

Sultan School District # 311

# **Capital Facilities Plan**

*2017-2022*

Adopted: May 8, 2017

**Sultan School District No. 311**  
**Capital Facilities Plan**  
**2017-2022**

For Inclusion in the  
**Snohomish County Comprehensive Plan**

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# **Section 1: Introduction**

## ***Purpose of the Capital Facilities Plan***

The Washington State Growth Management Act (the “GMA”) includes schools in the category of public facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Sultan School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide Snohomish County (the “County”), the City of Sultan (“Sultan”) and the City of Gold Bar (“Gold Bar”) with an overview of projected student enrollment, site capacity, a description of facilities needed to accommodate projected student enrollment, and a schedule and financing program for capital improvements over the next six years (2017-2022).

In accordance with the GMA, adopted County Policy, and adopted school impact fee ordinances of Snohomish County and the cities of Gold Bar and Sultan, the CFP contains the following required elements:

1. Future 6-year enrollment forecasts for each grade span (elementary, middle and high schools).
2. An inventory of existing capital facilities owned by the District showing the locations and capacities of the facilities.
3. A forecast of future needs for capital facilities and school sites.
4. The proposed capacities of expanded or new capital facilities.
5. A six-year plan for financing capital facilities within projected funding capacities, which clearly identifies sources of public money for such purposes. The financing plan separates projects and portions of projects that add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.
6. A calculation of impact fees to be assessed and support data substantiating said fees (if applicable).

In developing this CFP, the District followed the following guidelines set forth in Appendix F of the Snohomish County General Policy Plan:

- ❖ Information was obtained from recognized sources, such as the WA State Office of Superintendent of Public Instruction (OSPI), U.S. Census, or other governmental report. School districts may generate their own data if it is derived through statistically reliable methodologies. Information is to be consistent with the Office of Financial Management (“OFM”) population forecasts and those of Snohomish County.
- ❖ The CFP complies with Chapter 36.70A RCW (the Growth Management Act) and, where impact fees are to be assessed, Chapter 82.02 RCW.
- ❖ The calculation methodology for impact fees meets the conditions and tests of Chapter 82.02 RCW. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

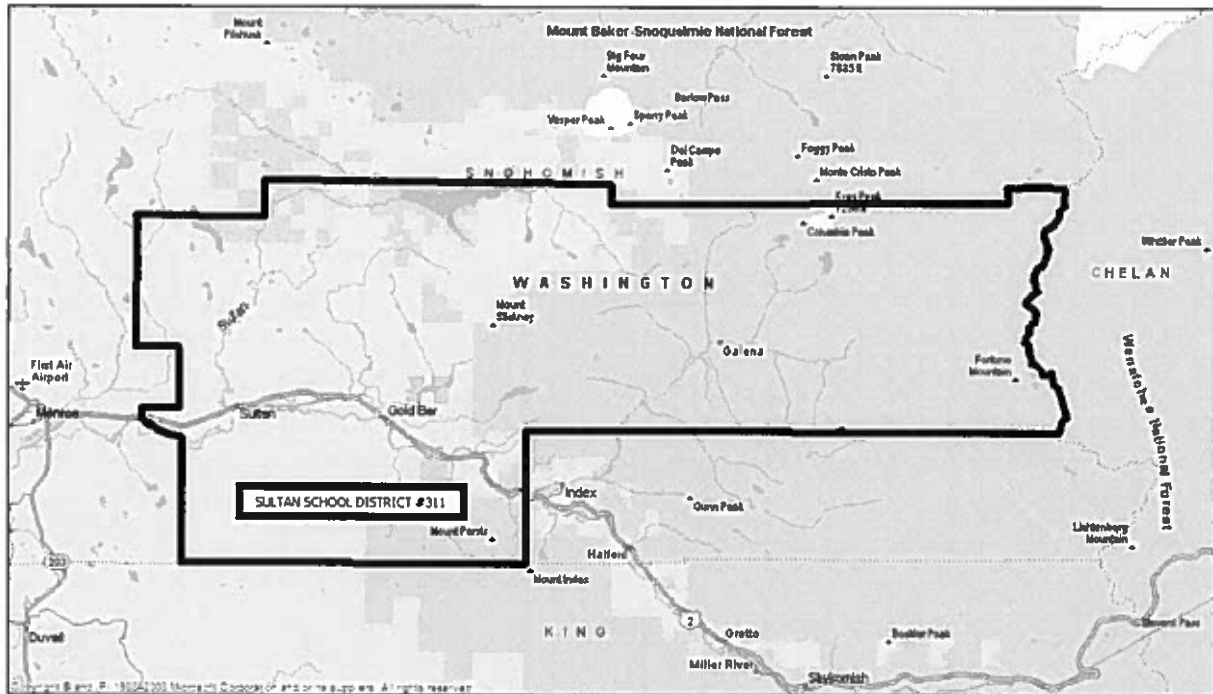
- ❖ The calculation methodology for impact fees, if proposed by the District, also complies with the criteria and the formulas established by the County and the respective City/Cities.

