

# Attachment C



*Building Bridges to the Future*



Draft

# **RIVERVIEW SCHOOL DISTRICT CAPITAL FACILITIES PLAN 2026**

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PREPARED BY:

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ADOPTION DATE: TBD

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# RIVERVIEW SCHOOL DISTRICT NO. 407

## 2026-2032

### SIX - YEAR CAPITAL FACILITIES PLAN

### TABLE OF CONTENTS

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INTRODUCTION	04
STUDENT ENROLLMENT TRENDS AND PROJECTIONS	06
DISTRICT STANDARD OF SERVICE	07
CAPITAL FACILITIES INVENTORY	10
PROJECTED FACILITIES INVENTORY	12
CAPITAL FACILITIES FINANCING PLAN	14
IMPACT FEES-STUDENT GENERATION FACTORS; IMPACT FEE CALCULATIONS	17

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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 2026 through 2032.

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.

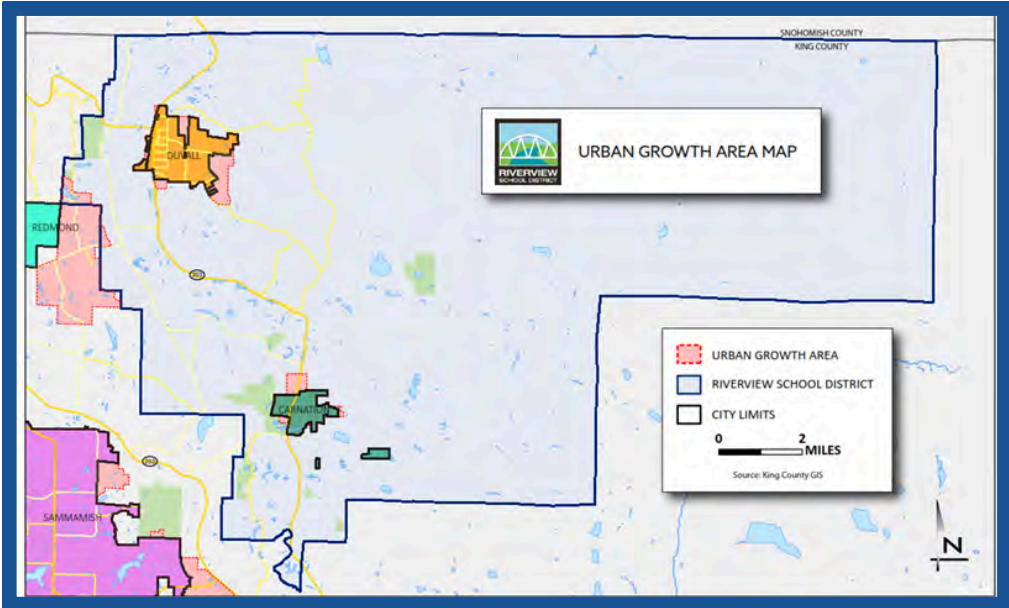
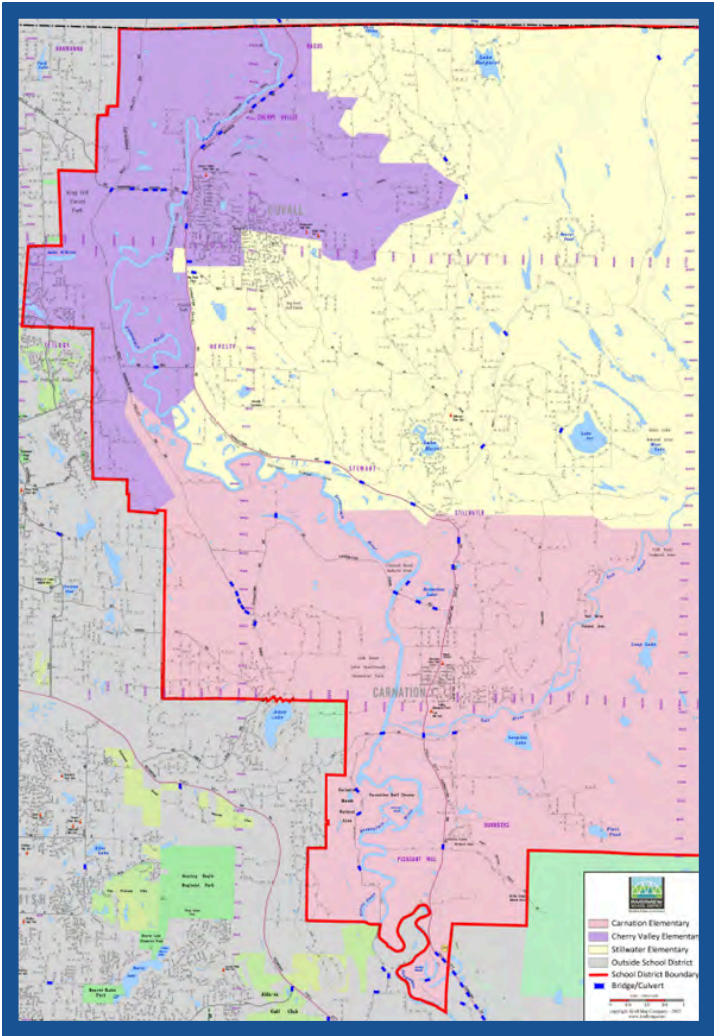
Furthermore, this plan provides local jurisdictions with a framework to evaluate the District's capacity to support anticipated population growth and student enrollment as projected under various comprehensive plan land use scenarios. The critical role of school impact fees in supporting future school 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 2026–2030

