



CAPITAL FACILITIES PLAN

RIVERVIEW SCHOOL DISTRICT

2023

Adopted June 27, 2023

BOARD OF DIRECTORS

Lori Oviatt, President

Danny L. Edwards, Vice-President

Sabrina Parnell, Director

Jodi Fletcher, Director

Carol Van Noy, Director

SUPERINTENDENT

Dr. Susan Leach

Superintendent

PREPARED BY:

Meisha Robertson,

Director of Business & Operations

RIVERVIEW SCHOOL DISTRICT NO. 407

2023-2029 SIX- YEAR CAPITAL FACILITIES PLAN

TABLE OF CONTENTS

<u>Section:</u>	<u>Page Numbers:</u>
1. Introduction	2
2. Student Enrollment Trends and Projections	4
3. District Standard of Service	5
4. Capital Facilities Inventory	8
5. Projected Facilities Needs	10
6. Capital Facilities Financing Plan	12
7. Impact Fees-Student Generation Factors; Impact Fee Calculations	14

For information about this plan, call the Riverview School District Business Office
(425) 844.4505

SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

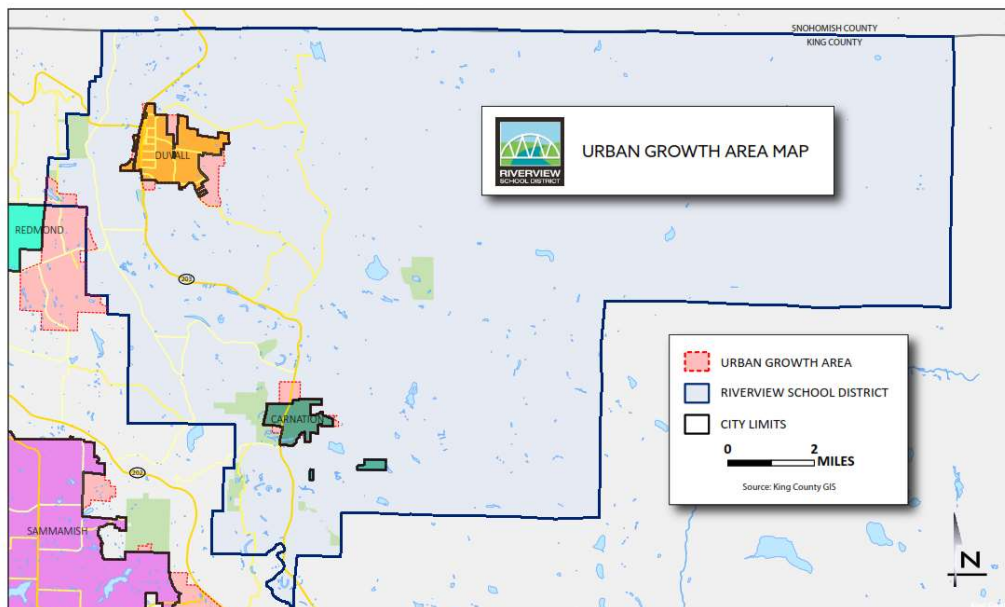
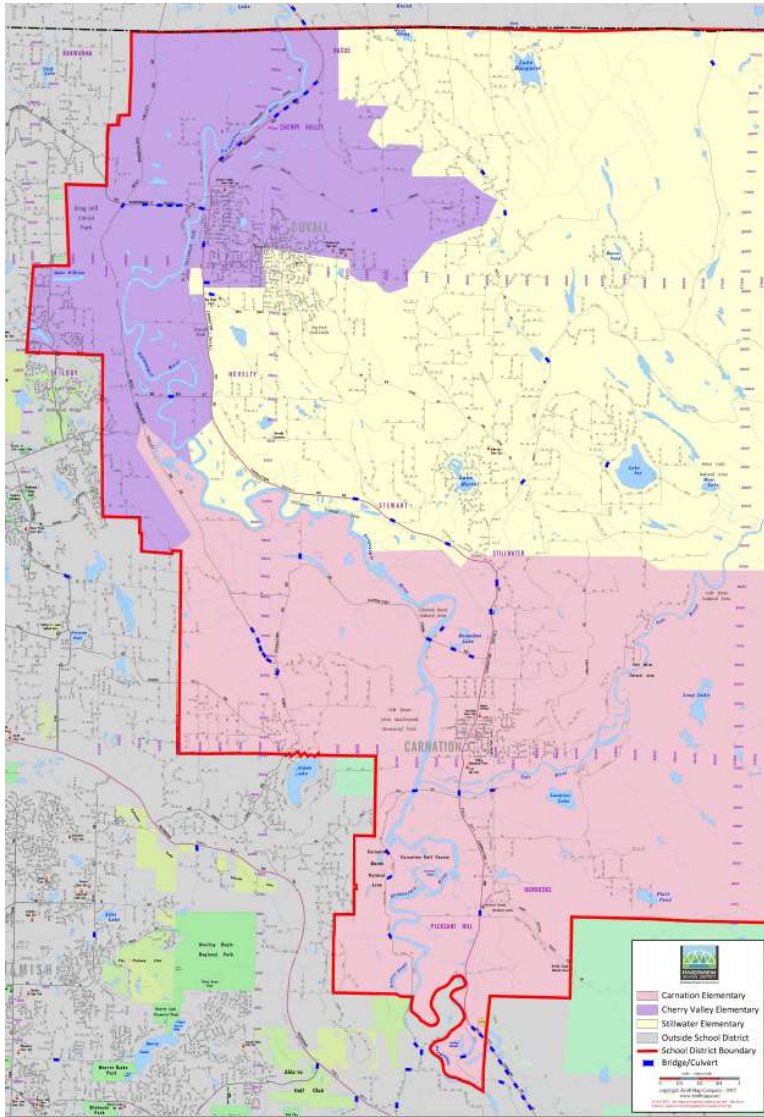
Presented herein, in conformance with the Growth Management Act and local county and municipal codes is the Capital Facilities Plan (CFP) of the Riverview School District.