### *Interim Update*

The District adopts this 2017 Capital Facilities Plan pursuant to SCC 30.66C.035(1), GBMC 15.27.030(C), and SMC 16.116.030(C) permitting amendment of a school district capital facilities plan prior to the biennial expiration date. This interim update is provided to account for adjustments to District population projections to more accurately reflect recent growth trends and to recognize the District’s updated capacity planning based on those growth trends. Further information is provided in Sections 5 and 6 herein.

### *Overview of the Sultan School District*

The Sultan School District has two elementary schools (grades K-5), one middle school (grades 6-8), one high school (grades 9-12) and an Alternative Program (grades K-8). The District serves a student population of approximately 1,935 (October 1, 2016 FTE) in all programs from kindergarten through twelfth grade, includes the cities of Sultan and Gold Bar as well as unincorporated rural areas of Snohomish County, and had an estimated population in 2015 of 13,382 residents (Snohomish County 2035 GMA Population Forecast by School District). The District is located 47 miles northeast of Seattle, Washington nestled in the foothills of the Cascade Mountain range.



## **Section 2: Definitions**

**Appendix F** means Appendix F of the Snohomish County Growth Management Act (GMA) Comprehensive Plan, also referred to as the General Policy Plan (GPP).

**Average Assessed Value** means the average assessed value by dwelling unit type of all residential units constructed within the Sultan School District.

**Board** means the Board of Directors of Sultan School District No. 311 (“School Board”).

**Capital Facilities** means school facilities identified in the District’s CFP.

**Construction Cost Allocation** means the maximum cost per square foot of construction that the state will recognize. This amount is established by the legislature in the biennium budget. [Formerly referred to as the “Boeckh Index.”]

**Development Activity** means any residential construction, expansion of a building or structure, or any other change of building, structure or land that creates additional demand and need for school facilities by creating additional dwelling units. This excludes building permits for attached or detached accessory apartments, and remodeling or renovation permits which do not result in additional dwelling units.

**Development Approval** means any written authorization from the County and/or cities of Sultan or Gold Bar that authorizes the commencement of a residential development activity.

**District** means Sultan School District No. 311.

**District Property Tax Levy Rate** means the District’s current capital property tax rate for bonds per thousand dollars of assessed value.

**Dwelling Unit Type** means (1) single-family residences, (2) multi-family one-bedroom apartment or condominium units and (3) multi-family multiple-bedroom apartment, condominium, or duplex/townhome units, all as defined by local ordinance.

**Estimated Facility Construction Cost** means the projected costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs.

**FTE (Full Time Equivalent)** is a means of measuring student enrollment based on the number of hours per day in attendance at District schools. A student is considered one FTE if he/she is enrolled for the equivalent of a full schedule each school day. Sno-Isle Vocational School and college Running Start students are a reduced FTE since they do not attend Sultan High School for a full school day. For purposes of this Capital Facilities Plan, all other grades are considered to contain one FTE per student. Students enrolled in alternative learning experiences (virtual programs) that do not require use of regular school space are counted as an FTE, but not in the “headcount.”

**Grade Span** means a category into which the District groups its grades of students (e.g., elementary, middle or junior high, and high school).

**Growth Management Act / GMA** means the Growth Management Act, Chapter 17, Laws of the State of Washington of 1990, 1<sup>st</sup> Ex. Sess., as now in existence or as hereafter amended.

**Headcount** total number of students enrolled in the District, regardless of their FTE status. The District must plan to accommodate this many students if they all attended school at the same time.

**Interest Rate** means the current interest rate as stated in the Bond Buyer Twenty Bond General Obligation Bond Index.

**Land Cost Per Acre** means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs in other districts, or the average assessed value per acre of properties comparable to school sites located within the District.

**OFM** means Washington State Office of Financial Management.

**OSPI** means Washington State Office of the Superintendent of Public Instruction.

**Permanent Facilities** means school facilities of the District with a fixed foundation.

**Portables** means factory-built structures, transportable in one or more sections, that are designed to be used as instructional spaces and are needed to prevent the overbuilding of school facilities, to meet the needs of service areas within the District, or to cover the gap between the time that families move into new residential developments and the date that construction is completed on permanent school facilities.

**Portable Facilities Cost** means the total cost incurred by the District for purchasing and installing portable classrooms.

**RCW** means the Revised Code of Washington.

**School Impact Fee** means a payment of money imposed on residential development as a condition of development approval to pay for school facilities needed to serve new growth and development. The school impact fee does not include a reasonable permit fee, an application fee, the administrative fee for collecting and handling impact fees, or the cost of reviewing independent fee calculations.

**Standard of Service** means the standard adopted by the District which identifies the program year, the class size by grade span and taking into account the requirements of students with special needs, the number of classrooms, the types of facilities the District believes will best serve its student population, and other factors as identified in the District's Capital Facilities Plan. The District's standard of service shall not be adjusted for any portion of the classrooms housed in portable facilities which are used as transitional facilities or from any specialized facilities housed in relocatable facilities.

**State Funding Assistance Percentage** means the proportion of funds that are provided to the District for specific capital projects from the state's Common School Construction Fund.

**Student Factor [Student Generated Rate/SGR]** means the number of students of each grade span (elementary, middle/jr. high, high school) that the District determines are typically generated by different dwelling unit types within the District. The District will use a survey or statistically valid methodology to derive the specific student generated rate.