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 increase in student enrollment, reversing a trend from previous years but not near the rate of years past. 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 that approximately 52 single-family residences and 79 multi-family residences will be constructed within the current planning period. Based on current development applications in the City of Duvall, the City anticipates at least 114 housing starts during the next six-year planning period, consisting of 90 single-family residences and 24 multi-family residences.

If enrollment growth slows, plans for new facilities can be deferred. However, it is significantly more challenging to initiate new projects or accelerate timelines if enrollment growth exceeds current 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	2025-26 Actuals	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	196	230	242	223	232	237	240
1	195	222	237	250	230	239	245
2	214	199	229	244	257	237	246
3	220	221	203	233	248	262	241
4	248	230	226	208	238	254	268
5	232	255	234	229	211	242	258
<b>K-5</b>	<b>1,305</b>	<b>1,357</b>	<b>1,371</b>	<b>1,387</b>	<b>1,416</b>	<b>1,471</b>	<b>1,498</b>
6	238	240	258	237	232	214	245
7	243	251	244	262	240	235	217
8	203	243	253	246	264	242	237
<b>6-8</b>	<b>684</b>	<b>734</b>	<b>755</b>	<b>745</b>	<b>736</b>	<b>691</b>	<b>699</b>
9	235	212	253	264	256	275	252
10	225	249	215	256	268	260	279
11	229	192	211	183	217	228	221
12	205	201	184	202	175	208	218
<b>9-12</b>	<b>894</b>	<b>854</b>	<b>863</b>	<b>905</b>	<b>916</b>	<b>971</b>	<b>970</b>
<b>Total</b>	<b>2,883</b>	<b>2,945</b>	<b>2,989</b>	<b>3,037</b>	<b>3,068</b>	<b>3,133</b>	<b>3,167</b>

\* October headcount

# District Standard of Service

The need for school facilities and student capacity in Riverview School District 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.

Over the past year, these factors have been further impacted by a significant increase in the number of students qualifying for special education services and other specialized instructional supports, including multilingual services. In response, the District has converted a growing number of general education classrooms into specialist and special education classrooms to meet mandated service requirements and student needs. While these conversions are essential for providing appropriate instructional support, they have reduced the number of permanent classrooms available for basic education and have meaningfully lowered effective building capacity across multiple sites.

