STAFF REPORT

TO: Clark County Planning Commission

FROM: Oliver Orjiako, Director

PREPARED BY: Jose Alvarez

DATE: October 1, 2015

SUBJECT: CPZ2015-00005 Evergreen School District CFP 2015-2021

RECOMMENDATION:

Staff recommends **approval** of the request to adopt by reference the Evergreen School District Capital Facilities Plan in the Clark County Comprehensive Plan.

BACKGROUND:

Chapter 36.70A of the Revised Code of Washington enables school districts to develop capital facilities plans and impact fee programs for new residential developments in order to offset the impacts of growth on school facilities. It further requires these plans and programs be reviewed and approved as part of the county and city comprehensive plans in which the school district is located.

The Evergreen School District Board of Directors has modified its capital facilities plan, and recommends that Clark County formally adopt the plan and collect school impact fees as follows:

	Existing Fee	Proposed Fee
Single Family Residence	$6,980	$6,100
Multi Family Residence	$2,604	$7,641

The request is consistent with Section 40.620.030 (A) of the Clark County Code, which requires school districts to submit to the county, at least every four years updated capital facilities plans adopted by the school board for county approval.

Summary of Comments Received

To date, no comments from other agencies or the public have been received regarding this proposal.

APPLICABLE CRITERIA AND FINDINGS

In order to comply with the Plan Amendment Procedures in the Clark County Unified Development Code (UDC 40.560.010), in considering requests to update capital facilities plans, policies and procedures, the County must determine that these updates are consistent with

applicable policies and implementation measures of the Comprehensive Plan, and in conformance with the purposes and intent of the applicable inter-jurisdictional agreements.

Consistency of this proposal with the Community Framework Plan, Countywide Planning Policies, Clark County Comprehensive Growth Management Plan and other related Plans

The school district's capital facilities plan and attendant impact fees will apply to residential development within the school district service boundary.

Impact fees are based on calculations of children per household by housing type. For this analysis, this is the acceptable method for projected school facilities with all costs resulting in an impact fee amount per unit by housing type. School impact fees are not assessed on commercial and industrial development.

Upon review, the school district's capital facilities plan meets the minimum requirements of Chapter 36.70A of the Revised Code of Washington, and Section 40.620.030 (1) of the Clark County Code. The plan includes:

- A "Standard of Service"
- An inventory of existing facilities,
- A forecast of future needs,
- Proposed locations and capacities of expanded or new facilities,
- A six-year financing plan, and,
- Application of the impact fee formula set out in Section 40.620.040 Clark County Code.

Finding. The standard of service appears to be reasonably consistent with other similar school districts.

Finding. The district's enrollment projections are based on, and are consistent with, Clark County's, City of Vancouver, and City of Camas's comprehensive plans. Thus, the district's enrollment projections appear reasonable and reliable.

Finding. The district's anticipated funding levels are based upon historic state funding levels and other voter-approved bond measures. Thus, the district's anticipated funding levels appear reasonable and reliable.

Finding. The district is proposing reduced school impact fees for single family residences and an increase in fees for multi-family residences. The district appropriately applied the formula set out in Section 40.620 Clark County Code during this 2015 review cycle. The maximum allowable fee amounts for the Evergreen School District are $6,100.15 for Single Family and $7,641.42 for Multi-family residences. The proposed fees of $6,100 for Single Family and $7,641 for Multi-family are within these limits.

RECOMMENDATION AND CONCLUSIONS

Based on the information provided, and the analysis presented in this report, County staff recommends **APPROVAL** of the proposed Evergreen School District Capital Facilities Plan and impact fees of $6,100 for single family and $7,641 for multi-family.

RECOMMENDATION SUMMARY

The following table lists the applicable criteria and summarizes the findings of the staff report. The Planning Commission findings will be added to the table after public deliberation at the Planning Commission hearing scheduled for this application.