**Teaching Station** means a facility space (classroom) specifically dedicated to implementing the District's educational program and capable of accommodating at any one time a full class meeting the District's level of service for the particular grade.

**Unhoused Students** means students projected to be housed in classrooms where class size exceeds standards within the District and, if the District so specifies in the Capital Facilities Plan, students projected to be housed in portable classrooms.



## **Section 3: District Standard of Service**

Creating a quality educational environment is the first priority of the Sultan School District. School facility and student capacity needs are often dictated by the types and amounts of space required to accommodate the District's adopted educational program. The educational program standards that typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of portable classroom facilities.

### ***Standard of Service for Elementary School Facilities***

- Class size for Kindergarten will not exceed an average of 23 students per classroom.
- Class size for 1-3 will not exceed an average of 24 students per classroom.
- Class size for grades 4-5 will not exceed an average of 28 students per classroom.

### ***District Goals for Elementary School Educational Programs***

- Educational programs will be provided in a single shift each day. The facility will be available after normal hours for extended learning opportunities and community use.
- Educational programs will be provided on the traditional school year schedule.
- Special education for students may be provided in regular classes when inclusion is possible and in resource rooms or self-contained classrooms when this is the most appropriate option available for some students.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day. We have targeted a utilization rate of 90% for grades K-5. Therefore, classroom capacity should be adjusted to reflect the use of one period per day for the aforementioned needs.
- All students will be provided music and physical education in a separate classroom.
- All students will be housed in permanent facilities.
- Optimum design capacity for new elementary schools is 400 students. However, actual capacity of an individual school may vary depending on the educational program offered.

### ***Standard of Service for Secondary School Facilities***

- Class size for grades 6-8 will not exceed an average of 30 students per classroom (except PE and Music).
- Class size for grades 9-12 will not exceed an average of 32 students per classroom (except PE and Music).

### ***District Goals for Secondary School Educational Programs***

- Educational programs will be provided in a single shift each school day. The facility will be available after normal hours for extra-curricular activities and for extended learning opportunities and community use.

- Educational programs will be provided on a traditional school year schedule.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day. We have targeted a utilization rate of 81% for grades 6-12. Therefore, classroom capacity should be adjusted to reflect the use of one period per day for the aforementioned needs.
- Special education for students may be provided in regular classes when inclusion is possible, in resource rooms (pullout model), or in self-contained classrooms when this is the most appropriate option available for some students.
- All students will be housed in permanent facilities.
- Optimum design capacity for a new middle school is 540 students and for a new high school 700 students. However, actual capacity of an individual school may vary depending on the educational program(s) offered.
- Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows:
  - Vocational/Agricultural Classrooms (i.e., business, wood shop, wood technology, mechanics, metals, and greenhouse plants)
  - Program Specific Classrooms (i.e., music, art, physical education, computer labs, science labs, and business)

### ***District-wide Educational Programs***

Special programs offered by the District at specific school sites include:

- ❖ Special Educational Classes for Birth-Three
- ❖ Preschool for Special Needs Students
- ❖ Special Education Classes for K-12
- ❖ Extended Day Kindergarten
- ❖ Speech and Language Therapy
- ❖ Occupational Therapy
- ❖ Physical Therapy
- ❖ School Psychology
- ❖ Drug and Alcohol Intervention
- ❖ Title I / Learning Assistance Programs (LAP)
  - ✦ Includes Read Naturally Curriculum
- ❖ Title III / Limited English Proficient (LEP)
- ❖ Bilingual Education for English Language Learners (ELL)
- ❖ Technology Education for Grades K-12
- ❖ Advancement Via Individual Determination (AVID)
- ❖ Science Technology Engineering & Math (STEM)
  - ✦ Includes *Project Lead the Way* Curriculum
- ❖ Summer School / Extended School Year (ESY)
- ❖ Sno-Isle Vocational Skills Center (Cooperative School) for Grades 10-12
- ❖ Community College Running Start for Grades 11-12

- ❖ Vocational and Career Education Onsite for Grades 9-12
- ❖ Alternative Program for Grades 9-12
- ❖ Parent Partnership through Columbia Virtual Academy for Grades K-8

These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities. In addition to factors that affect the amount of space required, government mandates and community expectations may affect how classroom space is utilized.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, special programs, class sizes, grade span configurations, and use of new technology, as well as other physical aspects of the school facilities. The school capacity inventory will be reviewed periodically and adjusted as accommodations are made to facilitate the demands brought about by modifications to the educational program standards. These changes will also be reflected in future updates of this Capital Facilities Plan.

### ***Use of Portables***

Because of fluctuations in student population as a result of growth from new development and changing age demographics in different parts of the District, portables are used on a temporary basis in most locations. Portables will not be added if the quality of education at the facility is deemed by the District to be compromised by either total school size, or impact upon core facilities such as lunch room/food services, restrooms, library space, hallways, or a severe reduction in playground area or parking area, etc. Portables are not intended to be a long-term capacity solution.