Beyond the total quantity of space required, 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 demand for elementary classroom space. When combined with the growing need for specialized instructional environments, these requirements place additional pressure on already limited facilities.

Traditional instructional models are frequently supplemented by specialized or nontraditional programs, including special education services, expanded bilingual and multilingual instruction, remediation and intervention programs, migrant student support, substance abuse prevention education, preschool and daycare programs, home-school partnerships, and enrichment opportunities in the arts and physical education. These programs often require dedicated instructional spaces and staff, which can substantially reduce the effective student capacity of existing school facilities.

Within Riverview School District, several specialized teaching stations and instructional programs are offered at designated school sites. These include:

## Elementary Programs:

- Art classrooms
- Classroom computer labs
- Group activity rooms
- Program for Academically Talented (PAT/Gifted)
- Special education (served through a combination of integrated and separate settings, with inclusion provided to the greatest extent possible)
- Learning Assistance Program (LAP)
- Multilingual Learners (ML)
- Home School Alternative (PARADE)
- Preschool Education Program (ECEAP)

## Secondary Programs:

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

Variations in student capacity across District facilities are often attributable to the presence of these specialized programs at specific sites. Because many require permanent, dedicated instructional spaces, they reduce the number of classrooms available for general education use and lower the effective permanent capacity of the buildings in which they are housed. In many cases, students temporarily leave general education classrooms to receive services in specialized settings, necessitating additional rooms and further impacting overall space utilization.

The District's 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 and are influenced by state funding requirements and collective bargaining agreements.

Riverview's Standard of Service also accounts for the full range of educational functions required to meet student needs when determining facility capacity, including:

### Elementary Classrooms (Grades K–5):

- General education classrooms
- Self-contained learning centers (special education)
- Learning support classrooms (special education pull-out, LAP, multilingual learners, Title I)

### Secondary Classrooms (Grades 6–12):

- General education classrooms (grades 6–8 and 9–12)
- Special education classrooms
- Learning support classrooms (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 whenever possible due to potential impacts on community cohesion, staffing stability, and transportation logistics.

# Riverview School District Standard of Service

Table 3.1

<b>CLASS SIZE</b>		<b>Average</b>
<b><u>Elementary</u></b>	<b><u>Grade Level</u></b>	
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
	<b><u>Grade Level</u></b>	
<b><u>Middle School</u></b>		
Regular	6-8	27
Regular (portables)		24
Self-contained learning classrooms		12
Learning support classrooms		0
	<b><u>Grade Level</u></b>	
<b><u>High School</u></b>		
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 2610 students, with an additional 384 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 2025-2026 School Year

ELEMENTARY LEVEL								
Facility	Address	Grade Span	Permanent Capacity*	2025-26 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CARNATION ELEMENTARY	4950 Tolt Avenue Carnation, WA 98014	K thru 5	378	358	1960	2011	50,567	10.85
CHERRY VALLEY ELEMENTARY	26701 NE Cherry Valley Rd Duvall, WA 98019	K thru 5	405	455	1953	2011	54,779	10.34
STILL WATER ELEMENTARY	11530 320th Ave NE Carnation, WA 98014	K thru 5	338	464	1988	N/A	49,588	18.81
<b>Total Elementary School</b>			<b>1121</b>	<b>1277</b>				

MIDDLE SCHOOL LEVEL								
Facility	Address	Grade Span	Permanent Capacity*	2025-26 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
TOLT MIDDLE SCHOOL	Carnation, WA 98014	6, 7 & 8	660	660	1964	2009	84,113	40.2
<b>Total Middle School</b>			<b>660</b>	<b>660</b>				

HIGH SCHOOL LEVEL								
Facility	Address	Grade Span	Permanent Capacity*	2025-26 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
CEDARCREST HIGH SCHOOL	WA 98019	9 thru 12	678	821	1993	2009	108,755	42.85
<b>Total High School</b>			<b>678</b>	<b>821</b>				