COMPLIANCE WITH APPLICABLE CRITERIA		
	Criteria Met?	
	Staff Report	Planning Commission Findings
Criteria for All Map Changes		
A. Consistency with Countywide Policies	Yes	
Recommendation:	**Approval**	

EVERGREEN PUBLIC SCHOOLS
CAPITAL FACILITIES PLAN
2015-2021

BOARD OF DIRECTORS
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Adopted by the Evergreen School District Board of Directors
May 26, 2015

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I. INTRODUCTION

A. Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (the "GMA") includes schools in public facilities and services that must be provided for as cities and counties plan for growth. 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 Evergreen School District (the "District") prepared this Capital Facilities Plan (the "CFP") to provide Clark County (the "County) and the Cities of Vancouver and Camas (the "City") with the district's anticipated capital facility needs over the next six years (2015-2021) to ensure that adequate school facilities are available to serve new growth and development.

In accordance with the Growth Mangement Act and the County and City Impact Fee Ordinances, 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, including teacher contracts and funding requirements.
- 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 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 based on the formula in the County and City impact fee ordinances and supporting data substantiating such fees.

In developing this CFP, the District used the following guidelines:

- The District will use information from recognized sources, such as professional demographers and planners, county and city adopted land use plans and county GIS data.
- The District will use data it generates from reasonable methodologies.

- The CFP and methodology to calculate the impact fees will comply with the GMA and county and city codes.
- The six year facility needs are based on an enrollment forecast that takes local development trends into account.
- The District plans to construct permanent/bricks and mortar facilities for its students and will develop a CFP to accomplish that objective. At the same time, the District expects there will be a time period when some of the students that the District serves will be housed in portables. Housing students in portables, temporarily, is necessary to qualify for state funds that are needed to build new schools.

B. *Overview of the Evergreen School District*

The Evergreen School District is comprised of 54 square miles. It serves a significant portion of the Vancouver Urban Growth Area and smaller areas in the Camas Urban Growth Area and rural Clark County.

The District serves residents from the cities of Vancouver and Camas and from unincorporated Clark County. The District is bordered by the Vancouver School District to the west, the Camas School District to the east and the Battle Ground and Hockinson School Districts to the north. It is bordered by the Columbia River and state line to the south.

The Districts serves a population of 26,343 students (October 2014 enrollment). Of the 26,343 students, 44% attend classes in 21 elementary schools (grades K-5), 22% attend classes in six middle schools (grades 6-8), and 34% students attend classes in six high schools (grades 9-12). For purposes of facility planning this CFP considers grades K-5 as an elementary, grades 6-8 as a middle school, and grades 9-12 as a high school.

In addition, the Clark County Skills Center is located in and operated by Evergreen School District serving students half days from all Clark County school districts. The district serves home schooled students in grades K-8 through a supplemental program operated by the Flex Academy and pre-school special needs students through a program operated by the Early Childhood Center.

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

- The Washington State Supreme Court ruled in the McLeary school funding case that the Legislature was not fulfilling its constitutional requirement of funding schools. The court ruled the Legislature should fund its own funding bills previously agreed to. One component is class-size reduction in grades K-3. The Senate, and House of Representatives have brought forward plans to fund the class-size reduction by the 2017-18 school year. Reducing class sizes from current levels to a level of 17:1 by the 2017-18 school year will require additional teachers, and additional classrooms. The impact of additional capacity is not included in our Capital Facilities Plan.
- The Washington State Board of Education has increased the graduation requirements of high school students to a level of 24 credits. To allow for additional credit options schedules will need to be altered to provide further

student options. Anticipated schedule changes will require more teachers, and additional classroom space not currently figured in our plan.

- The majority of growth in the District has been residential rather than industrial. Because residential growth does not increase assessed value to the same degree that industrial growth does, the comparative per pupil assessed value is lower in Evergreen School District than in many of its neighboring districts. The low assessed value means that any tax is spread over a smaller base and, consequently, tax rates are high in Evergreen. For example, in 2015 it would cost the taxpayer in Evergreen $4.38/$1,000 in assessed value to collect the maximum levy. Comparatively, in Camas School District with the assessed value added by industry, it would cost the taxpayer $3.41/$1,000 in assessed value to raise the maximum levy.
- In the last 10 years, bilingual enrollment in the District increased 175%. In the 2004-05 school year, the number of students with English as a Second Language (ESL) was 1,749; in the 2014-15 school year, the number of ESL students is 3,049. Students living in poverty within district boundaries has also significantly increased in recent years. The District continues to monitor the need for additional space to accommodate staff needed to provide support for students who need additional assistance.
- Other concerns regarding growth management and schools relate to the link that exists between a quality education and the ability to provide quality facilities for all students.