This Capital Facilities Plan is intended to provide the City of Carnation, the City of Duvall, King County, other jurisdictions, and our own community with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next six years (2023-2029).

The Growth Management Act also requires reassessment of the land use element of local comprehensive plans if probable funding falls short of meeting existing needs, and to ensure that the land use element, capital facilities plan element, and financing plan within the capital facilities plan element are coordinated and consistent. This Capital Facilities Plan is intended to provide local jurisdictions with information on the school district's ability to accommodate projected population and enrollment demands anticipated through implementation of various comprehensive plan land use alternatives. The role of impact fees in funding school construction is addressed in Section 8 of this report.

Overview of the Riverview School District

The Riverview School District services three jurisdictions: King County, the City of Carnation, and the City of Duvall. The district is 250 square miles and is located in northeast King County serving the Lower Snoqualmie Valley from the King/Snohomish County line south approximately 16 miles, and from the western ridge of the Valley to the Cascade Foothills. The district currently serves an enrollment headcount of approximately 3,000 students, with three elementary schools, one middle school, one high school, three alternative high school programs, and a K-12 alternative parent partnership program. The grade configuration is kindergarten through fifth grade for elementary school, sixth through eighth for middle school, and ninth through twelfth for high school. Four of the alternative programs are housed at the Riverview Learning Center in Carnation.



SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Projected Student Enrollment 2023-2029

Enrollment projections are most accurate for the initial years of the forecast period. For later years, the review of enrollment patterns, birth rates, housing trends, and other demographic changes are useful yearly indicators in evaluating and adjusting projections. This year's plan anticipates a slight decline in student enrollment. Some of the trends are a result of: 1) transfers to private schools, 2) decline in kindergarten enrollment based on lower birth rates, and 4) lower student generation rates regardless of local growth in housing developments. The City of Carnation estimates approximately 168 single family residences and 24 multi-family residences will be built within the current planning period. Based on the City of Duvall's current development applications, it is their expectation that they will have at least 500 housing starts within the next five-year planning period. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event that enrollment growth exceeds the projections.

