

**HOCKINSON SCHOOL DISTRICT No. 98**  
**CAPITAL FACILITIES PLAN**  
**2019-2025**

**BOARD OF DIRECTORS**

Dave Olson, Chair  
Gordon Smith, Vice Chair  
Greg Gospe  
Kathy Nordberg  
Steve Nylund

**SUPERINTENDENT**

Sandra Yager

**Adopted by the Hockinson School Board of Directors**  
**March 25, 2019**

## **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 Hockinson School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide Clark County (the “County”) and City of Battle Ground with a schedule and financing plan for capital improvements over the next six years (2019-2025).

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 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 capital facilities within projected funding capacities, which clearly identifies sources of public money for such purposes. The financing plan separates projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.
- A calculation of impact fees to be assessed and supporting data substantiating such fees.

This CFP was developed using the following guidelines:

- The District used information from recognized and reliable sources that was compiled by consultants skilled in this area of research.
- The District's facilities goal is to provide bricks and mortar schools facilities for all offered programs.
- The CFP complies with the GMA as much as possible. Some waivers of current land use may be required to build new facilities in our largely rural area.
- The methodology used to calculate impact fees complies with the GMA and well established uniform criteria.

## **B. Overview of the Hockinson School District**

The Hockinson School District is located east of Interstate 205 in Clark County, northeast of Vancouver, WA and about 20 minutes from Portland. It encompasses approximately 51 square miles including the unincorporated town of Hockinson, City of Battle Ground and areas of \*Brush Prairie and the Vancouver Urban Growth Area. It is bordered by four other districts - Evergreen, Battle Ground, Washougal and Camas School Districts. Because of its rural location, there are just a handful of local businesses and no industrial areas within the school district boundaries.

The district serves a population of 1,914 students in grades K-12 as of October 2018. The district consists of an elementary school grades K-5, a middle school grades 6-8, and the high school grades 9-12. All three of our school buildings exist within a 1 mile radius from the center of Hockinson.

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

- K-12 facility needs have been projected for the short and long term. Presently, our elementary school has exceeded its capacity for housing our current student enrollment. We have room in our middle and high schools. Any additional growth at the elementary level will require the district to acquire portable classrooms, remodel, or build new facilities.
- ESSB6362 adopted March 8, 2018 by the WA State Legislators states that beginning September 1, 2019, funding for average K-3 class sizes (17:1) in this subsection may be provided only to the extent of, and proportionate to, the school district's demonstrated actual class size in grades K-3, up to the funded class sizes. The average class size includes homeroom teachers, music and art teachers, a percentage of special education teachers to reach an average of 17:1. With this formula the District calculates approximate 20 students per homeroom. The reduction in class sizes to an average of 17:1 has requires additional facilities, which have not been funded. Based on current enrollment, the District has added 8 portable classrooms to accommodate smaller class sizes.
- Hockinson School District does not consider portable classrooms as an acceptable alternative to the addition of permanent brick-and-mortar facilities, since current core facilities such as gyms, libraries and cafeterias are not large enough to accommodate the additional use.
- As growth occurs, the District will need to construct new facilities. The District will need to build another elementary school. Sometime in the future the District also will need to add a wing to the current high school building.

## **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 economy is vital. In order to accomplish the community value of having a strong area 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, tutorial support, technological applications, computer labs, preschool 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. Furthermore, 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 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 an 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 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 increase in numbers of high needs IEP students, modifications to the program year, class size, grade configurations, and facility changes.
- Special populations receive special support. Specialty space is essential to the delivery of this support. Federal and state programs, including Title 1 Reading, Highly Capable and Bilingual, receive limited funding. 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. Additional growth and class size reductions would require adding facilities.
- 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 as 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 with 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.
- Maintenance support facilities, including adequate storage of district supplies, materials and testing documents, must also be considered and are not counted as core support services nor funded by state allocation.
- Administrative support facilities must be provided but are not counted as core support services nor are they funded by state allocation.