II. DISTRICT EDUCATIONAL PROGRAMS AND STANDARDS OF SERVICE

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. Quality education plays a vital role in growing a strong local economy. To provide quality education, the District must have quality facilities to serve as the supporting space for developing the whole child within a community to prepare them for a competitive world. The educational program standards which typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements.

In addition to student population, other factors such as collective bargaining agreements, government mandates, state and federal funding requirements and community expectations affect classroom space requirements. Programs, such as special education, bilingual education, preschool and daycare programs, and other specialized programs, often supplement traditional educational programs. These programs can have a significant impact on the available student capacity of school facilities.

The District's current program and educational standards are summarized below. The program and educational standards may vary during the six year CFP planning horizon. Absent significant changes in factors that are beyond the District's control, the District will provide the following programs and standards of service in 2015 through 2021. If significant changes occur that require new facilities or improvements, beyond what is identified in this CFP, the District will prepare and submit an updated CFP.

A. Elementary Educational Standards

Elementary schools provide education in all core subject areas including reading, writing, math, social studies and science. All students receive instruction in P.E., music, art and have access to media programs. Full day kindergarten is provided at each elementary school. The District educational standards of service, which directly affect elementary school capacity, include:

- Class sizes for grades K-3 are targeted not to exceed 23 students per class.
- Class sizes for grades 4-5 are targeted not to exceed 25 students per class.
- Music instruction and physical education are provided in separate (pull-out) classrooms.
- All elementary schools have a library media resource center which includes additional space for a technology lab.
- All elementary schools have a computer lab in a room that is separate from the classrooms.
- Special education is provided for some students in self-contained classrooms are separate from regular teaching stations (pull-out program). Special education classrooms serve 5 to 15 students.
- Title I and LAP (Learning Assistance Program) are provided in rooms separate from regular classrooms.

B. Middle and High School Program Standards

Middle schools provide instruction in the core disciplines of english, math, social studies, science, physical education, music and art. Students have elective offerings available including music, art and technology courses.

High schools provide course work including english, history, science, math, physical education, music and art. Additionally elective offerings include vocational technical programs.

The District educational standards of service, which directly affect middle school and high school capacity include:

- Class sizes for grades 6-8 are targeted not to exceed 25 students per class.
- Class sizes for grades 9-12 are targeted not to exceed 25 students per class.
- Special programs, such as music, art, physical education, drama, home and family education learning assistance, are provided in separate instructional space. The class size ranges from 20 to 70 students.
- The District provides science classroom space that supports advanced coursework at the secondary level that require water, sinks, gas, hoods, safety equipment, etc. Schools are working to meet expanded science standards and this will require spaces that cannot typically be met by adding portables.
- It is not possible to achieve 100% utilization of all regular teaching stations throughout the day due to schedule conflicts, the need for specialized rooms for certain programs and the need for teachers to have work space during their planning period.

C. District-wide Educational Programs:

In addition to Elementary, Middle, and High School program standards, the Evergreen School District's core services and program offerings include the following:

- Physical education space is provided to meet strengthened health standards. This can include covered play areas, field space, gyms and other multi-use spaces.
- Technology access is necessary and expectations are increasing. Technology (either within the classroom or in dedicated labs) takes extra space that is not calculated in current state square footage allowances, but is necessary for student learning. Technology support and infrastructure needs are also increasing, which further erodes the state square footage allowances.
- Art and music spaces are critical to the District's educational programs. As student population grows, additional support space for these essential programs is required.
- Library/Media demands are crucial. In an information driven environment, access to knowledge through appropriately sized library/media spaces is essential.
- Extra-curricular activities need space in order to be supported properly with growing student populations.