The Riverview School District, like most school districts, projects enrollment using a modified "Cohort Survival" method combined with other enrollment factors, including local and surrounding housing growth. This method tracks groups of students through the K-12 system and notes and adjusts the projections to account for year-to-year changes, including local population growth. This year the Riverview School District contracted with FLO Analytics to forecast the district's enrollment projections.

Table 2.1

Riverview School District Headcount Enrollment Projection

Grade	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	211	205	212	217	230	236	234
1	249	222	216	221	227	240	246
2	225	256	228	221	226	233	246
3	246	231	262	233	225	231	238
4	232	252	237	267	238	230	236
5	204	237	258	241	272	242	234
K-5	1,367	1,403	1,413	1,400	1,418	1,412	1,434
6	227	208	241	261	244	275	245
7	225	228	209	242	262	245	276
8	234	225	227	208	241	260	244
6-8	686	661	677	711	747	780	765
9	273	244	235	237	217	251	271
10	252	266	238	229	231	212	245
11	230	221	233	209	201	203	186
12	229	217	209	220	197	190	192
9-12	984	948	915	895	846	856	894
Total	3,037	3,012	3,005	3,006	3,011	3,048	3,093

* October headcount

SECTION 3 -- DISTRICT STANDARD 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. The educational program standards which typically drive facility space needs include grade configuration, optimal facility size, optimal school enrollment size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of portable classroom facilities.

In addition to factors which affect the amount of space required, government mandates, contractual requirements, and community expectations may affect how classroom space is used. For example, the state financed All-Day Kindergarten program and lower-class sizes for kindergarten through 3rd grade, is creating the need for additional classrooms at the elementary level. Traditional educational programs offered by school districts are often supplemented by nontraditional or special programs such as special education, expanded bilingual education, remediation, migrant education, alcohol and drug education, preschool and daycare programs, home school, elementary art classrooms, music programs, movement programs, etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

Special teaching stations and programs offered by the Riverview School District at specific school sites include:

Elementary:

- Art Classrooms
- Classroom Computers
- Group Activities Rooms
- Program for Academically Talented (Gifted/PAT)
- Special Education (The District attempts to integrate special education students and regular education students to the greatest extent as possible. Most special education students are served both in a regular education classroom and a special education classroom.)
- Learning Assistance Program (LAP)
- Multilingual Learners (ML)
- Home School Alternative (PARADE)
- Preschool Education Program (ECEAP)

Secondary:

- Computer Labs
- Alternative (CLIP & CLEAR high school programs)
- Special Education
- Learning Assistance Program (LAP)
- Multilingual Learners (ML)
- Career and Technical Education (CTE)
- School-to-Work

Variations in student capacity between schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space which can reduce the permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classrooms for a short period of time to receive instruction in these special programs. Schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

The current Standard of Service data for Riverview, in terms of teaching station loading, is identified on Table 3.1. Class sizes are averages based on actual utilization as influenced by state funding and collective bargaining restrictions.

Riverview's Standard of Service also considers the different educational functions when considering student capacity needs. Those functions are as follows:

Elementary classrooms:

- regular, grades K-5
- self-contained learning center (special education)
- learning support classrooms (special education pullout, LAP, ML, Title I, etc.)

Secondary:

- regular, grades 6-8
- special education, grades 6-8
- learning support, grades 6-8
- regular, grades 9-12
- learning support, grades 9-12 (special education pullout, LAP, Title I, etc.)

Involuntarily transferring students to a school with excess capacity is done rarely, as a last resort and with Board of Directors' authorization. Involuntarily transferring of students can result in difficulties in the community, with staffing, and with transportation.

**Table 3.1
Riverview School District Standard of Service**

CLASS SIZE		Average
Elementary	Grade Level	
Regular	K	17
Regular	1	17
Regular	2	17
Regular	3	17
Regular	4	25
Regular	5	25
Regular	K-5 Weighted	19.7
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
 Middle School		
Regular	6 - 8	27
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
 High School		
Regular	9 - 12	27
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
Vocational education		24

Note: The District has an additional 18 portable classrooms in its inventory that are used for special program purposes or district wide support and are not available for regular classroom needs.