### ***Minimum Level of Service (MLOS)***

The District will evaluate student housing levels based on the District as a whole system and not on a school by school or site by site basis. This may result in portable classrooms being used as interim housing, attendance boundary changes or other program changes to balance student housing across the system as a whole. A boundary change or a significant programmatic change would be made by the Board of Directors following appropriate public review and comment.

The District's minimum level of service is as follows: on average, K-5 classrooms have no more than 28 students per classroom, 6-8 classrooms have no more than 30 students per classroom, and 9-12 classrooms have no more than 32 students per classroom. The District has set minimum educational service standards based on several criteria. Exceeding these minimum standards will trigger significant changes in program delivery. Minimum standards have not been met if, on average using current FTE figures: K-5 classrooms have more than 28 students per classroom, 6-8 classrooms have more than 30 students per classroom, or 9-12 classrooms more than 32 students per classroom. For purposes of this determination, the term "classroom" does not include special education classrooms or special program classrooms (i.e. computer labs, art rooms, chorus and band rooms, spaces used for physical education and other special program areas). Furthermore, the term "classroom" does not apply to special programs or activities that may occur in a regular classroom. The minimum educational service standards are not District's desired or accepted operating standard.

For the school years of 2014-15 and 2015-16, the District's compliance with the minimum educational service standards was as follows:

**Table 1 Minimum Level of Service**

2014-15 School Year						
LOS Standard	MINIMUM LOS# Elementary	REPORTED LOS Elementary	MINIMUM LOS Middle	REPORTED LOS Middle	MINIMUM LOS High	REPORTED LOS High
	28	22.2	30	25	32	26.4

\* The District determines the reported service level by adding the number of students in regular classrooms at each grade level and dividing that number by the number of teaching stations.

2015-16 School Year						
LOS Standard	MINIMUM LOS# Elementary	REPORTED LOS Elementary	MINIMUM LOS Middle	REPORTED LOS Middle	MINIMUM LOS High	REPORTED LOS High
	28	23.1	30	26.5	32	26.1

\* The District determines the reported service level by adding the number of students in regular classrooms at each grade level and dividing that number by the number of teaching stations.

## **Section 4: Capital Facilities Inventory**

### ***CAPITAL FACILITIES***

Under the GMA, public entities are required to inventory capital facilities used to serve existing development. The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate future demand (student enrollment) at acceptable or established levels of service. This section provides an inventory of capital facilities owned and operated by the Sultan School District including schools, portables, unimproved land and support facilities. Leased facilities are also identified. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards (see Section 3).

#### ***Permanent Classrooms***

The District operates two elementary schools, one middle school, one high school, and an alternative school for K-8<sup>th</sup> grades that operates in a Virtual Environment. Currently the elementary schools serve grades PreK-5, the middle school serves grades 6-8 and the high school serves grades 9-12. School capacity was determined based on the number of classrooms used as general education teaching stations at each school and the District's adopted standard of service. It is this capacity calculation that is used to establish the District's baseline capacity and to determine future capacity needs based on projected student enrollment. The school permanent capacity inventory is summarized in Table 2. In 2016 a more comprehensive review was done at each school site to determine actual use of educational program space for additional programs that best serve the needs of our diverse student population. Following the review, Table 2 was adjusted to more accurately reflect *Teaching Stations used for General Education Classrooms* compared to the previously reported *Total Teaching Stations*. Teaching stations that are not available for regular classroom capacity are used as conference room space, computer STEM labs, special education programs, occupational therapy rooms, behavior modification rooms, and special needs pre-school classrooms.

#### ***Portable Classrooms***

Portable classrooms are used as interim classroom space to house students until funding can be secured to construct permanent classrooms. The Sultan School District currently owns 30 portable classrooms throughout the District to provide additional interim classroom capacity in addition to housing programs to address diverse students (see Table 3). Of the 30 portables listed in inventory, 11 are used as classrooms. The other 19 are used for computer labs, STEM labs, Title I, Occupational Therapy, Special Education, preschool, and PTA.

**Table 2 Permanent Classroom Capacity Inventory**

<b>Elementary School</b>	<b>Site Size (Acres)</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Student Classroom Capacity</b>
Sultan Elementary 501 Date Ave, Sultan	9.00	52,661 sf	25	23	576
Gold Bar Elementary 419 Lewis Ave, Gold Bar	10.22	33,723 sf	15	11	270
<b>TOTAL K-5</b>	<b>19.22</b>	<b>86,384 sf</b>	<b>40</b>	<b>34</b>	<b>846</b>

<b>Middle School</b>	<b>Site Size (Acres)</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Student Classroom Capacity</b>
Sultan Middle School 301 High Ave, Sultan	9.4	66,912 sf	24	16	480
<b>TOTAL 6-8</b>	<b>9.4</b>	<b>66,912 sf</b>	<b>24</b>	<b>16</b>	<b>480</b>

<b>High School*</b>	<b>Site Size (Acres)</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Student Classroom Capacity</b>
Sultan High School 13715 310 <sup>th</sup> Ave SE, Sultan	35.0	71,876 sf	20	15	480
<b>TOTAL 9-12</b>	<b>35.0</b>	<b>71,876 sf</b>	<b>20</b>	<b>15</b>	<b>480</b>