ALTERNATIVE LEARNING CENTER								
Facility	Address	Grade Span	Permanent Capacity*	2025-26 HC Enrollment	Year Built	Last Remodel	Building Area (Sq. Ft.)	Site Size (Acres)
RIVERVIEW LEARNING CENTER	Carnation, WA 98014	K thru 12**	151	125	2011	N/A	14,545	2.08
<b>Total Alternative School</b>			<b>151</b>	<b>125</b>				

<b>TOTAL DISTRICT</b>			<b>2610</b>	<b>2883</b>				
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\* Does not include capacity for special programs identified in Standards of Service Section

\*\* This K-12 enrollment and capacity is proportionately spread across the 3 levels on table 4.1

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 across all school levels. While there are temporary enrollment dips projected in some years at the middle school level, enrollment has begun to rebound and is expected to continue growing beyond the timeframe of this plan. To address near-term capacity shortfalls, the District will continue to rely on existing portable (relocatable) classrooms at the elementary level and will add portable classrooms at the high school level as needed. At the same time, the District will prioritize major capital investments at the middle school level to address long-term capacity needs.

## 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)

Plan Years:	Actuals 2025	2026	2027	2028	2029	2030	2031
Permanent Capacity	1,150	1,150	1,150	1,150	1,150	1,150	1,150
Added Permanent Capacity							
<b>Permanent Capacity Subtotal:</b>	<b>1,150</b>	<b>1,150</b>	<b>1,150</b>	<b>1,150</b>	<b>1,150</b>	<b>1,150</b>	<b>1,150</b>
Projected Enrollment	1,305	1,357	1,371	1,387	1,416	1,471	1,498
<b>Surplus/(Deficit) of Permanent Capacity</b>	<b>-155</b>	<b>-207</b>	<b>-221</b>	<b>-237</b>	<b>-266</b>	<b>-321</b>	<b>-348</b>
Relocatable Capacity*	96	96	96	96	96	96	96
Portable Capacity Change (+/-)	0	0	0	0	0	0	0
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>-59</b>	<b>-111</b>	<b>-125</b>	<b>-141</b>	<b>-170</b>	<b>-225</b>	<b>-252</b>

### Middle School (6-8)

Plan Years:	Actuals 2025	2026	2027	2028	2029	2030	2031
Permanent Capacity	701	701	701	701	701	701	773
Added Permanent Capacity						72	
<b>Permanent Capacity Subtotal:</b>	<b>701</b>	<b>701</b>	<b>701</b>	<b>701</b>	<b>701</b>	<b>773</b>	<b>773</b>
Projected Enrollment	684	734	755	745	736	691	699
<b>Surplus/(Deficit) of Permanent Capacity</b>	<b>17</b>	<b>-33</b>	<b>-54</b>	<b>-44</b>	<b>-35</b>	<b>82</b>	<b>74</b>
Relocatable Capacity*	72	72	72	72	72	0	0
Portable Capacity Change (+/-)	0	0	0	0	0	0	0
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>89</b>	<b>39</b>	<b>18</b>	<b>28</b>	<b>37</b>	<b>82</b>	<b>74</b>

### High School (9-12)

Plan Years:	Actuals 2025	2026	2027	2028	2029	2030	2031
Permanent Capacity	759	759	759	759	759	759	759
Added Permanent Capacity	0	0	0	0	0	0	0
<b>Permanent Capacity Subtotal:</b>	<b>759</b>	<b>759</b>	<b>759</b>	<b>759</b>	<b>759</b>	<b>759</b>	<b>759</b>
Projected Enrollment	894	854	863	905	916	971	970
<b>Surplus/(Deficit) of Permanent Capacity</b>	<b>-135</b>	<b>-95</b>	<b>-104</b>	<b>-146</b>	<b>-157</b>	<b>-212</b>	<b>-211</b>
Relocatable Capacity*	216	216	216	216	216	216	216
Portable Capacity Change (+/-)	0	0	0	0	0	0	0
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>81</b>	<b>121</b>	<b>112</b>	<b>70</b>	<b>59</b>	<b>4</b>	<b>5</b>