SECTION 4 -- CAPITAL FACILITIES INVENTORY

Under the Growth Management Act, public entities are required to inventory existing capital facilities. Capital facilities are defined as any structure, improvement, and piece of equipment or other major asset, including land, which has a useful life of at least ten years. The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate student enrollment in the future at established levels of service. This section provides an inventory of capital facilities of the Riverview School District including site-built schools, portable classrooms, developed school sites, undeveloped land and support facilities. School facility capacity figures are based on the inventory of current facilities and the district's adopted educational program standards as presented in the previous section.

Schools

The Riverview School District currently operates three elementary schools (grades K-5), one middle school (grades 6-8), and one high school (grades 9-12). In addition, the district supports the following alternative programs located in the Riverview Learning Center facility: CLIP alternative high school; CLEAR alternative high school; and PARADE, a K-12 parent partnership program. ECEAP, a pre-school program, is at the Riverview Ancillary Program Center.

Individual school capacity has been determined using the number of teaching stations within each building and the space requirements of the district's adopted educational program. This capacity calculation is used to establish the district's baseline capacity and determine future capacity needs when considering projected student enrollment.

Classroom capacities have been determined for each school according to their usage. For the purpose of this Plan, classroom uses are: regular education, self-contained special-education, and learning support. The school facility inventory is summarized on Table 4.1. The current inventory of facilities indicates a permanent capacity of 2,697 students, with an additional 617 student capacity available in interim facilities (See Tables 4.1 and 5.1). An additional student capacity of 168 is available at the Riverview Learning Center but, based on programming, is not included in the District's total permanent classroom capacity for purposes of this CFP and the growth-related capacity analysis.

The School Board of the Riverview School District is committed to serving students at small schools. Evidence suggests that this practice has a significantly beneficial effect on student learning. Further, there are significant benefits to school culture and climate.

Table 4.1

**Inventory of Permanent School Facilities and Related Program Capacity
2022-2023 School Year**

ELEMENTARY LEVEL								
Facility	Address	Grade Span	Permanent Capacity*	2022-23 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CARNATION ELEMENTARY	4950 Tolt Avenue Carnation, WA 98014	K thru 5	407	342	1960	2011	50,567	10.85
CHERRY VALLEY ELEMENTARY	26701 NE Cherry Valley Rd Duvall, WA 98019	K thru 5	397	443	1953	2011	54,779	10.34
STILLWATER ELEMENTARY	11530 320th Ave NE Carnation, WA 98014	K thru 5	372	483	1988	N/A	49,588	18.81
EAGLE ROCK MULTIAGE	29300 NE 150th Street Duvall, WA 98019	K thru 5	0	58	N/A	N/A	0	@ CHS
Total Elementary School			1176	1326				
MIDDLE SCHOOL LEVEL								
Facility	Address	Grade Span	Permanent Capacity*	2022-23 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
TOLT MIDDLE SCHOOL	3740 Tolt Avenue Carnation, WA 98014	6, 7 & 8	672	643	1964	2009	84,113	40.2
Total Middle School			672	643				
HIGH SCHOOL LEVEL								
Facility	Address	Grade Span	Permanent Capacity*	2022-23 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CEDARCREST HIGH SCHOOL	29000 NE 150th Street Duvall, WA 98019	9 thru 12	849	888	1993	2009	108,755	42.85
Total High School			849	888				
ALTERNATIVE LEARNING CENTER								
Facility	Address	Grade Span	Permanent Capacity*	2022-23 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
RIVERVIEW LEARNING CENTER	32302 NE 50th Street Carnation, WA 98014	K thru 12**	168	180	2011	N/A	14,545	2.08
Total Alternative School			168	180				
TOTAL DISTRICT			2865	3037				

* Does not include capacity for special programs identified in Standards of Service Section

** CHOICE Program Grade Span 9 & 10; CLIP /CLEAR Program Grade Span 10-12; PARADE Program Grade Span K-12

SUPPORT FACILITIES		
Facility	Address	Building Area
Educational Service Center	15510 1st Ave NE Duvall, WA 98019	20,886
Information Technology Center	26531 NE Stella Street Duvall, WA 98019	1,421
Maintenance and Operations Center	4010 Stossel Avenue Carnation, WA 98014	7,855
Transportation Center	3944 320th NE Carnation, WA 98014	14,750