D. District-wide Support and Special Services:

In addition to the above core educational programs, the following support services are essential to the District's educational program:

- Food service preparation, delivery and use space. As student populations increase, cafeteria, food preparation and delivery space must be enlarged. Miscalculating the need for this core service can have significant impacts on the overall learning environment for students.
- Other support centers, including Transportation, Maintenance, Warehouse and Print Shop facilities are critical to support the educational program and the business operation.

The following special services are also necessary to meet the needs of special populations:

- Special Education programs are provided at all schools within the District. Special needs program standard change year to year as a result of various external or internal changes. External changes may include mandates or needs for special programs, or use of technology. Internal changes may include modifications to the program year, class sizes, and grade span configurations. Changes in physical aspects of the school facilities also affect special educational program standards.
- Special populations require special support, which often requires special spaces. Federal and state programs, including Title 1 reading and math, highly capable, and bilingual are required but come with limited funds that do not cover the expense of adding facilities to support the program.
- Early Childhood programs, such as new or expanded preschool programs are a vital service and an essential educational component. They place additional demands on facilities.
- Supplementary services in core academic areas and multiple pathways that prepare students for a broader range of post-secondary learning opportunities require additional space.

III. CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities needed to accommodate future demand 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.

A. Elementary Schools

ELEMENTARY SCHOOLS	LOCATION	YEAR OF OCCUPANCY	BUILDING Sq. Ft.	CAPACITY	TEACHING STATIONS
Burnt Bridge Creek	14619-A NE 49th Street Vancouver, WA 98682	1988	51,529	512	21
Burton	14015 NE 28th Street Vancouver, WA 98682	1970	41,392	453	20
Columbia Valley	17500 SE Sequoia Circle Vancouver, WA 98683	2004	61,656	582	26
Crestline	13003 SE 7th Street Vancouver, WA 98683	2014	63,904	546	24
Ellsworth	512 SE Ellsworth Road Vancouver, WA 98664	1958	38,014	430	19
Endeavour	2701 NE Four Seasons Lane Vancouver, WA 98682	2008	61,656	629	26
Flex Academy (Elementary and Middle School)	13501 NE 28th Street Vancouver, WA 98682	2003	13,295	128	6
Fircrest	12001 NE 9th Street Vancouver, WA 98684	1976	56,650	501	21
Fisher's Landing	3800 SE Hiddenbrook Drive Vancouver, WA 98683	1996	51,977	488	21
Harmony	17404-A NE 18th Street Vancouver, WA 98684	1991	51,529	489	21
Hearthwood	801 NE Hearthwood Boulevard Vancouver, WA 98684	1981	51,350	477	21
Illahee	19401 SE 1st Street Camas, WA 98607	2001	58,627	605	26
Image	4400 NE 122nd Avenue Vancouver, WA 98682	1976	56,650	581	25
Marrion	10119 NE 14th Street Vancouver, WA 98664	1968	40,158	453	20
Mill Plain	400 SE 164th Avenue Vancouver, WA 98684	1952	50,145	547	23
Orchards	11405 NE 69th Street Vancouver, WA 98662	2006	61,656	629	25
Pioneer	7212 NE 166th Avenue Vancouver, WA 98682	1993	51,529	489	20

Riverview	12601 SE Riveridge Drive Vancouver, WA 98683	1976	56,650	536	22
Sifton	7301 NE 137th Avenue Vancouver, WA 98682	1958	43,292	408	16
Silver Star	10500 NE 86th Street Vancouver, WA 98662	1973	43,995	419	17
Sunset	9001 NE 95th Street Vancouver, WA 98662	1976	56,650	570	24
York	9301 NE 152nd Avenue Vancouver, WA 98682	2003	57,208	582	25
TOTAL ELEMENTARY			***1,119,512***	***11,054***	***469***

B. Middle Schools

MIDDLE SCHOOLS	LOCATION	YEAR OF OCCUPANCY	BUILDING Sq. Ft.	CAPACITY	TEACHING STATIONS
Cascade	13900 NE 18th Street Vancouver, WA 98684	2004	114,600	796	41
Covington	11200 NE Rosewood Road Vancouver, WA 98662	2006	113,361	881	46
Frontier	7600 NE 166th Avenue Vancouver, WA 98682	1996	101,046	675	36
Pacific	2017 NE 172nd Avenue Vancouver, WA 98684	1983	97,598	608	31
Shahala	601 SE 192nd Avenue Vancouver, WA 98683	2001	105,018	768	40
Wy'east	1112 SE 136th Avenue Vancouver, WA 98683	1979	117,127	675	36
TOTAL MIDDLE SCHOOLS			***648,750***	***4,403***	***230***

