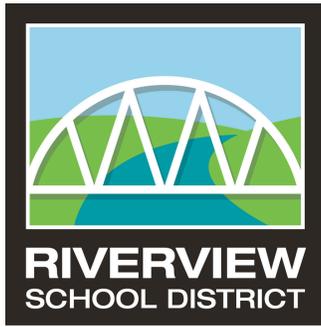


Attachment C

Ordinance 20016



Building Bridges to the Future



RIVERVIEW SCHOOL DISTRICT CAPITAL FACILITIES PLAN 2025

PREPARED BY:

MEISHA ROBERTSON

ASSISTANT SUPERINTENDENT OF BUSINESS & OPERATIONS

ADOPTION DATE: JUNE 24, 2025

Superintendent

Dr. Susan Leach

Board of Directors

Danny L. Edwards, President

Sabrina Parnell, Vice President

Carol Van Noy, Director

Jodi Fletcher, Director

Lori Oviatt, Director

For information about this plan call the Riverview School District Business Office
425.844.4505



RIVERVIEW SCHOOL DISTRICT NO. 407

2025-2031

SIX - YEAR CAPITAL FACILITIES PLAN

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Introduction

Purpose of the Capital Facilities Plan

In accordance with the Washington State Growth Management Act (GMA), as well as applicable county and municipal codes, the following document presents the Capital Facilities Plan (CFP) of the Riverview School District.

This CFP is intended to serve as a planning tool for the City of Carnation, the City of Duvall, King County, other relevant jurisdictions, and the Riverview community. It outlines the educational facilities required to accommodate projected student enrollment and maintain adequate levels of service over the six-year planning period from 2025 through 2031.

In alignment with the GMA, the plan also supports the periodic reassessment of the land use elements of local comprehensive plans, particularly in instances where projected funding is insufficient to meet identified facility needs. This ensures continued consistency and coordination between land use strategies, capital facility planning, and financial planning.

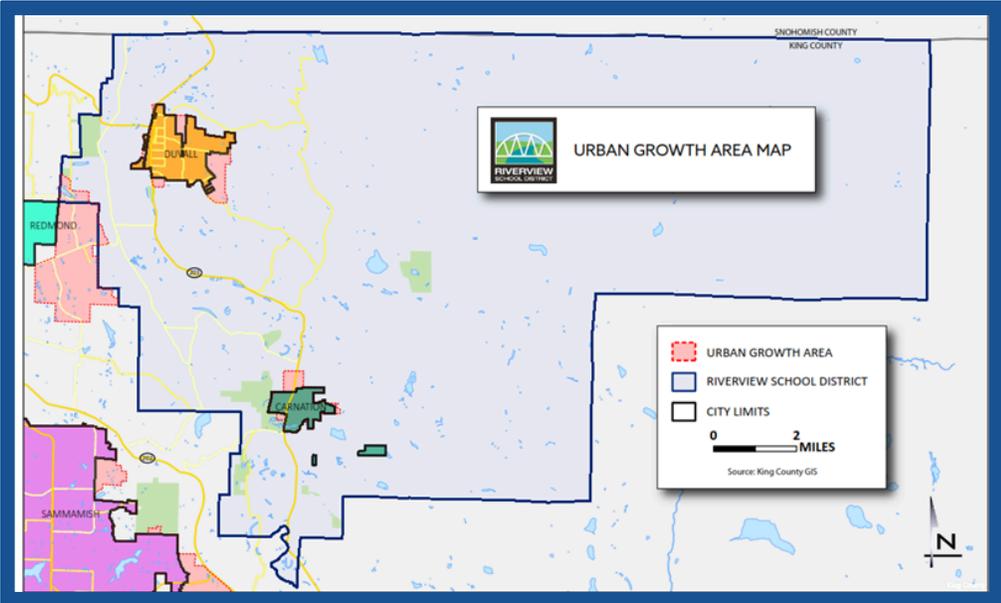
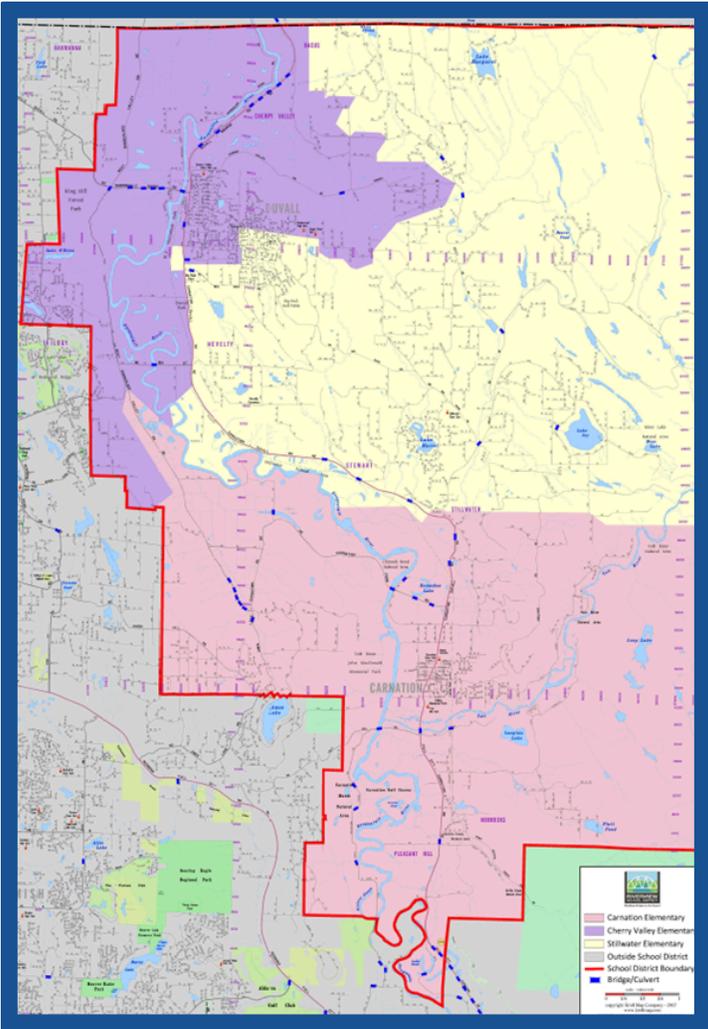
Furthermore, this plan provides local jurisdictions with a framework to evaluate the District's capacity to support anticipated population growth and student enrollment as projected under various comprehensive plan land use scenarios. The critical role of school impact fees in supporting future school construction and capacity improvements is discussed in detail in Section 8 of this document.