### K-12 Totals

Plan Years:	Actuals 2025	2026	2027	2028	2029	2030	2031
<b>Total Permanent Capacity:</b>	<b>2,610</b>	<b>2,610</b>	<b>2,610</b>	<b>2,610</b>	<b>2,610</b>	<b>2,682</b>	<b>2,682</b>
<b>Total Projected Enrollment:</b>	<b>2,883</b>	<b>2,945</b>	<b>2,989</b>	<b>3,037</b>	<b>3,068</b>	<b>3,133</b>	<b>3,167</b>
<b>Surplus/(Deficit) of Permanent Capacity</b>	<b>-273</b>	<b>-335</b>	<b>-379</b>	<b>-427</b>	<b>-458</b>	<b>-451</b>	<b>-485</b>
Total Relocatable Capacity*	384	384	384	384	384	312	312
<b>Net Surplus or (Deficit) in all Facilities</b>	<b>111</b>	<b>49</b>	<b>5</b>	<b>-43</b>	<b>-74</b>	<b>-139</b>	<b>-173</b>

\* October 2026 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	28	22% 3199.90
Toit Middle School	24	19% 2763.55
Cedarcrest High	73	58% 8436.10
<b>Total</b>	<b>125</b>	<b>100% 14545.00</b>

# 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 2026, did not pass. However, the School Board is actively researching and planning for a bond proposal, with the intention of placing it before voters as soon as February 2027.

## **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 2026, the District successfully passed a four-year capital improvement levy, in the amount of \$4.8 M per year for four years, to enhance technology infrastructure and for making building improvements. Some areas this levy funded include:

- 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 2030.

## **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.

Because of this statement, the impact fee calculations should include a SCAP credit.

### **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 2026–2032 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 2027, 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; and
- 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 2027, contingent upon feasibility assessments and Board authorization.

## 2026–2032 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				\$ 110,400,829.00	\$ 16,599,171.00	\$5,000,000.00
Major Facility Maintenance	\$ 48,500,000.00	\$ 6,000,000.00			\$ 42,500,000.00		
Technology/Security Upgrades	\$ 20,500,000.00	\$ 13,200,000.00			\$ 7,300,000.00		
Portable Classrooms*	\$ 5,400,000.00			\$ 5,400,000.00			TBD

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

\*Additional Permanent Capacity Related Projects

# 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.

In 2025, the King County Council adopted Ordinance 19965 to implement Engrossed Second Substitute Senate Bill 5258 (2023), requiring local jurisdictions to use bedroom count, square footage, or traffic count to “produce a proportionally lower impact fee for smaller housing units.” Under Ordinance 19965, school districts must calculate impact fees for single family detached, middle housing (townhome/duplex/multi-plex), and multi-family stacked units using bedroom count categories that distinguish between small and large units.

The calculation contained in this Plan yields impact fees to be collected during calendar year 2027.

## **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, middle housing, and multiple-family dwellings. For purposes of the 2026 CFP, the district’s school impact fees are calculated using a student generation rate based on all units in each dwelling unit category as current permit data is insufficient for purposes of distinguishing bedroom counts by unit. This “blended” student generation rate is applied to the “large” units in each dwelling unit category to produce a cost per dwelling unit. The District is assuming a \$0 fee for the smaller units. The District intends, as permit data allows, to calculate fees for both large and small units in future updates to this Capital Facilities Plan.

Table 7.1 and 7.2 set forth those student factors and the Impact fee schedule. The district modified Table 7.1 using the raw data to create separate student generation rates for middle housing (townhomes) and multi-family stacked (apartments/condos).

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

## Student Generation Rates Table 7.1

**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 <sup>(a)</sup>	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.