C. High Schools

HIGH SCHOOLS	LOCATION	YEAR OF OCCUPANCY	BUILDING Sq. Ft.	CAPACITY	TEACHING STATIONS
Evergreen	14300 NE 18th Street Vancouver, WA 98684	1969 Modernization 2007	264,354	1,780	84
HeLa	9105 NE 9th Street Vancouver, WA 98664	2013	69,008	521	25
Heritage	7825 NE 130th Avenue Vancouver, WA 98682	1999	227,437	1,270	60
IQ Academy	13501 NE 28th Street Vancouver, WA 98682	2003	N/A	610	N/A
Legacy	2205 NE 138th Avenue Vancouver, WA 98684	1987	11,554	104	5
Mountain View	1500 SE Blairmont Drive Vancouver, WA 98683	1981	229,015	1,694	77
Union	6201 NW Friberg/Strunk Camas, WA 98607	2007	235,908	1,706	79
TOTAL HIGH SCHOOLS			***1,037,276***	***7,685***	***330***

D. Portables

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

Facility Type	No. of Portable Classrooms	Capacity	Teaching Stations
Elementary Schools	175	2,553	134
Middle Schools	120	1,966	90
High Schools	75	1431	63
TOTAL	***370***	***5,950***	***287***

E. Support Facilities

In addition to schools, the District owns and operates additional facilities which provide special programs and operational support functions to the schools.

SUPPORT FACILITIES	Location	Description
Administrative Service Center	13501 NE 28th Street Vancouver, WA 98682	Supports all Facilities
Maintenance Facility	3004 NE 124th Avenue Vancouver, WA 98682	Supports all Facilities
McKenzie Stadium	2205 NE 138th Avenue Vancouver, WA 98682	Supports all Facilities
Transportation	13909 NE 28th Street Vancouver, WA 98682	Supports all Facilities
Warehouse (Central Receiving & Distribution)	2205 NE 138th Avenue Vancouver, WA 98684	Supports all Facilities
Crestwood Business Park (Leased)	1168 SE Mill Plain Blvd Vancouver, WA 98684	47 enrolled, capable of serving 55
49th Street Academy	14619-B 49th Street Vancouver, WA 98682	110 enrolled, capable of serving 113
Clark County Vocational Skills Center	12200 NE 28th Street Vancouver, WA 98682	Consortium program with pull-out enrollment

F. Land Inventory

The District owns the following undeveloped sites in addition to the sites with built facilities:

- 8 acres located at NE 202nd Avenue and SE 1st Street, Camas WA 98607. The District does not anticipate building a school facility on this site. The property has been declared surplus.
- 10 acres located at NE 39th Street and NE 162nd Avenue, Vancouver, WA 98682. The District anticipates building an elementary school.
- 20 acres located at NE 52nd Street and NE 132nd Avenue, Vancouver WA 98682. The District anticipates building a middle school.

IV. STUDENT ENROLLMENT PROJECTIONS

A. Projected Student Enrollment 2015-2021 (Headcount)

The District's six year enrollment projection is based on a forecast prepared by Educational Service District 112 in April, 2015. The consulting team used several different enrollment projection models to estimate future enrollment, including cohort survival, grade progression, and population ratio. The forecast also considered local population and housing and development trends, and the District's observations of enrollment over the past ten years.

The summary of the various methodologies used to predict growth shows enrollment to remain fairly constant in the coming six years, as follows:

Grade	Fall 2014	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total K-5	11,455	11,530	11,597	11,660	11,708	11,756	11,830
Total 6-8	5,918	5,904	5,909	5,935	5,973	6,003	6,004
Total 9-12	8,970	9,028	9,059	9,400	9,539	9,680	9,208
TOTAL	***26,343***	***26,462***	***26,565***	***26,659***	***26,788***	***26,906***	***27,042***

V. CAPITAL FACILITIES NEEDS

A. Facility Needs

Projected facility capacity is derived by subtracting the projected student enrollment from the existing school capacity (excluding portable classrooms). As shown below, the District does not have permanent capacity available to serve all students.