Overview of the Riverview School District

The Riverview School District serves three jurisdictions: King County, the City of Carnation, and the City of Duvall. Spanning approximately 250 square miles in northeast King County, the district encompasses the Lower Snoqualmie Valley—extending from the King/Snohomish County line south for roughly 16 miles, and from the western ridge of the Valley to the Cascade Foothills.

Currently, the district supports an enrollment just under 3,000 students across a range of educational settings, including three elementary schools, one middle school, one comprehensive high school, three alternative high school programs, and a K–12 alternative parent partnership program. The district follows a traditional grade configuration: kindergarten through fifth grade at the elementary level, sixth through eighth grade for middle school, and ninth through twelfth grade at the high school level. Four of the alternative education programs are located at the Riverview Learning Center in Carnation.

District Boundary and Urban Growth Area Maps



Student Enrollment Trends and Projections

Projected Student Enrollment 2025–2030

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 or other programs such as running start, 2) slow growth in kindergarten enrollment based on lower birth rates, and 3) lower student generation rates regardless of local growth in housing developments. The City of Carnation estimates approximately 25 single family residences and 140 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.

Riverview School District Headcount Enrollment Projections
Table 2.1

Grade	2024-25 Actuals	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
K	185	201	213	225	207	214	217
1	209	189	205	218	230	211	219
2	219	214	194	210	223	236	216
3	243	222	217	197	213	226	239
4	231	247	226	221	201	217	230
5	242	233	250	228	223	203	219
K-5	1,329	1,306	1,305	1,299	1,297	1,307	1,340
6	235	244	235	252	230	225	204
7	199	237	246	237	254	232	227
8	234	200	238	247	238	255	233
6-8	668	681	719	736	722	712	664
9	223	243	207	247	256	247	264
10	247	223	243	207	247	256	247
11	206	207	187	204	174	207	215
12	208	195	196	177	193	165	196
9-12	884	868	833	835	870	875	922
Total	2,881	2,855	2,857	2,870	2,889	2,894	2,926

* October headcount

District Standard of Service

The need for school facilities and student capacity is determined by the space requirements necessary to support the District's adopted educational program. Key educational program standards that influence facility planning include grade-level configurations, optimal facility and enrollment sizes, class size targets, program offerings, classroom utilization rates, scheduling practices, and the extent to which portable classrooms are used.