## Impact Fee Schedules Table 7.2

### Impact Fee Schedule - City of Carnation and Duvall

Housing Type	Impact Fee per Unit
Single-family 3+ Bdrm	\$5,412
Single Family 2/less Bdrm	\$0
Apartment/Condo 2+ Bdrm	\$4,045
Apartment/Condo 1/less Bdrm	\$0
Middle Housing 3+ Bdrm	\$1,429
Middle Housing 2/less Bdrm	\$0

### Impact Fee Schedule - King County

Housing Type	Impact Fee per Unit
Single-family 3+ Bdrm	\$3,608
Single Family 2/less Bdrm	\$0
Apartment/Condo 2+ Bdrm	\$2,697
Apartment/Condo 1/less Bdrm	\$0
Middle Housing 3+ Bdrm	\$960
Middle Housing 2/less Bdrm	\$0

## School Impact Fee Calculations

**Table 7.3 Single Family Residence Impact Fee Calculation**

**Site Acquisition Cost Per Residence**

Formula: (( Acres x Cost per Acre)/Facility Size) x Student Factor

	Site Size	Cost/Acre	Facility Size	Student Factor	
Elementary	n/a	\$ -	n/a		\$ -
Middle	n/a	\$ -	n/a		\$ -
High School	n/a	\$ -	n/a		\$ -
				A ----->	\$ -

**Permanent Facility Construction Cost Per Residence**

Formula: (( Facility Cost / Facility Capacity) x Student Factor) x (Permanent/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$ -	0	0.218	97.65%	\$ -
Middle	\$132,000,000.00	750	0.073	96.96%	\$ 12,457.42
High School	\$ -	0	0.090	93.58%	\$ -
				B ----->	\$ 12,457.42

**Temporary Facilities Cost Per Residence**

Formula: (( Facility Cost / Facility Capacity) x Student Factor) x (Permanent/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$ -	0	0.218	2.35%	\$ -
Middle	\$ -	0	0.073	3.04%	\$ -
High School	\$ 5,400,000.00	72	0.090	6.42%	\$ 433.35
				C ----->	\$ 433.35

**State Match Credit Per Residence (if applicable)**

Formula: Current Construction Cost Allocation x SPI Footage x District Match x Student Factor

	CCCA	SPI Footage	District Match %	Student Factor	
Elementary	\$ 399.38	0	0.00%	0.218	\$ -
Middle	\$ 399.38	108	41.20%	0.073	\$ 1,297.27
High School	\$ 399.38	0	0.00%	0.090	\$ -
				D ----->	\$ 1,297.27

**Tax Credit Per Residence**

Average Assessed Value	\$ 1,045,871.00
Capital Bond Interest Rate (Bond Payer's Index)	4.77%
Years Amortized	10
Property Tax Bond Rate	0.6949
	TC ----->
	\$ 5,675.18

**Fee Per Residence Recap**

Site Acquisition Cost	\$ -
Permanent Facility Cost	\$ 12,457.42
Temporary Facility Cost	\$ 433.35
Subtotal	\$ 12,890.77
State Match Credit	\$ 1,297.27
Tax Payment Credit (TC)	\$ 5,675.18
Subtotal	\$ 7,215.59
<b>Final King County Fee Discount 50%</b>	<b>\$ 3,607.80</b>
<b>Final City Fee Discount 25%</b>	<b>\$ 5,411.69</b>

**Table 7.3 Apartment/Condo Family Residence Impact Fee Calculation**

**Site Acquisition Cost Per Residence**

Formula: (( Acres x Cost per Acre)/Facility Size) x Student Factor

	Site Size	Cost/Acre	Facility Size	Student Factor	
Elementary	n/a	\$ -	n/a		\$ -
Middle	n/a	\$ -	n/a		\$ -
High School	n/a	\$ -	n/a		\$ -
				A ----->	\$ -

**Permanent Facility Construction Cost Per Residence**

Formula: (( Facility Cost / Facility Capacity) x Student Factor) x (Permanent/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$ -	0	0.150	97.65%	\$ -
Middle	\$ 132,000,000.00	750	0.050	96.96%	\$ 8,532.48
High School	\$ -	0	0.040	93.58%	\$ -
				B ----->	\$ 8,532.48