## **B. Elementary Educational Program Standards**

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

- Class size for grades K-3 is targeted not to exceed an average of 20 students per class.
- Class size for grades 4-5 is targeted not to exceed 25 students per class.
- Music will be provided in separate classrooms or performance areas.
- Physical education instruction must be provided in a full sized, enclosed 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 calculated by counting the total number of classrooms in each building, subtracting the number of classrooms used for special purposes, and multiplying the remainder by the targeted average class-size number for each grade level.
- Specialty programs require instructional areas similar to regular classrooms.
- All elementary schools will have a library/media resource center, which includes space for technology.
- Computer labs will be available for all students at all schools.
- The establishment of a permanent preschool classroom to provide initial educational skill development to those young children requiring this instruction.

### **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 6-8 strive not to exceed 27 students per class, with the exception of PE, drama, band or choir.
- Class sizes for high school grades 9-12 have various targets depending on the variety of program and safety needs. However, the District strives to meet an average of 28 students in the core classrooms with the exception of PE, drama, band 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 to address their specific handicapping conditions.

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, and art areas).
- Media Center/Library.
- A specialized science lab for grades 6-12 will be available.
- Vocational education requires specialized spaces suited to the curriculum.
- Physical education instruction must be provided in a full sized, enclosed area.

### 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 Hockinson School 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 houses grades 9-12. The following tables show the location, size and capacity of the existing schools.

**Table 1 – Elementary School Inventory**

| Elementary Schools       | Location   | Building Area (Square Feet) | Oct 2018 Enrollment | Teaching Stations* | Permanent Capacity** | Portables***                   |
|--------------------------|--|-----------------------------|---------------------|--------------------|----------------------|--------------------------------|
| Hockinson Elementary K-5 | 20000 NW 164 <sup>th</sup> St.<br>Brush Prairie, WA<br>98606 | 77,894                      | 839                 | 26                 | 598                  | 10 (2 classrooms per portable) |

\* Rooms such as the music room, special ed rooms, LAP room, library and computer lab 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.

\*\*\* Portables are not included in the permanent capacity calculation.

**Table 2 – Middle School Inventory**

| Middle School                     | Location  | Building Area (Square Feet)* | October 2018 Enrollment | Teaching Stations* | Permanent Capacity** | Portables*** |
|-----------------------------------|---|------------------------------|-------------------------|--------------------|----------------------|--------------|
| Hockinson Middle School 6-8 (NEW) | 15916 NE 182nd Ave.<br>Brush Prairie, WA<br>98606 | 86,252                       | 479                     | 24                 | 550                  | 0            |

\* Rooms such as the music room, special education rooms, LAP room, library and computer lab are not counted as teaching stations in the middle school 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 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.

\*\*\* Portables are not included in the permanent capacity calculation.

**Table 3 – High School Inventory**

| High School                | Location                                      | Building Area (Square Feet) | October 2018 Enrollment | Teaching Stations* | Permanent Capacity** | Portables***                    |
|----------------------------|---|-----------------------------|-------------------------|--------------------|----------------------|---------------------------------|
| Hockinson High School 9-12 | 16819 NE 159th St.<br>Brush Prairie, WA 98606 | 158,672                     | 596                     | 29                 | 690                  | 2 (Preschool and 18-21 program) |

\*Classrooms of 600 square feet designed to hold 18 students or less are counted as .5 teaching stations.

\*\* 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.

\*\*\* Portables are not included in the permanent capacity calculation.

## **B. 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 4.

**Table 4 – Support Facility Inventory**

| <b>Building</b>   | <b>Building Area<br/>(Square Feet)</b> | <b>Site Location</b>             |
|---|--|----------------------------------|
| Maintenance Building<br>District Office<br><br>Maintenance/Tech Storage | 4,000<br>8,935                         | Elementary School (old portable) |

\* The portables are used for storage and other non-instructional uses. These portables cannot be used for instructional space due to their age and condition.

## **C. Land Inventory**

In addition to the school sites listed above, the District owns 35 areas of former DNR land that was purchased in 2008 for future facility expansion. The District is considering selling it and purchasing a different parcel located in the south area of the district where the greatest growth is taking place. However if a suitable site is not located the south area the District will move forward with building and elementary school on the existing land.