Beyond the quantity of space required, several additional factors, such as state mandates, labor agreements, and community expectations, also influence how classroom space is allocated and utilized. For example, the state funded All-Day Kindergarten initiative and legislatively mandated class size reductions for grades K-3 have significantly increased the need for elementary classroom space.

Traditional instructional models are often supplemented by specialized or nontraditional programs, including but not limited to: special education, expanded bilingual services, remediation and intervention programs, migrant student support, substance abuse education, preschool and daycare, home-school partnerships, and enrichment opportunities in the arts and physical education. These programs frequently require dedicated instructional space and can substantially affect the overall student capacity of existing school facilities.

In the Riverview School District, several special teaching stations and instructional programs are offered at designated school sites. These 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 across Riverview School District facilities are often attributable to the presence of special or nontraditional programs offered at specific sites. These programs require dedicated instructional spaces, which can reduce the effective permanent capacity of buildings in which they are housed. In many cases, students temporarily leave their general education classrooms to receive targeted instruction in specialized settings. Accommodating these programs often necessitates modifications to facility layouts, which may further limit the number of classrooms available for general instruction.

The District's current Standard of Service, as it relates to teaching station utilization and classroom loading, is outlined in Table 3.1. Average class sizes reflect actual utilization rates and are influenced by both state funding requirements and collective bargaining agreements.

Riverview's Standard of Service also accounts for the diverse educational functions necessary to meet student needs when determining facility capacity. These functions include:

Elementary Classrooms (Grades K–5):

- General education classrooms
- Self-contained learning centers (Special Education)
- Learning support classrooms (e.g., Special Education pull-out, LAP, Multilingual [ML], Title I)

Secondary Classrooms (Grades 6–12):

- General education classrooms (Grades 6–8 and 9–12)
- Special education classrooms (Grades 6–8 and 9–12)
- Learning support classrooms (e.g., Special Education pull-out, LAP, Title I)

Involuntary student transfers to schools with available capacity are implemented only as a measure of last resort and require formal authorization from the Board of Directors. These transfers are avoided when possible, as they may create challenges related to community cohesion, staffing allocations, and transportation logistics.

Riverview School District Standard of Service

Table 3.1

CLASS SIZE	Grade Level	Average
<u>Elementary</u>		
Regular	K	17
Regular	1	17
Regular	2	17
Regular	3	17
Regular	4	24
Regular	5	24
	K-5	
Regular	Weighted	19.7
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
<hr/>		
<u>Middle School</u>		
Regular	6-8	27
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
<hr/>		
<u>High School</u>		
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.

Capital Facilities Inventory

In accordance with the requirements of the Growth Management Act, public entities must maintain an inventory of existing capital facilities. Capital facilities are defined as any structure, improvement, piece of equipment, or other major asset, including land, with a useful life of at least ten years. The primary purpose of this inventory is to establish a foundational baseline for identifying the facilities needed to accommodate future student enrollment based on established levels of service.

This section provides a comprehensive inventory of the Riverview School District's capital facilities, including site-built schools, portable classrooms, developed and undeveloped school sites, and support facilities. Facility capacity figures are based on an inventory of current assets and the District's adopted educational program standards, as outlined in the preceding section.

The Riverview School District currently operates:

- Three elementary schools serving grades K–5
- One middle school serving grades 6–8
- One high school serving grades 9–12

Additionally, the District supports several alternative programs located at the Riverview Learning Center, including:

- CLIP (alternative high school)
- CLEAR (alternative high school)
- PARADE (K–8 parent partnership program)

The ECEAP preschool program operates at the Riverview Ancillary Program Center.

School capacity is calculated based on the number of teaching stations within each building and the space requirements associated with the district's educational programming. This calculation provides a baseline for evaluating current capacity and assessing future facility needs in light of projected student enrollment.

Classroom capacities have been determined based on their functional use. For the purposes of this plan, classroom categories include:

- Regular education
- Self-contained special education
- Learning support

The school facility inventory is summarized in Table 4.1. The current inventory reflects a permanent capacity of 2813 students, with an additional 504 students accommodated through interim facilities (see Tables 4.1 and 5.1).