Facility	2014 Capacity	2021 Projected Enrollment	2021 Facility Need
Elementary Schools	11,054	11,830	776
Middle Schools	4,403	6,004	1,601
High Schools	7,685	9,208	1,523
TOTAL	***23,142***	***27,042***	***3,900***

B. Six Year Plan – Facility Capacity Needs

To address existing needs and add capacity to serve forecast growth, the District needs to build a new 500 student elementary school, replace 3 elementary schools and 1 middle school, and expand an existing high school. The forecast growth in enrollment is 375 elementary school students, 86 middle school students and 238 high school students. Because a portion of the planned improvements will remedy an existing deficiency, only a portion of the improvement will serve future growth and therefore only a portion of the cost is included in the District's impact fee calculations. The capacity and cost for the required improvements is shown in the table below:

Project Description	Capacity	Estimated Cost	Cost for Added Capacity to Serve Growth*
New ES	500	$19,940,635	$14,955,476
Replace 3 ES	0	$59,821,905	$0
Replace 1 MS	1,000	$43,506,840	$3,741,588
HS addition	500	$23,566,205	$11,217,514
Transportation	0	$6,000,000	$0
Land Acquisition	0	$8,000,000	$0
TOTAL	***2,000***	***$160,835,585***	***$29,914,578***

* *The cost of added capacity to serve growth equals the percentage of the total cost of the improvements needed to serve the forecast growth.*

VI. CAPITAL FACILITIES FINANCE PLAN

A. Six Year Financing Plan

Facility Capacity Need	Total	Estimated Impact Fees	State Match	Bonds
Secured	$5,800,000			
Unsecured	$96,000,000	$9,000,000	$64,000,000	$87,835,585

The total cost estimate for the six-year improvements and property acquisition is $160,835,585. Funding for planned improvements is typically secured from a number of sources including voter approved bonds, state match funds, and impact fees. The following information explains each of the funding sources in greater detail.

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.

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.

Anticipated property acquisition and new construction is based on the enrollment forecast, capacity, the District's educational standards and the community's support of finance tools to fund the improvements.

In the event that planned construction projects and property acquisition does not fully address space needs for student growth and a reduction in interim student housing (portables), the Board could consider various courses of action, including, but not limited to:

- Increase class sizes;
- House students in additional portables;
- Alternative scheduling options;
- Change the instructional model, or
- Modify the school calendar

VII. 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 and the county and city ordinances. Impact fees are calculated in accordance with the local jurisdiction's formula, which is based on projected school facility costs necessitated by new growth contained in the District's CFP. The formula allocates a portion of the cost for new facilities to the single family and multi-family house that create the demand (or need) based on a student factor, or the average number of students that live in new single family and multi-family homes. The formula also provides a credit for state match and Bond Proceeds (or property taxes).

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 cities of Vancouver and Camas Impact Fee Ordinances. Application of the formula is shown in Appendix A which follows on the next page.

C. Proposed Impact Fee Schedule

In accordance with the school impact fee calculation in Appendix A, the District's school impact fees are:

$ 6,100 per single family home

$ 7,641 per multi-family unit

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

gle Family Residence:

Elementary	Middle School	High School	Formula
$19,940,635.00	$43,506,840.00	$23,566,205.00	Facility Cost
500	1000	500	Additional Capacity
$39,881.27	$43,506.84	$47,132.41	Cost per Student (CS)
0.168	0.086	0.137	Student Factor (SF)
$6,700.05	**$3,741.59**	**$6,457.14**	**CS x SF**
$200.40	$200.40	$200.40	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
65.59%	65.59%	65.59%	State Match Eligibility %
$1,987.41	$1,322.57	$2,340.99	State Match Credit (SM)
$4,712.64	**$2,419.02**	**$4,116.15**	**CS x SF - SM**
		$11,247.81	**Cost per Single Family Residence**
		0.00356	Average Interest Rate
		0.03617576	Tax Credit Numerator
		0.003688786	Tax Credit Denominator
		9.806956251	Tax Credit Multiplier (TCM)
		$224,395.00	Average Assessed Value (AAV)
		2200631.95	TCM x AAV
		0.00185	Tax Levy Rate (TLR)
		$4,071.17	**TCM x AAV x TLR = (TC)**
		$7,176.64	**Cost per Single Family Residence - Tax Credit**
		$1,076.50	15% reduction (A)
		$6,100.15	**Calculated Single Family Fee Amount**
		$6,100.00	**Recommended Fee Amount**