LAND		
Property	Address	Site Size
Big Rock Property	14110 268th Ave NE Duvall, WA 98019	5 Acres
150th Street Property 1	29131 NE 150th Street Duvall, WA 98019	47.62 Acres
150th Street Property 2	29201 NE 150th Street Duvall, WA 98019	10.19 Acres

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

This Capital Facilities Plan has been organized to maintain adequate capacity of the district's facilities through the construction and/or expansion of permanent facilities. Table 5.1 is a summary by school level of projected enrollments, current capacities, and projected additional capacities. As demonstrated in the table, the district has permanent capacity needs at all grade levels. Due to the conversion to full day kindergarten and reduced elementary class sizes required in K-3, combined with current enrollment growth from new development, the district will face a need to plan for additional permanent capacity at the K-5 level. Some of those additional capacity needs will be addressed in the short-term with portable classrooms.

Relocatable (Portable) Classrooms

For the definition of relocatable and permanent facilities, see Section 2 of King County Code 21A.06.

As enrollment fluctuates, portables provide flexibility to accommodate immediate needs and interim housing. Because of this, all our school sites are planned to accommodate the potential of adding portables in order to address increasing capacity challenges. In addition, the use and need for portable will be balanced against program needs. Portables are not a solution for housing students on a permanent basis, and the district would like to continue to reduce the percentage of students that are housed in portable classrooms.

The cost of portables also varies widely based on the location, jurisdictional permitting requirements and intended use of the classrooms.

Table 5.1

School Enrollment and Capacity Projections 2023-2024 through 2028-2029

Elementary (K - 5)	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Projected enrollment	1,367	1,403	1,413	1,400	1,418	1,412	1,434
Capacity in permanent facilities	1,176	1,176	1,176	1,176	1,176	1,176	1,176
Added capacity new permanent	0	0	0	0	0	0	400
Total permanent capacity	1,176	1,176	1,176	1,176	1,176	1,176	1,576
Net Surplus or (Deficit) in Perm. Facilities	-191	-227	-237	-224	-242	-236	142
Capacity in Relocatables**	425	353	353	353	353	353	353
Number of Relocatables	23	20	20	20	20	20	20
Capacity with Relocatables	1,601	1,529	1,529	1,529	1,529	1,529	1,929
Net Surplus or (Deficit) in all Facilities	234	126	116	129	111	117	495

Middle School (6-8)	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Projected Enrollment	686	661	677	711	747	780	765
Capacity in permanent facilities	672	672	672	672	672	672	672
Added capacity new permanent	0	0	0	0	0	0	0
Total permanent capacity	672	672	672	672	672	672	672
Net Surplus or (Deficit) in Perm. Facilities	-14	11	-5	-39	-75	-108	-93
Capacity in Relocatables	168	168	216	216	216	216	216
Number of Relocatables	8	8	10	10	10	10	10
Capacity with Relocatables	840	840	888	888	888	888	888
Net Surplus or (Deficit) in all Facilities	154	179	211	177	141	108	123

High School (9-12)	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Projected Enrollment	984	948	915	895	846	856	894
Capacity in permanent facilities	849	849	849	849	849	849	849
Added capacity new permanent	0	0	0	0	0	0	0
Total permanent capacity	849	849	849	849	849	849	849
Net Surplus or (Deficit) in Perm. Facilities	-135	-99	-66	-46	3	-7	-45
Capacity in Relocatables	216	216	216	216	216	216	216
Number of Relocatables	9	9	9	9	9	9	9
Capacity with Relocatables	1,065	1,065	1,065	1,065	1,065	1,065	1,065
Net Surplus or (Deficit) in all Facilities	81	117	150	170	219	209	171

Surplus/Deficiency Capacity (K-12)	2022-23 Actuals*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Projected Enrollment	3,037	3,012	3,005	3,006	3,011	3,048	3,093
Capacity in Permanent Facilities	2,697	2,697	2,697	2,697	2,697	2,697	3,097
Capacity in Perm. Facil. and Relocatables	3,506	3,434	3,482	3,482	3,482	3,482	3,882
Surplus Capacity with Relocatables	469	422	477	476	471	434	789
Surplus Capacity without Relocatables	-340	-315	-308	-309	-314	-351	4

* October 2021 Enrollment Head Count

**Relocatables (Portables) older Relocatables are single unit with capacity of 24, new Relocatables are double units with capacity of 48; calculations done in per unit increments

SECTION 6 - CAPITAL FACILITIES FINANCING PLAN

Funding of school facilities is typically secured from a number of sources including voter-approved bonds, voter-approved levies, state matching funds, impact fees, and mitigation payments. Each of these funding sources is discussed below.