The Riverview School District Board of Directors is strongly committed to maintaining small school environments. Research and experience indicate that smaller schools significantly enhance student learning outcomes. Moreover, small school settings foster improved school culture and climate, contributing positively to the overall educational experience.

Inventory of Permanent School Facilities & Related Program Capacity 2024-2025 School Year

ELEMENTARY LEVEL

Facility	Address	Grade Span	Permanent Capacity*	2024-25 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CARNATION ELEMENTARY	4950 Tolt Avenue Carnation, WA 98014	K thru 5	371	360	1960	2011	50,702	10.85
CHERRY VALLEY ELEMENTARY	26701 NE Cherry Valley Rd Duvall, WA 98019	K thru 5	387	445	1953	2011	49,342	10.34
STILLWATER ELEMENTARY	11530 320th Ave NE Carnation, WA 98014	K thru 5	372	491	1988	N/A	48,218	18.81
Total Elementary School			1130	1296				

MIDDLE SCHOOL LEVEL

Facility	Address	Grade Span	Permanent Capacity*	2024-25 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
TOLT MIDDLE SCHOOL	Carnation, WA 98014	6, 7 & 8	657	633	1964	2009	84,113	40.2
Total Middle School			657	633				

HIGH SCHOOL LEVEL

Facility	Address	Grade Span	Permanent Capacity*	2024-25 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CEDARCREST HIGH SCHOOL	WA 98019	9 thru 12	808	809	1993	2009	108,755	42.85
Total High School			808	809				

ALTERNATIVE LEARNING CENTER

Facility	Address	Grade Span	Permanent Capacity*	2024-25 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
RIVERVIEW LEARNING CENTER	Carnation, WA 98014	K thru 12	152	143	2011	N/A	14,545	2.08
Total Alternative School			152	143				

TOTAL DISTRICT

2747 2881

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

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

Projected Facilities Needs

Near-term Facility Needs

This Capital Facilities Plan (CFP) is designed to ensure that the Riverview School District maintains adequate facility capacity through the construction and/or expansion of permanent facilities. Table 5.1 provides a summary of projected student enrollments, current facility capacities, and estimated additional capacity needs by school level.

As shown in the table, the district is currently experiencing permanent capacity deficits at the elementary level only. In contrast, declining enrollment at the middle and high school levels in recent years has helped stabilize capacity in secondary schools. In the near term, the district will address elementary-level capacity shortfalls through the existing portable (relocatable) classrooms, while prioritizing major capital investments at the middle school level.

Relocatable (Portable) Classrooms

Relocatable and permanent facility definitions are provided in Section 2 of King County Code 21A.06.

Relocatable classrooms offer the flexibility to respond quickly to enrollment fluctuations and provide interim housing solutions. All school sites within the District are planned to accommodate the addition of portable classrooms when necessary, allowing for timely responses to emerging capacity needs.

The deployment of portable classrooms is carefully evaluated in the context of programmatic requirements, with a commitment to minimizing reliance on portable infrastructure for long-term student housing. The District remains focused on reducing the percentage of students housed in portables and prioritizes permanent facility solutions whenever feasible.

It is important to note that the cost of portable classrooms can vary significantly based on several factors, including site location, jurisdictional permitting processes, and the specific educational use of the space. These variables are considered in all planning and budgeting efforts related to temporary facility solutions.

School Enrollment and Capacity Projections 2024-25 through 2030-31

Table 5.1

Elementary (K - 5)	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Projected enrollment	1,329	1,306	1,305	1,299	1,297	1,307	1,340
Capacity in permanent facilities	1,147	1,147	1,147	1,147	1,147	1,147	1,147
Added capacity new permanent	0	0	0	0	0	0	0
Total permanent capacity	1,147	1,147	1,147	1,147	1,147	1,147	1,147
Net Surplus or (Deficit) in Perm. Facilities	-182	-159	-158	-152	-150	-160	-193
Capacity in Relocatables**	144	168	168	168	168	168	192
Number of Relocatables	21	22	22	22	22	22	23
Capacity with Relocatables	1,291	1,315	1,315	1,315	1,315	1,315	1,339
Net Surplus or (Deficit) in all Facilities	-38	9	10	16	18	8	-1