<b>GRAND TOTAL</b>		<b>225,172 sf</b>	<b>84</b>	<b>65</b>	<b>1,806</b>
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**Table 3 Portable Classroom Capacity Inventory**

<b>Elementary School</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Student Classroom Capacity</b>
Sultan Elementary	7,176 sf	8	1	24
Gold Bar Elementary	7,168 sf	8	3	84
<b>TOTAL</b>	<b>14,344 sf</b>	<b>16</b>	<b>4</b>	<b>108</b>

<b>Middle School</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Student Classroom Capacity</b>
Sultan Middle School	2,692 sf	3	1	30
<b>TOTAL</b>	<b>2,692 sf</b>	<b>3</b>	<b>1</b>	<b>30</b>

<b>High School</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Student Classroom Capacity</b>
Sultan High School	8,076 sf	9	6	192
<b>TOTAL</b>	<b>8,076 sf</b>	<b>9</b>	<b>6</b>	<b>192</b>

<b>Alternative Program</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Student Classroom Capacity</b>
Columbia Virtual Academy	1,792 sf	2	0	0
<b>TOTAL</b>	<b>1,792 sf</b>	<b>2</b>	<b>0</b>	<b>0</b>

<b>GRAND TOTAL</b>	<b>26,904 sf</b>	<b>30</b>	<b>11</b>	<b>330</b>
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**Table 4 Classroom Capacity – Permanent and Temporary Inventory  
Combined Total**

<b>Elementary School</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Total Maximum Student Capacity</b>
Sultan Elementary	59,837 sf	33	24	600
Gold Bar Elementary	40,891 sf	23	14	354
<b>TOTAL K-5</b>	<b>100,728 sf</b>	<b>56</b>	<b>38</b>	<b>954</b>

<b>Middle School</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Total Maximum Student Capacity</b>
Sultan Middle School	69,604 sf	27	17	510
<b>TOTAL 6-8</b>	<b>69,604 sf</b>	<b>27</b>	<b>17</b>	<b>510</b>

<b>High School</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Total Maximum Student Capacity</b>
Sultan High School	79,952 sf	29	21	672
<b>TOTAL 9-12</b>	<b>79,952 sf</b>	<b>29</b>	<b>21</b>	<b>672</b>

<b>Alternative Program</b>	<b>Bldg Area (Square Feet)</b>	<b>Total Teaching Stations</b>	<b>Teaching Stations General Education</b>	<b>Student Classroom Capacity</b>
Columbia Virtual Academy		2	0	0
<b>TOTAL</b>		<b>2</b>	<b>0</b>	<b>0</b>

<b>GRAND TOTAL</b>	<b>250,284 sf</b>	<b>114</b>	<b>76</b>	<b>2,136</b>
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***Support Facilities***

In addition to schools, the District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 4.

**Table 5 Support Facility Inventory**

<b>Facility</b>	<b>Building Area (Square Feet)</b>
Administration	3,149
Startup Gym/Community Center	6,000
Bus Barn	7,200
<b>TOTAL</b>	<b>16,349</b>

***Additional Land Inventory***

The District owns a 40 acre undeveloped parcel on Reiter Road in Gold Bar, WA. The property was originally purchased for the construction of a new middle school, but was later determined to not be an ideal location to serve our student population. The District does not own any other undeveloped land.

The District has looked at ideal locations for future school sites and has given consideration to the Rice Road area on the east side of Sultan, as well as the Woods Lake Road area just west of Sultan, off of Old Owen Road. Additional thought has been given to grade span reconfigurations and schools that are area specific to address the long term needs of the District. No decisions have been made at this time for land acquisition or conceptual drawings.

***Leased Facilities***

The District does not currently lease any facilities.

## **Section 5: Student Enrollment Projections**

### ***Student Enrollment Projections 2017 - 2022***

Enrollment projections are the most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projection. Any plans for new facilities can be delayed if enrollment projections and the economy indicate a downturn. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projections. The District plans to monitor closely actual enrollment and, if necessary, make appropriate adjustments in future Plan updates. For purposes of this update, the District reviewed three methods of projections:

1. ***The Office of Financial Management (OFM)*** “ratio method” is based upon Snohomish County population estimates for people residing within the Sultan School District Service Area (both within the corporate City limits of Sultan and Gold Bar as well as unincorporated parts of Snohomish County) compared to current Actual student enrollment. In 2015, the District’s enrollment of 1,877 constituted approximately 14% of the total population in the Sultan School District service area of 13,382. Assuming that the District’s enrollment will continue to increase in direct proportion with the Sultan School District service area population, a total enrollment of 2,055 students is projected for 2022. This is an increase of 178 students, or an 9.48% increase. Using the OFM methodology, student enrollment is anticipated at 2,430 by 2035 when the Population Forecast of 17,322 residents in the Sultan School District Service Area is expected. This method indicates a 29.4% increase overall and an annual increase of approximately 1.3% from 2015 to 2035. See Appendix A – page 1.
2. ***The Office of Superintendent of Public Instruction (OSPI)*** projections are based upon a “cohort” survival method which uses the “official” student count day of October 1<sup>st</sup> each year to establish historical enrollment data from the previous 5 years to create an average to forecast forward the number of students who will be attending school in the following years, also known as a Linear Projection. The cohort survival method is considered conservative given that it doesn’t account fully for in-migration due to growth. The cohort survival method uses a headcount analysis. Based on the OSPI “cohort” methodology, the District’s enrollment will increase in 2022 to 1,959 students, an increase of 0.08% over 2016 enrollment (and an increase of 3.6% over 2015 enrollment). See Appendix A – page 2.
3. ***The District*** has developed its own methodology for forecasting future enrollments. This methodology, a modified cohort survival method, considers historic enrollment trends in the District and known data regarding local housing circumstances. The District’s enrollment projections start with actual 2015 enrollment and uses a monthly average to produce an annual enrollment number. The District uses this average to project forward in forecasting for budget purposes and to ensure adequate staffing levels to meet enrollment projections. The District’s methodology uses a full-time equivalent analysis instead of headcount to more accurately reflect the actual number of students in school at a given time. Based upon the District’s methodology, the District’s enrollment will increase by a total of 272 students by 2022, an increase of 14.6% from 2015 average enrollment levels. See Appendix A – page 3.

OFM, OSPI, and the District’s enrollment projections are reflected in Table 6.

**Table 6 Enrollment Projections**

Method	2015	2016	2017	2018	2019	2020	2021	2022	Projected Change	Percent Change
OFM	*1,877	1,901	1,926	1,951	1,977	2,002	2,028	2,055	178	9.48%
OSPI	*1,891	1,942	1,951	1,951	1,948	1,948	1,948	1,959	68	3.60%
District	+1,864	^1,908	1,918	2,091	2,094	2,102	2,123	2,136	272	14.59%
Population Projections	13,382							14,564	1,182	8.83%

\* Actual Headcount on 10/1/2015  
 + Actual October 2015 FTE  
 ^ Actual October 2016 FTE

The Sultan School District has chosen to follow the District’s methodology during this planning period because that methodology more accurately reflects the anticipated growth based on historic patterns and expected new development. For example, in 2015, the OSPI cohort survival methodology predicted that the District’s enrollment would only grow a total of 13 headcount students between the 2015 and 2016 school years. In contrast, the District methodology predicted growth of 44 FTE students during that same time period. Actual growth was 51 headcount students making the District methodology more accurate. The District intends to monitor enrollment data and make annual adjustments as needed. The District expects that, as the economy improves, additional student growth may occur both from new construction housing developments. The District will revisit the enrollment methodology in future updates to the CFP.

The District acknowledges that the City of Sultan’s Comprehensive Plan contains population projections that exceed the District’s methodology. The District intends to closely monitor growth and, should actual enrollment growth notably exceed the District’s projections, the District will consider an amendment to the Capital Facilities Plan in order to implement plans for any necessary new capacity (which, based on current capacity inventory, would likely be necessary at the elementary level).

***Enrollment Projections - 2035***

Student enrollment projections beyond 2022 are highly speculative. Using OFM/County data as a base, the District projects a 2035 student FTE population of 2,430. This is based on the OFM/County data and the District’s corresponding 2015 enrollment figures. The total enrollment estimate was broken down by grade span to evaluate long-term needs for capital facilities.

Projected enrollment by grade span for the year 2035 is provided in Table 7. Again, these estimates are highly speculative and are used only for general planning purposes.

**Table 7 OFM Enrollment Projections from 2015 to 2035**

<b>Grade Span</b>	<b>Headcount Enrollment – October 2015</b>	<b>Projected Enrollment 2035*</b>
Elementary (K-5)	878	1,137
Middle School (6-8)	450	583
High School (9-12)	549	711
<b>TOTAL (K-12)</b>	<b>1,877</b>	<b>2,430</b>

Note: Snohomish County Planning and Development Service provided the underlying data for the 2035 projections. See Appendix A, page 1.

## Section 6: Capital Facility Needs

The projected available student capacity was determined by subtracting permanent capacity from actual 2016 enrollment and projected 2022 enrollment. Importantly, portable capacity is not included in this analysis. Capacity needs are expressed in terms of “unhoused students.”

**Table 8 Unhoused Students – Based on October 2016 Enrollment**

Grade Span	Permanent Capacity	Enrollment (FTE)	Available Capacity*	Unhoused Students
Elementary Level (K-5)	846	901	0	55
Middle Level (6-8)	480	486	0	6
High School Level (9-12)	480	548	0	68
<b>TOTALS</b>	<b>1,806</b>	<b>1,935</b>	<b>0</b>	<b>129</b>

\*Permanent capacity

Assuming no new capacity additions during the six year period, Table 9 identifies the additional permanent classroom capacity that will be needed in 2022, the end of the six year forecast period:

**Table 9 Unhoused Students – Based on Projected October 2022 Enrollment**

Grade Span	Permanent Capacity	Enrollment (FTE)	Available Capacity*	Unhoused Students
Elementary Level (K-5)	846	959	0	113
Middle Level (6-8)	480	499	0	19
High School Level (9-12)	480	677	0	197
<b>TOTALS</b>	<b>1,806</b>	<b>2,136</b>	<b>0</b>	<b>329</b>

\*Permanent capacity

Table 9 demonstrates that projected growth through 2022 will impact the District’s facilities at all three grade levels.