**Temporary Facilities Cost Per Residence**

Formula: (( Facility Cost / Facility Capacity) x Student Factor) x (Permanent/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$ -	0	0.150	2.35%	\$ -
Middle	\$ -	0	0.050	3.04%	\$ -
High School	\$ 5,400,000.00	72	0.040	6.42%	\$ 192.60
				C ----->	\$ 192.60

**State Match Credit Per Residence (if applicable)**

Formula: Current Construction Cost Allocation x SPI Footage x District Match x Student Factor

	CCCA	SPI Footage	District Match %	Student Factor	
Elementary	\$ 399.38	0	0.00%	0.150	\$ -
Middle	\$ 399.38	108	41.20%	0.050	\$ 888.54
High School	\$ 399.38	0	0.00%	0.040	\$ -
				D ----->	\$ 888.54

**Tax Credit Per Residence**

Average Assessed Value	\$ 613,930.00
Capital Bond Interest Rate (Bond Payer's Index)	4.77%
Years Amortized	10
Property Tax Bond Rate	0.6949
	TC ----->
	\$ 3,331.35

**Fee Per Residence Recap**

Site Acquisition Cost	\$ -
Permanent Facility Cost	\$ 8,532.48
Temporary Facility Cost	\$ 192.60
Subtotal	\$ 8,725.08
State Match Credit	\$ 888.54
Tax Payment Credit (TC)	\$ 3,331.35
Subtotal	\$ 5,393.73
<b>50% Local Share</b>	<b>\$ 2,696.87</b>
<b>25% City Discount</b>	<b>\$ 4,045.30</b>

**Table 7.3 Townhome Family Residence Impact Fee Calculation**

**Site Acquisition Cost Per Residence**

Formula: (( Acres x Cost per Acre)/Facility Size) x Student Factor

	Site Size	Cost/Acre	Facility Size	Student Factor	
Elementary	n/a	\$ -	n/a		\$ -
Middle	n/a	\$ -	n/a		\$ -
High School	n/a	\$ -	n/a		\$ -
				A ----->	\$ -

**Permanent Facility Construction Cost Per Residence**

Formula: (( Facility Cost / Facility Capacity) x Student Factor) x (Permanent/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$ -	0	0.115	97.65%	\$ -
Middle	\$ 132,000,000.00	750	0.032	96.96%	\$ 5,460.79
High School	\$ -	0	0.089	93.58%	\$ -
				B ----->	\$ 5,460.79

**Temporary Facilities Cost Per Residence**

Formula: (( Facility Cost / Facility Capacity) x Student Factor) x (Permanent/Total Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
Elementary	\$ -	0	0.115	2.35%	\$ -
Middle	\$ -	0	0.032	3.04%	\$ -
High School	\$ 5,400,000.00	72	0.089	6.42%	\$ 428.54
				C ----->	\$ 428.54

**State Match Credit Per Residence (if applicable)**

Formula: Current Construction Cost Allocation x SPI Footage x District Match x Student Factor

	CCCA	SPI Footage	District Match %	Student Factor	
Elementary	\$ 399.38	0	0.00%	0.115	\$ -
Middle	\$ 399.38	108	41.20%	0.032	\$ 568.67
High School	\$ 399.38	0	0.00%	0.089	\$ -
				D ----->	\$ 568.67

**Tax Credit Per Residence**

Average Assessed Value	\$ 731,648.00
Capital Bond Interest Rate (Bond Payer's Index)	4.77%
Years Amortized	10
Property Tax Bond Rate	0.6949
	TC ----->
	\$ 3,970.12

**Fee Per Residence Recap**

Site Acquisition Cost	\$ -
Permanent Facility Cost	\$ 5,460.79
Temporary Facility Cost	\$ 428.54
Subtotal	\$ 5,889.33
State Match Credit	\$ 568.67
Tax Payment Credit (TC)	\$ 3,970.12
Subtotal	\$ 1,919.21
<b>50% Local Share</b>	<b>\$ 959.61</b>
<b>25% City Discount</b>	<b>\$ 1,439.41</b>