Middle School (6-8)	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Enrollment	668	681	719	736	722	712	664
Capacity in permanent facilities	711	711	711	711	804	804	804
Added capacity new permanent	0	0	0	0	73	0	0
Total permanent capacity	711	711	711	711	877	804	804
Net Surplus or (Deficit) in Perm. Facilities	43	30	-8	-25	155	92	140
Capacity in Relocatables	120	120	120	120	120	0	0
Number of Relocatables	5	5	5	5	0	0	0
Capacity with Relocatables	831	840	840	840	997	804	804
Net Surplus or (Deficit) in all Facilities	163	159	121	104	275	92	140

High School (9-12)	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Enrollment	884	868	833	835	870	875	922
Capacity in permanent facilities	889	899	899	899	899	899	899
Added capacity new permanent	0	0	0	0	0	0	0
Total permanent capacity	889	899	899	899	899	899	899
Net Surplus or (Deficit) in Perm. Facilities	5	31	66	64	29	24	-23
Capacity in Relocatables	240	240	240	240	240	240	240
Number of Relocatables	9	9	9	9	9	9	9
Capacity with Relocatables	1,129	1,139	1,139	1,139	1,139	1,139	1,139
Net Surplus or (Deficit) in all Facilities	245	271	306	304	269	264	217

Surplus/Deficiency Capacity (K-12)	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Enrollment	2,881	2,855	2,857	2,870	2,889	2,894	2,926
Capacity in Permanent Facilities	2,747	2,757	2,757	2,757	2,923	2,850	2,850
Capacity in Perm. Facil. and Relocatables	3,251	3,285	3,285	3,285	3,451	3,258	3,282
Surplus Capacity with Relocatables	370	430	428	415	562	364	356
Surplus Capacity without Relocatables	-134	-98	-100	-113	34	-44	-76

* October 2024 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

Note: Riverview Learning Center capacity is split K-12

	square feet	
Elementary	23.08%	3,357
Tolt Middle School	24.48%	3,561
Cedarcrest High	52.45%	7,629
total	100.00%	14,545

Capital Facilities Financing Plan

Funding for school facilities is typically secured from multiple sources, including voter-approved bonds, voter-approved levies, state matching funds, impact fees, and mitigation payments. Each funding source plays a critical role in supporting the capital needs of school districts. The following provides an overview of each funding mechanism as it pertains to the Riverview School District.

General Obligation Bonds

General obligation (GO) bonds are a primary funding tool for the construction of new schools and major capital improvements. GO bonds require a supermajority approval of 60% of voters to pass. Once approved, bonds are sold to generate revenue, and repayment is made through the collection of property taxes.

The Riverview School District's most recent bond measure, submitted to voters in February 2020, did not pass. However, the School Board is actively developing a revised bond proposal, with the intention of placing it before voters in February 2026.

Capital Projects Levies

Capital Projects Levies are used to fund smaller-scale construction projects, capital improvements, and certain asset acquisitions. These levies require a simple majority (50%) voter approval and are also funded through property tax collection.

In February 2022, the District successfully passed a four-year capital improvement levy, in the amount of \$3.8 M per year for four years, to enhance technology infrastructure and for making building improvements. This levy funded:

- Acquisition of new computers
- Network infrastructure upgrades
- Software enhancements
- Acquisition of school sites and portable classrooms
- Other minor capital improvements

A replacement capital levy is anticipated to go before voters again in February 2026.

State Financial Assistance

The State School Construction Assistance Program (SCAP) provides financial aid for eligible school construction projects. Funding is derived from the Common School Construction Fund, which receives revenue primarily from the sale of renewable resources from state school lands—an arrangement established under the Enabling Act of 1889. If these revenues are insufficient, additional support may come from legislative appropriations of general obligation bond funds or prioritization of projects through the Office of the Superintendent of Public Instruction (OSPI).

Eligibility for state matching funds is determined through a prioritization process based on project type and need. These funds can be applied strictly to school construction activities, site acquisition and related improvements are not eligible.

Due to limited availability and high demand, state matching funds are often disbursed years after a project is completed. As a result, school districts frequently wait two to three years to receive reimbursement. In the meantime, districts must front the full cost of the project using local funds. The Riverview School District is closely monitoring whether the Tolt Middle School replacement project will qualify for state matching funds. While official confirmation is still pending, unofficial estimates from OSPI indicate the school is likely to be eligible for modernization or replacement funding.

