601 NE 167 th Ave Battle Ground, WA	62,570	633	21	550
HL River (K-4) (ALE)	610A SW Eaton Blvd Battle Ground, WA	16,784	167	5	132
CAM (3-4) (ALE)	715 NW Onsdorf Blvd, Battle Ground, WA	Leased Facility	85	N/A	85
Total		403,432	4,427	152	3,935

¹The music rooms, physical education spaces, computer labs, special education classrooms, intervention classrooms and library/media spaces are not counted as teaching stations in the elementary schools because they are pull-out programs (not homeroom classrooms)

²Capacity for K-4 facilities is figured at 22 students per teaching station ¹-4th grade and 44 students per teaching station in kindergarten

Table 2 – Middle School Inventory

Middle School	Location	Building Area (Square Feet)	October 2014 Enrollment	Teaching Stations ¹	Permanent Capacity ²
Amboy	22115 NE Chelatchie Rd, Amboy, WA	81,204	620	27	675
Daybreak	1900 NW 20 th Ave Battle Ground, WA	62,570	510	15	375
Laurin	13601 NE 97 th Ave Vancouver, WA	57,130	594	18	450
Chief Umtuch	700 NW 9 th St Battle Ground, WA	77,630	593	24	600
Maple Grove	12500 NE 199 th St Battle Ground, WA	31,188	231	14	350
Pleasant Valley	14320 NE 50 th Ave Vancouver, WA	59,934	497	14	350
Tukes Valley Middle	20601 NE 167 th Ave Battle Ground, WA	62,570	533	18	450
CAM (5-8) (ALE)	715 NW Onsdorf Blvd Battle Ground, WA	Leased Facility	193	N/A	193
HL River (5-8) ³ (ALE)	12500 NE 199 th St Battle Ground, WA	17,964	167	6	150
Total		450,190	3,938	136	3,593

¹The music rooms, physical education spaces, computer labs, art rooms, CTE rooms, special education classes, intervention classes, and library/media spaces are not included as teaching stations in the middle schools because they are exploratory programs (not homeroom classrooms)

²Capacity for 5th-8th grade is figured at 25 students per teaching station

Table 3 – High School Inventory

High School	Location	Building Area (Square Feet)	October 2014 Enrollment	Teaching Stations ¹	Permanent Capacity
Battle Ground	300 W Main Street Battle Ground, WA	264,234	2,049	93	1,842
Prairie	11500 NE 117 Ave Vancouver, WA	207,007	1,460	72	1,702
CASEE B – HS Magnet Program ³	11104 NE 149 St Brush Prairie, WA	8,284	Students are counted in BGHS and PHS count	4	N/A
Summit View (ALE) ²	11104 NE 149 St Brush Prairie, WA	4,348	252	N/A	252
CAM (9-12) (ALE)	715 NW Onsdorf Blvd Battle Ground, WA	Leased Facility*	144	N/A	144
HL River (9-12) (ALE)	12500 NE 199th St Battle Ground, WA	16,408	182	5	130
Total		500,281	4,087	174	4,070

¹The music rooms, physical education spaces, and computer labs are counted as teaching stations because they are not special pull-out programs at the high school. The instructional space that is used for shop and for library/media was not counted as teaching stations because they are used for special programs and pull-out programs. Special education classes (self-contained and pull out) at BGHS and PHS are included in calculating the permanent capacities. The capacity of these classrooms is calculated to be 10 students each. Capacity for regular education classroom is figured at 26 students per teaching station.

²Summit View High School is an alternative high school program. Per Washington State Alternative Education requirements, students are required to attend only one hour per week. The capacity for Summit View is 60 students at one time. Summit View is located on an 80-acre site that is leased from the Department of Natural Resources. It is housed in the basement of the District Administrative Offices.

³The CASEE B High School Magnet Program is located on an 80-acre site that is leased from the Department of Natural Resources.

B. Portables

Portable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. Capacity that is provided by portables is not considered permanent facility capacity. Table 4 outlines an inventory of these facilities. The District currently uses 143 portable classrooms plus cafeterias, office buildings and daycare centers. Portable classrooms are used for regular education, special education pull-out, and other special programs, until these programs can be provided in permanent brick and mortar facilities.

Table 4 -- Inventory of Portable Classrooms

School	Portable Classrooms	School	Portable Classrooms
Captain Strong Primary	4	Chief Umtuch Middle	7
Daybreak Primary	8	Amboy Middle	4
Glenwood Heights Primary	12 + cafeteria and one daycare	Laurin Middle	14
HomeLink River	6 + cafeteria and daycare	Pleasant Valley Middle	7
Tukes Valley Primary	10	Tukes Valley Middle	10
Pleasant Valley Primary	9	Battle Ground High	10
Yacolt Primary	15 + 1 daycare portable	Summit View Middle School Program	3
Maple Grove K-8	14	Prairie High	2 daycare
Daybreak Middle	10		

C. Support Facilities

In addition to schools, the District owns and operates additional facilities that house operational support programs and offices for the school district. An inventory of these facilities is provided in Table 5.