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 pass a bond issue. Bonds are sold as necessary to generate revenue. They are retired through collection of property taxes. Riverview was unable to pass the most recent bond measure ran in February of 2020, but the school board is preparing a new proposal to submit to voters as soon as February 2025.

Capital Projects Levies

Capital Projects Levies are typically used to fund small construction projects and other capital improvements or acquisitions. A simple majority of (50%) voter approval is required to pass a levy. Money comes to the district through the collection of property taxes. The district passed a four-year capital improvement levy in February of 2022 for the upgrade of technology assets including new computers, upgrades to the network infrastructure, and software. In addition, the levy supports other capital improvements including the acquisition of sites and portables.

State Financial Assistance

State School Construction Assistance funds come from the Common School Construction Fund. The State deposits revenue from the sale of renewable resources from state school lands and set aside by the Enabling Act of 1889 into the Common School Account. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation Bond funds, or the Office of the Superintendent of Public Instruction (OSPI) can prioritize projects for funding. School districts may qualify for State School Construction Assistance funds for specific capital projects based on a prioritization system.

State matching funds can be applied to school construction projects only. Site acquisition and improvements are not eligible to receive matching funds from the state. Because availability of state matching funds has not kept pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the State may not be received by a school district until two to three years after a matched project has been completed. In such cases, the district must "front fund" a project. That is, the district must finance the complete project with local funds.

Impact Fees

Impact fees have been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. Impact fees are generally collected on new residential construction by the permitting agency at the time of final plat approval or when building permits are issued.

Budget and Financing Plan

The Financing Plan below demonstrates how the Riverview School District plans to finance improvements for the years of 2022-2028. The financing of additional portables is planned through secured funding (via the current approved levy measure). The district anticipates asking its voters to approve a bond measure to fund a new K-5 elementary, high school/middle school addition/remodel and security updates. Subject to Board approval, this proposal is expected to be on the ballot if feasible in 2025.

2023-2029 Financing Plan

Facility:	Estimated Cost:	Secured Sources of Funds			Unsecured Source of Funds		
		Bond/Local	State Match*	Impact Fees	Bond/Local	State Match*	Impact Fees
New Elementary School*	\$ 46,000,000.00				\$ 46,000,000.00		TBD
Cedarcrest High School Addition	\$ 10,500,000.00				\$ 8,000,000.00	\$ 2,500,000.00	
Tolt Middle School Addition	\$ 10,500,000.00				\$ 10,500,000.00		
Major Facility Maintenance	\$4,000,000.00	\$ 4,000,000.00					
Technology/Security Upgrades	\$ 11,200,000.00	\$ 11,200,000.00					
Portable Classrooms*	\$ 500,000.00			\$ 500,000.00			TBD

Estimated total project costs listed above have not been formally bid.

*Additional Permanent Capacity Related Projects

Cost estimates include constructions costs only, no soft costs are included.

SECTION 7 -- IMPACT FEES

School Impact Fees Under the Washington State Growth Management Act

The Growth Management Act (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. The calculation contained in this Plan yields impact fees to be collected during calendar year 2024.

Methodology and Variables Used to Calculate School Impact Fees

Impact fees are calculated based on the district's estimated cost per new dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables).

Student Factors

The student factor (or student generation rate), a significant factor in determining impact fees, is the average number of students generated by each housing type - single-family dwellings and multiple-family dwellings.

Table 7.1 and 7.2 set forth those student factors and the Impact fee schedule.