Importantly, Table 9 does not include portable classroom adjustments that could be made to meet capacity needs. For example, the portable classrooms currently located at the middle school could be used to serve high school capacity needs. Therefore, assuming no permanent capacity improvements are made, Table 9 indicates that the District will have adequate interim capacity with the use of relocatable classrooms to house students during this planning period.

Projected permanent capacity needs are depicted in Table 10. They are derived by applying the District’s projected number of students to the projected capacity. Planned improvements by the District through 2022 are included in Table 10 and more fully described in Table 11.

**Table 10 Projected Student Capacity – 2016 through 2022**

**Elementary School -- Surplus/Deficiency**

	2016*	2017	2018	2019	2020	2021	2022
Existing Capacity	846	846	846	846	846	846	846
Added Permanent Capacity	0	0	0	0	0	0	200**
Enrollment	901	886	950	950	961	957	959
Surplus/(Deficiency)	(55)	(40)	(104)	(104)	(115)	(111)	87

\* Actual Oct. 2016 FTE enrollment

\*\* Classroom addition at Sultan Elementary School (100) and Gold Bar Elementary (100); not included: potential New Elementary School (700)

**Middle School Level -- Surplus/Deficiency**

	2016*	2017	2018	2019	2020	2021	2022
Existing Capacity	480	480	480	480	480	570	570
Added Permanent Capacity	0	0	0	0	90**	0	0
Enrollment	486	459	516	520	513	505	499
Surplus/(Deficiency)	(6)	21	(36)	(40)	57	65	71

\* Actual Oct. 2016 FTE enrollment

\*\* Classroom addition at Sultan Middle School

**High School Level -- Surplus/Deficiency**

	2016*	2017	2018	2019	2020	2021	2022
Existing Capacity	480	480	480	480	480	736	736
Added Permanent Capacity	0	0	0	0	256**	0	0
Enrollment	548	573	625	624	628	661	677
Surplus/(Deficiency)	(68)	(93)	(145)	(144)	108	75	59

\* Actual Oct. 2016 FTE enrollment

\*\* Classroom addition at Sultan High School

### ***Planned Improvements***

Table 10 indicates that the District will need additional capacity at all grade levels to serve projected student enrollment. The District's Board of Directors adopted a resolution in November 2015 to place a bond measure on the February 2016 ballot. That measure, if approved, would have funded modernization and capacity expansion projects at all four district schools. The February 2016 bond measure did not receive the required 60% approval. The Board is considering review of a future resolution for projects similar to those presented in the February 2016 proposal. Future updates to this CFP will include updated information regarding any adopted bond resolution.

#### **Projects Adding Permanent Capacity (subject to funding):**

- a 100 seat expansion at Sultan Elementary School;
- a 100 seat expansion at Gold Bar Elementary School;
- a 90 seat expansion at Sultan Middle School; and
- a 256 seat expansion at Sultan High School.

OR

- a new 700 student elementary school;
- a 90 seat expansion at Sultan Middle School; and
- a 256 seat expansion at Sultan High School.

#### **Non-Capacity Adding Projects (subject to funding):**

- Modernization and improvements at all four campuses; and
- School athletic facilities improvements.

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

- Alternative scheduling options;
- Changes in instructional model;
- Grade configuration changes;
- Increased class sizes; or
- Modified school calendar.

Funding for planned improvements is typically secured from a number of sources including voter approved bonds, State School Construction Assistance funds, and impact fees. The potential funding sources are discussed below.

### ***Interim Classroom Facilities (Portables)***

During the six years of this planning period, the District may purchase or lease portable classrooms and/or relocate portables if necessary to address growth needs. It remains a District goal to house all students in permanent facilities.

## **Section 7: Financial Plan**

Funding of school facilities is typically secured from a number of sources including voter approved bonds, capital levies, State School Construction Assistance funds, and School Impact Fees. Each of these sources is discussed in greater detail 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. Bonds are then retired through collection of property taxes. General Obligation Bonds or Special Levies would be the primary source of funding for any future capital improvement projects.

### ***State School Construction Assistance Program***

State School Construction Assistance funds come from the Common School Construction Fund (the “Fund”). Bonds are sold on behalf of the Fund, and then retired from revenues accruing predominantly from the sale of timber from common school lands. If these sources are insufficient, the Legislature can appropriate funds or the State Board of Education can change the standards. School districts may qualify for State School Construction Assistance funds for specific capital projects based on a prioritization system. The District is eligible for State School Construction Assistance funds for certain projects at the 63.29% funding percentage level.

### ***School 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. School impact fees are generally collected by the permitting agency at the time building permits are issued. Following a decline in enrollment in 2010, the District did not request school impact fees for several years. With recent and projected continued enrollment increases, as well as capacity planning to address these enrollment needs, the District began requesting school impact fees in 2016 and continues to do so in this Capital Facilities Plan.