Impact Fees

Impact fees are used by many jurisdictions to supplement traditional funding sources and help finance public facilities necessary to serve new residential development. These fees are typically collected at the time of final plat approval or issuance of building permits by the permitting authority.

Impact fees offer an important means of ensuring that the cost of new development is partially offset by contributions to educational infrastructure, particularly in high-growth areas where enrollment increases create additional facility demands.

Budget and Financing Plan

The following Financing Plan outlines how the Riverview School District intends to fund capital improvements during the 2025–2031 planning period.

Funding for the acquisition and installation of additional portable classrooms is already secured through the currently approved capital levy. These funds will address immediate capacity needs in the near term. However, the district may need to add additional portable classrooms over the six-year planning period.

To support long-term facility improvements, the District anticipates placing a general obligation bond measure before voters in 2026, subject to School Board approval. If approved, this bond would provide funding for:

- A comprehensive rebuild of the middle school campus, with additional capacity
- Additions and renovations to other school sites
- Security upgrades across all district facilities

The District will continue to evaluate project timelines, costs, and funding strategies to ensure alignment with enrollment projections and community needs. The proposed bond measure is expected to be submitted to voters as early as February 2026, contingent upon feasibility assessments and Board authorization.

2025–2031 Financing Plan

Facility:	Estimated Cost:	Secured Sources of Funds			Unsecured Source of Funds		
		Bond/Local Levy	State Match*	Impact Fees	Bond/Local	State Match*	Impact Fees
Rebuild Tolt Middle School	\$132,000,000.00			\$ 5,000,000.00	\$ 117,000,000.00	\$ 10,000,000.00	
Major Facility Maintenance	\$26,000,000.00	\$ 1,000,000.00			\$ 42,500,000.00		
Technology/Security Upgrades	\$ 19,300,000.00	\$ 3,800,000.00			\$ 15,500,000.00		
Portable Classrooms	\$ 1,000,000.00			\$ 1,000,000.00			TBD

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

*State match based on unofficial estimated from OSPI

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 2025.

Methodology and Variables Used to Calculate School Impact Fees

Where applicable, impact fees are calculated based on the district’s estimated cost per new dwelling unit to acquire land for school sites, make site improvements, construct new schools, and purchase or install temporary facilities (such as portables), as needed to address growth-related demands.

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.

K–12 Students per Housing Unit Built 2019–2023

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family	344	75	25	31	131	0.218	0.073	0.090	0.381
Multifamily ^(a)	257	33	10	18	61	0.128	0.039	0.070	0.237
Apartment	24	4	1	1	6	0.167	0.042	0.042	0.250
Condominium	76	11	4	3	18	0.145	0.053	0.039	0.237
Townhome	157	18	5	14	37	0.115	0.032	0.089	0.236

Notes

Units built in 2024 are excluded, because they may not have been completed and occupied by October 2024.

(a) King County code Title 21A.43 defines the housing types as such, “single family units shall mean single detached dwelling units, and multi-family units shall mean townhouses and apartments.” The multifamily category includes all structures with five or more housing units and the following structure types: condominium, townhome, and plex (i.e., duplex, triplex, and fourplex).

Indentation signifies the nesting of variables (e.g., apartments are a subset of all multifamily housing).

Sources

Riverview School District October 2024–25 headcount enrollment, King County GIS parcels, and King County Department of Assessments.

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

Impact Fee Schedules

Table 7.2

Impact Fee Schedule - City of Carnation and Duvall

Housing Type	Impact Fee per Unit
Single-family	\$0
Multi-family	\$0

Impact Fee Schedule - King County

Housing Type	Impact Fee per Unit
Single-family	\$0
Multi-family	\$0

The district does not have any eligible growth-related planned improvements included in the 2025 Capital Facilities Plan (CFP). Therefore, it is not requesting the collection of school impact fees at this time. The district will continue to closely monitor enrollment trends and how future growth impacts facility capacity, and may submit a renewed request for impact fees in a subsequent Capital Facilities Plan.

School Impact Fee Calculations

This section has not been updated for the 2025–2031 Capital Facilities Plan, as the District is not requesting a school impact fee at this time. Future updates to the CFP may include the consideration of an impact fee.