## SECTION 4 STUDENT ENROLLMENT PROJECTIONS

### A. Projected Student Enrollment 2019-2025

The District's projected enrollment is based upon a demographic study conducted by E.D. Hovee & Company, LLC. These projections include additional population and residential growth, demographic patterns, birth rates, and grade-to-grade enrollment changes. The enrollment forecast is district-wide and is consistent with the land use policies and plans that have been adopted by Clark County.

**Table 5 – Enrollment Forecast**

| Grade | 2018  | 2019  | 2020  | 2021  | 2022  | 2023  | 2024  | 2025  |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| K-5   | 839   | 875   | 899   | 947   | 949   | 969   | 957   | 938   |
| 6-8   | 479   | 489   | 513   | 510   | 554   | 548   | 603   | 616   |
| 9-12  | 596   | 605   | 619   | 660   | 680   | 724   | 719   | 762   |
| T*    | 1,914 | 1,969 | 2,031 | 2,117 | 2,183 | 2,241 | 2,279 | 2,316 |

\*Forecasts may vary from actual condition, based upon cohort survival and anticipated student enrollment.

## SECTION 5 CAPITAL FACILITIES NEEDS

### A. Six Year Facility Needs

Facility needs are the facility improvements that must be built to accommodate growth. The improvements that must be built to serve growth are derived by subtracting the existing capacity from 2025 enrollment and then determining the number of classrooms or schools that must be built to serve the 2025 enrollment.

The following table shows the 2025 facility needs.

**Table 6 - Facility Needs**

| Facility         | Existing Capacity | 2025 Forecast Enrollment | Facility Needs* |
|------------------|-------------------|--------------------------|-----------------|
| Elementary (K-5) | 598               | 938                      | 340             |
| Middle (6-8)     | 550               | 616                      | 66              |
| High (9-12)      | 690               | 762                      | 72              |
| <b>Total</b>     | <b>1,791</b>      | <b>2,316</b>             | <b>478</b>      |

\* Number of students who require permanent brick & mortar facility space.

As reflected above, the District needs to add capacity for 340 elementary school students, 66 middle school students, and 72 high school students to serve the six year forecast growth.

## B. Six Year Facility Improvements

In 2008, the District acquired 35 acres of undeveloped property to expand current facilities to accommodate student growth. The District will construct a new elementary school on the property that was acquired or on a different parcel in the south end of the district where the growth is taking place, to serve forecast growth at the elementary level. The new elementary school will serve an additional 350 students.

In 2015 the District passed a bond to construct a replacement middle school. The middle school can serve 550 students, which is enough capacity to serve both the currently enrolled 479 students and the additional 71 students forecast from growth. The high school can serve 690 students, which is enough capacity to serve both the currently enrolled 596 students and an additional 94 students forecast from growth. The middle and high school will need to be closely monitored.

The follow table shows the six year facility improvements the District plans on constructing.

**Table 7 - Planned Facility Improvements**

| Project Description   | Capacity | Estimated Cost* | Added Capacity to Serve Growth** | Cost for Added Capacity to Serve Growth*** |
|-----------------------|----------|-----------------|----------------------------------|--|
| New Elementary School | 350      | \$19,819,800    | 109                              | \$6,171,886                                |

\* The cost to construct the K-5 building is an estimate based on 120 sq. ft. per student, \$363 a sq. ft. and 30% soft.

\*\* The capacity that will be available to serve growth with the construction of a new 350 student K-5 school is calculated by adding the current capacity (598) plus the added capacity (350) and subtracting the current enrollment (839).

\*\*\* The cost for added capacity equals the percentage of the total cost that is equal to the percentage of the additional capacity that will be available for growth, minus unsubstantiated soft costs

The District's current capacity, its educational programs, standard of service and enrollment forecast was used to determine its facility needs. Facility needs are expressed in terms of "unhoused students" or students that cannot be housed in permanent (brick/mortar) facilities under the District's 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 may 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.