Table 5- Support Facility Inventory

Facility	Building Area	Site Location
Administrative Offices – (CASEE A&C)	28,737	11104 NE 149 th St , Brush Prairie, WA 98606
District Print Shop, Community Education, Science Resource Center, Nutrition Services Offices/Storage and Professional Development Classrooms	57,130	406 NW 5th Avenue, Battle Ground, WA 98604 These office occupy portions of the Former Lewisville Middle School – The admin/media center building, cafeteria, building A and building C
District Warehouse	12,240	400 N Parkway Ave , Battle Ground, WA 98604
450 Buildings – Maintenance and Grounds Department	22,771	300 W Main St , Battle Ground, WA 98604
Dodge House	1,754	612 N W 9th St , Battle Ground, WA 98604
450 Modular Building – Facilities and Transportation Office	1,792	300 W Main Street, Battle Ground, WA 98604

D. Land Inventory

The District owns the following undeveloped sites.

Future School Sites:

- A 50-acre site intended for future schools located on NE 199th Street in Vancouver,
- A 40-acre site intended for future schools located on NE 174th Street in Vancouver;
- A 4.24 acre site including a 2,232 sq ft house at 9916 NE 134th St , Vancouver This property is adjacent to the Glenwood/Laurin school sites.
- A 2.88 acre site with an unoccupied, dilapidated 3,074 square foot house at 602 NW 5th Avenue, Battle Ground, WA 98604. This property abuts the Battle Ground High School site.
- A 51.32 acre site intended for future schools located on Highway 503 at NE Chelatchie Road in Amboy

Other Property.

- A 3.17 acre building lot purchased for the vocational education program to build and sell a home (that vocational program is no longer in existence)
- A one acre site that is topographically unsuitable for school site development This property is known as the Tum Tum Lodge

**SECTION 4
STUDENT ENROLLMENT PROJECTIONS**

A. Projected Student Enrollment 2014-2021

The District's enrollment projections are based on an enrollment forecast update prepared by Cascade Planning Group, dated January 2015. The enrollment projections below do not include out-of-district alternative education students attending Battle Ground School District on a boundary exception.

Grade	2014	2015	2016	2017	2018	2019	2020	2021
K	766	842	820	831	845	860	872	915
1	922	808	891	870	882	896	912	924
2	917	924	812	898	876	888	902	918
3	917	958	969	854	944	920	933	947
4	905	943	989	1,003	883	976	951	964
Total Primary	4,427	4,475	4,481	4,456	4,430	4,540	4,570	4,668
5	962	944	986	1,038	1,052	926	1,023	996
6	976	1,000	984	1,031	1,085	1,099	967	1,068
7	991	985	1,013	999	1,047	1,101	1,115	981
8	1,040	991	988	1,019	1,005	1,052	1,106	1,120
Total Middle School	3,969	3,920	3,971	4,087	4,189	4,178	4,211	4,165
9	1,180	1,205	1,151	1,151	1,187	1,170	1,224	1,287
10	1,123	1,124	1,151	1,103	1,102	1,137	1,120	1,171
11	924	944	948	973	932	931	960	946
12	860	866	888	894	917	878	877	904
Total High School	4,087	4,139	4,138	4,121	4,138	4,116	4,181	4,308
TOTAL	12,483	12,534	12,590	12,664	12,757	12,834	12,962	13,141

2014 enrollment is the actual number of students that were enrolled in Oct, 2014. The District's CFP focuses on short term enrollment forecasts with an eye towards long range facility needs.

**SECTION 5
CAPITAL FACILITIES NEEDS**

A. Facility Needs

The District's facility needs are identified by subtracting existing capacity from the student enrollment forecast in 2021. Facility needs are expressed in terms of "unhoused" students or students that cannot be housed in permanent (brick/mortar) facilities and, therefore, would attend basic education classes in portable classrooms. In order to serve the "unhoused" students on a short-term and immediate basis in response to growth, the District will need to purchase and utilize additional portable classrooms. The cost of the portables is not included in the impact fee calculation, however, impact fee revenue can be used to fund the purchase of portable facilities.

As shown in Table 7, the District needs to add capacity to serve 1,543 students.