**Table 7.1
Student Generation Rates (1)**

2022–23 District K–12 Students per Housing Unit Built 2017–2021

Housing Type	Housing Units	K–5 Students	6–8 Students	9–12 Students	K–5	6–8	9–12	K–12 Total
Single-family	482	115	50	66	0.239	0.104	0.137	0.479
Multifamily	121	18	3	4	0.149	0.025	0.033	0.207

Source: Flo Analytics analysis of King County GIS parcel areas and King County Department of Assessments residential building, apartment complex, and condo complex data with year built 2017–2021, and RSD October 2022 student addresses.

The impact fee calculations in accordance with the formulas applicable to each jurisdiction are shown in Table 7.2 below:

**Table 7.2
Impact Fee Schedule - City of Carnation and Duvall**

Housing Type	Impact Fee per Unit
Single-family	\$13,904
Multi-family	\$9,897

Impact Fee Schedule - King County

Housing Type	Impact Fee per Unit
Single-family	\$9,269
Multi-family	\$6,598

**Table 7.3
SCHOOL IMPACT FEE CALCULATIONS**

DISTRICT: Riverview School District #407
 YEAR: 2023
 JURISDICTION: King County, Cities of Carnation and Duvall

School Construction Cost

Facility Cost / Facility Capacity x Student Generation Factor x Permanent/Total Sq. Ft

	% Perm/ Total Sq/Ft	Facility Cost	Facility Capacity	Student		Cost/ SFR	Cost/ MFR
				Factor SFR	Factor MFR		
Elementary	93.27%	\$46,000,000	400	0.239	0.149	\$25,635.26	\$15,981.81
Middle	93.27%	\$0	0	0.104	0.025	\$0.00	\$0.00
Senior	93.27%	\$0	0	0.137	0.033	\$0.00	\$0.00
TOTAL		\$46,000,000	400			\$25,635.26	\$15,981.81

Temporary Facility Costs

Facility Cost / Facility Capacity x Student Generation Factor x Temporary/Total Sq. Ft

	%Temp/ Total Sq/Ft	Facility Cost	Facility Capacity	Student		Cost/ SFR	Cost/ MFR
				Factor SFR	Factor MFR		
Elementary	6.48%	\$0	0	0.239	0.149	\$0.00	\$0.00
Middle	6.48%	\$500,000	48.00	0.104	0.025	\$70.20	\$16.88
Senior	6.48%	\$0	0	0.137	0.033	\$0.00	\$0.00
TOTAL		\$500,000	48			\$70.20	\$16.88

State Matching Credit

Boeckh Index x SPI Square Footage x District Match % x Student Factor

	Boeckh Index	SPI Footage	State Match %	Student		Cost/ SFR	Cost/ MFR
				Factor SFR	Factor MFR		
Elementary	\$246.83	0	0.0%	0.239	0.149	\$0.00	\$0.00
Middle	\$246.83	0	0.0%	0.104	0.025	\$0.00	\$0.00
Senior	\$246.83	0	0.0%	0.137	0.033	\$0.00	\$0.00
TOTAL						\$0.00	\$0.00

Tax Payment Credit:

	SFR	MFR
Average Assessed Value	\$992,551	\$ 388,286.00
Capital Bond Interest Rate (Bond Payer's Index)	3.58%	3.58%
Years Amortized	10	10
Property Tax Bond Rate	0.8717	0.8717

Present Value of Revenue Stream

Fee Summary	Single Family	Multiple Family
Site Acquisition Cost	\$0	\$0
Permanent Facility Cost	\$25,635	\$15,982
Temporary Facility Cost	\$70	\$17
State Match Credit	\$0.00	\$0.00
Tax Payment Credit	(\$7,166.66)	(\$2,803.60)
FEE (AS CALCULATED)	\$18,538.34	\$13,195.40
25% FEE for Cities (AS DISCOUNTED)	\$4,634.59	\$3,298.85
FINAL City of Carnation and Duvall FEE	\$13,903.75	\$9,896.55
FEE (AS CALCULATED)	\$18,538.34	\$13,195.40
50% FEE for King County (AS DISCOUNTED)	\$9,269.17	\$6,597.70
FINAL King County FEE	\$9,269.17	\$6,597.70