## SECTION 6 CAPITAL FACILITIES FINANCING PLAN

The District will finance the improvements with secured and unsecured funds that are available for capital projects. The following table identifies the cost for the improvements and the secured and unsecured financing.

**Table 8 - Capital Facilities Financing Plan**

| Project                  | Total Cost   | Secured Financing |             | Unsecured Financing* |             |             |
|--------------------------|--------------|-------------------|-------------|----------------------|-------------|-------------|
|                          |              | Bonds             | Impact fees | Bonds                | State Match | Impact Fees |
| Construct new elementary | \$19,819,800 | 0                 | \$700,000   | \$16,795,800         | \$0         | \$2,324,000 |

\* The amount of unsecured funding from the various sources are based on an estimate of the amount the district anticipates it will receive in state match and impact fees, with the balance being paid for with bonds. If the state does not allocate state construction funds in the forecast amount or fewer building permits are issued than the district anticipated, the district will receive less in state match and impact fees and the voters will need to approve a bond in a larger amount to fund the shortfall.

### A. Financing for Planned Improvements

#### 1. General Obligation Bonds/ Capital Projects Levies

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 the construction of a new elementary and to modernize the current elementary school.

#### 2. State Funding Assistance

State funding assistance 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 funding assistance 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. In 2014, the district collected \$129,932 from 22 permit impact fees. In 2018, \$717,440 in impact fees were collected from 118 permits, a confirmation of the increased housing construction in the Hockinson area. The impact fees may be used to pay a portion of the costs for a new elementary school and for portables.

## **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 the widely used formula that 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. 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, and the County school impact fee formula.

### **C. Proposed Hockinson School District Impact Fee Schedule**

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

|                |          |
|----------------|----------|
| Single Family: | \$ 7,790 |
| Multi-Family:  | \$ 3,434 |

# Hockinson School District 2019 School Impact Fee

## 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   |
|--------------------|---------------|---------------|
| \$19,819,800.00    | \$0.00        | \$0.00        |
| 350                | 600           | 0             |
| \$56,628.00        | \$0.00        | \$0.00        |
| 0.423              | 0.223         | 0.197         |
| <b>\$23,953.64</b> | <b>\$0.00</b> | <b>\$0.00</b> |
| \$225.97           | \$225.97      | \$225.97      |
| 90.00              | 117.00        | 130.00        |
| 63.57%             | 63.57%        | 63.57%        |
| \$5,468.72         | \$0.00        | \$0.00        |
| <b>\$18,484.92</b> | <b>\$0.00</b> | <b>\$0.00</b> |
| <b>\$18,484.92</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**

### Cost per Single Family Residence

0.00395  
0.040209559  
0.004108828  
9.786138967  
\$480,893.76  
4706093.16  
0.00198  
\$9,318.06  
**\$9,166.86**

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

\$1,375.03  
\$7,791.83  
**\$7,790**

15% reduction (A)  
Calculated Single Family Fee Amount  
**RECOMMENDED FEE AMOUNT**

### Multi-Family Residence:

| Elementary        | Middle School | High School   |
|-------------------|---------------|---------------|
| \$19,819,800.00   | \$0.00        | \$0.00        |
| 350               | 600           | 0             |
| \$56,628.00       | \$0.00        | \$0.00        |
| 0.165             | 0.089         | 0.087         |
| <b>\$9,343.62</b> | <b>\$0.00</b> | <b>\$0.00</b> |
| \$225.97          | \$225.97      | \$200.40      |
| 90.00             | 117.00        | 130.00        |
| 63.57%            | 63.57%        | 63.57%        |
| \$2,133.19        | \$0.00        | \$0.00        |
| <b>\$7,210.43</b> | <b>\$0.00</b> | <b>\$0.00</b> |
| <b>\$7,210.43</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**

### Cost per Multi-Family Residence

0.00395  
0.040209559  
0.004108828  
9.786138967  
\$163,596.58  
1600978.87  
0.00198  
\$3,169.94  
**\$4,040.49**

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

\$606.07  
\$3,434.42  
**\$3,434**

15% reduction (A)  
Calculated Multi- Family Fee Amount  
**RECOMMENDED FEE AMOUNT**