lti-Family Residence:

Elementary	Middle School	High School	Formula
$19,940,635.00	$43,506,840.00	$23,566,205.00	Facility Cost
500	1000	500	Additional Capacity
$39,881.27	$43,506.84	$47,132.41	Cost per Student (CS)
0.153	0.083	0.131	Student Factor (SF)
$6,101.83	**$3,611.07**	**$6,174.35**	**CS x SF**
$200.40	$200.40	$200.40	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
65.59%	65.59%	65.59%	State Match Eligibility %
$1,809.96	$1,276.44	$2,238.46	State Match Credit (SM)
$4,291.87	**$2,334.63**	**$3,935.88**	**CS x SF - SM**
		$10,562.39	**Cost per Multi-Family Residence**
		0.00356	Average Interest Rate
		0.03617576	Tax Credit Numerator
		0.003688786	Tax Credit Denominator
		9.806956251	Tax Credit Multiplier (TCM)
		$86,672.00	Average Assessed Value (AAV)
		849988.51	TCM x AAV
		0.00185	Tax Levy Rate (TLR)
		$1,572.48	**TCM x AAV x TLR = (TC)**
		$8,989.91	**Cost per Multi-Family Residence - Tax Credit**
		$1,348.49	15% reduction (A)
		$7,641.42	**Calculated Multi- Family Fee Amount**
		$7,641.00	**Recommended Fee Amount**

DETERMINATION OF NONSIGNIFICANCE

Issued with a 14 day comment period

Description of Proposal:

This threshold determination analyzes the environmental impacts associated with the following actions, which are so closely related to each other that they are in effect a single course of action:

1. The adoption of the 2015-2021 Evergreen School District Capital Facilities Plan by the Evergreen School District No. 114 for the purposes of planning for the facilities needs of the District; and

2. The amendment of the Clark County Comprehensive Plan to include the 2015-2021 Evergreen School District Capital Facilities Plan as part of the Capital Facilities Element of the County Comprehensive Plan.

3. The amendment of the City of Vancouver Comprehensive Plan to include the 2015-2021 Evergreen School District Capital Facilities Plan as part of the Capital Facilities Element of the City of Vancouver Comprehensive Plan.

4. The amendment of the City of Camas Comprehensive Plan to include the 2015-2021 Evergreen School District Capital Facilities Plan as part of the Capital Facilities Element of the City of Camas Comprehensive Plan.

Proponent: Evergreen School District No. 114

Location of the Proposal:

The Evergreen School District includes an area of approximately 48 square miles in Clark County.

Lead Agency:

Evergreen School District No. 114

The lead agency for this proposal has determined that the proposal does not have a probable significant adverse environmental impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This decision was made after a review of the completed environmental checklist and other information on file with the lead agency. This information is available to the public upon request.

This Determination of Nonsignificance (DNS) is issued under WAC 197-11-340(2). The lead agency will not act on this proposal for at least 14 days from the date of issue. Comments must be submitted by 4 p.m., May 11, 2015. The responsible official will reconsider the DNS based on timely comments and may retain, modify, or, if significant adverse impacts are likely, withdraw the DNS. If the DNS is retained, it will be final after the expiration of the comment deadline.

Responsible Official: Sue Steinbrenner
Director of Facilities and Superintendent's Designee for SEPA
Evergreen School District No. 114

Telephone: 360.604.4077

Address: Evergreen School District No. 114
13501 NE 28th Street
Vancouver, WA 98668

Signature: _____
Sue Steinbrenner, Director of Facilities

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