Table 7 – Facility Needs

Facility	Permanent Capacity	Forecast Enrollment	Facility Needs
Primary Schools (K-4)	3,935	4,668	733
Middle Schools	3,593	4,165	572
High Schools	4,070	4,308	238
Totals	11,598	13,141	1,543

The District must construct two 450 student primary K-4 facilities and two 450 student middle school 5-8 facilities, and expand at the high school or construct a new 500 student high school to serve the identified unhoused students. Table 8 identifies the costs and anticipated financing for these facilities

Table 8 – Cost and Financing

Future Projects	Capacity	Cost	Portion of cost attributed to growth ²	Financing			
				Secured Financing	Bonds	State Match	Impact Fees
Land Purchases for two future K-8 campuses	0	\$ 4,000,000	\$ -	Secured Financing	\$ -	\$ -	\$ 326,771
Two K-4 School	900	\$ 33,412,500	\$ 8,947,125				
Two 5-8 Schools	900	\$ 35,910,000	\$ 7,820,400				
High School Capacity	500	\$ 21,025,000	\$ 9,293,050				
Portables(2)	0	\$ 3,200,000		Unsecured Financing	Bonds (1)	State Match (4)	Impact Fees (3)
TOTAL	2,300	\$ 97,547,500	\$ 26,060,575		\$42,799,858	\$42,920,871	\$11,826,771

1) The estimate for unsecured bonds represents the funds the District must secure to fully fund the improvements (total costs minus secured impact fees, unsecured impact fees, and state match), 2) 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, 3) The estimate for unsecured impact fees is based on the number of permits issued in 2014 multiplied by the proposed impact fee. The district is assuming it will collect impact fee revenue at that rate for the six year planning period, and 4) The estimate for unsecured state match assumes that there will be state funding awarded to the District in an amount that is similar to the amount the District was awarded to construct facility improvements 2005-2008

SECTION 6 CAPITAL FACILITIES FINANCING PLAN

As shown in table 8, the district needs to construct two K-4 facilities and a new high school, needs to acquire property and make other capital improvements for a total estimated cost of \$97,547,500. The improvements will be paid for with \$326,771 in secured funding, plus \$97,220,729 in unsecured funds. Financing the improvements is dependent on the state providing matching funds and the voters approving a bond.

Funding for planned improvements is typically secured from a number of sources including voter approved bonds, state match funds, and impact fees. Each of these funding sources is discussed in greater detail below.

A. 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 unhoused students at a level of approximately 66.93%. State match funds may only be used to cover a portion of the actual construction costs.

3. Impact Fees

The collection of school impact fees generates partial funding for construction of public facilities needed to accommodate new development. School impact fees are collected by the City/County on behalf of the District. Impact fees are calculated based on a formula, which includes the portion of District construction resulting in increased capacity in schools. Impact fees account for a small fraction of the total cost to fund facility improvements.

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 Capital Facility Plans meeting the specifications of the Growth Management Act. Impact fees are calculated in accordance with the

local jurisdiction's formula, which is 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 the formula in the Clark County and City of Battle Ground Impact Fee Ordinances. The resulting figures in the attached Appendix A are based on the District's cost per dwelling unit to construct the improvements that are needed for growth. These schools will add capacity that is needed to serve new development. Credits have also 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.

C. Proposed Battle Ground School District Impact Fee Schedule

The school impact fee calculation results in a fee of \$6,397 per single family home and \$2,285 per multi-family home.

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

Single Family	\$6,397
Multi-Family	\$2,285

**Battle Ground School District
2015 Impact Fee Calculation**

**DRAFT
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
\$8,947,125 00	\$7,820,400 00	\$9,293,050 00
241	196	221
\$37,125 00	\$39,900 00	\$42,050 00
0 215	0 080	0 098
\$7,981 88	\$3,192 00	\$4,120.90
\$200 40	\$200 40	\$200 40
90 00	117 00	130 00
66 93%	66 93%	66 93%
\$2,595 37	\$1,255 44	\$1,708 79
\$5,386 50	\$1,936.56	\$2,412.11
		\$9,735 18

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
Cost per Single Family Residence

0 00356
0 03617576
0 003688786
9 806956251
\$261,879 00
2568235 90
0 00086
\$2,208 68
\$7,526.50

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)
Cost per Single Family Residence - Tax Credit

\$1,128 97
\$6,397 52

15% reduction (A)
Calculated Single Family Fee Amount
Recommended Fee Amount

Multi-Family Residence:

Elementary	Middle School	High School
\$8,947,125 00	\$7,820,400 00	\$9,293,050 00
241	196	221
\$37,125 00	\$39,900 00	\$42,050 00
0 066	0 040	0 032
\$2,450 25	\$1,596 00	\$1,345.60
\$200 40	\$200 40	\$200 40
90 00	117 00	130 00
66 93%	66 93%	66 93%
\$796 72	\$627 72	\$557 97
\$1,653 53	\$968 28	\$787 63
		\$3,409 44

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
Cost per Multi-Family Residence

0 00356
0 03617576
0 003688786
9 806956251
\$85,401 00
837523 87
0 00086
\$720 27
\$2,689.17

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)
Cost per Multi-Family Residence - Tax Credit

\$403 38
\$2,285 80

15% reduction (A)
Calculated Multi-Family Fee Amount
Recommended Fee Amount