### ***Six-Year Financial Plan***

The Six-Year Financial Plan shown in Table 11 is a summary of the expected budget that supports the projects in this Capital Facilities Plan. The financing components include possible funding from capital bonds and levies, school impact fees, and State Construction Assistance Funds (dependent upon qualifying, level of funding and availability of funds). Projects and portions of projects which remedy existing deficiencies are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity or which remedy existing deficiencies.



**Table 11 Finance Plan 2017-2022**

**Improvements Adding Permanent Capacity (Costs in Millions)**

Project	2017	2018	2019	2020	2021	2022	Total Cost	Bonds/Levy	State Funds	Impact Fees
Elementary School Sultan Elementary Addition					\$3.644		\$3.644	X		X
Gold Bar Elementary Addition					\$6.418		\$6.418	X	X	X
<b>Middle School</b>										
Sultan Middle Addition			\$2.011				\$2.011	X		X
<b>High School</b>										
Sultan High Addition			\$10.901				\$10.901	X	X	X

**Improvements Not Adding Permanent Capacity (Costs in Millions)**

Project	2017	2018	2019	2020	2021	2022	Total Cost	Bonds/Levy	State Funds	Impact Fees
Elementary School Sultan Elementary Modernization					\$3.024		\$3.024	X		
Gold Bar Elementary Modernization					\$10.110		\$10.110	X	X	
<b>Middle School</b>										
Sultan Middle Modernization			\$7.972				\$7.972	X		
<b>High School</b>										
Sultan High Modernization			\$45.207				\$45.207	X	X	

**Total Permanent Improvements (Costs in Millions)**

	2017	2018	2019	2020	2021	2022	Total Cost	Bonds/Levy	State Funds	Impact Fees
<b>TOTAL</b>			\$66.091		\$23.196		\$89.205	X	X	X

## **Section 8: Impact Fees**

### ***Impact Fee Calculation Parameters***

The GMA authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands. Fees also cannot be used to make up for capacity deficiencies existing on the date of Plan adoption. Fees may only be assessed in relation to the new capacity needs created by new development.

The Snohomish County General Policy Plan (GPP) which implements the GMA, sets certain conditions for districts wishing to assess impact fees.

The District must provide support data including:

- (a) An explanation of the calculation methodology, including description of key variables and their computation; and
- (b) Definitions and sources of data for all inputs into the fee calculation.

Such data must be accurate, reliable and statistically valid;

Data must accurately reflect projected costs in the 6-year financing program;

Data in the proposed impact fee schedule must reflect expected student generation rates from the following residential unit types:

- 1. Single-family
- 2. Multi-family/ 2 or more bedrooms
- 3. Multi-family/studio or 1-bedroom;

In November 1997, Snohomish County substantially modified Title 26C to convert it into an impact fee program meeting new requirements of the GMA and changes to RCW 82.02, the State law authorizing impact fees. On February 1, 2003, Snohomish County adopted a revision of Title 26C, thus replacing it with Chapter 30.66C, as defined by the Uniform Development Code. The cities of Sultan and Gold Bar have adopted school impact fee ordinances consistent with the Snohomish County school impact fee ordinance.

***Methodology and Variables Used to Calculate School Impact Fees***

Impact fees are calculated utilizing the formula in the Snohomish County school impact fee ordinance. The resulting figures are based on the District’s cost per dwelling unit to purchase land for school sites, make site improvements, construct schools, and purchase/install relocatable facilities that add interim capacity needed to serve new development. A student factor (or student generation rate) is used to identify the average cost per dwelling unit by measuring the average number of students generated by each housing type (single-family dwellings and multi-family dwellings of one bedroom and two bedrooms or more). A description of the student methodology is contained in Appendix B. As required under the GMA, credits are applied in the formula to account for State School Construction Assistance funds to be reimbursed to the District and projected future property taxes to be paid by the dwelling unit. The costs of projects that do not add capacity are not included in the impact fee calculations. Furthermore, because the impact fee formula calculates a “cost per dwelling unit,” an identical fee is generated regardless of whether the total new capacity project costs are used in the calculation or whether the District uses only the percentage of the total new capacity project costs allocated to the Districts growth-related needs, as demonstrated in Table 9. For purposes of this Plan, the District has chosen to use the full project costs in the fee formula. Furthermore, impact fees will not be used to address existing deficiencies. See Table 11 for a complete identification of funding sources.

The following projects are included in the impact fee calculation:

- 200 student capacity additions at Sultan and Gold Bar Elementary Schools;
- 90 student capacity addition at Sultan Middle School; and
- 256 student capacity addition at Sultan High School.

Please see Table 11 for relevant cost data related to each capacity project.

**Table 12 School Impact Fees – 2017 - 2022**

<b>Housing Type</b>	<b>Impact Fee Per Unit</b>
<b><i>Single Family Residential</i></b> (detached)	\$1,501
<b><i>Multi-Family (2+ bdrms) Apartment Style</i></b> (attached )	\$2,133
<b><i>Multi-Family (studio or 1 bdrm)</i></b> (attached)	\$0

**APPENDIX A**

Sultan School District #311

OFM Population Method for calculating student enrollment projections

101.3% Projected Increase

	2015*	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Kindergarten	134	136	138	139	141	143	145	147	149	151	152	154	156	158	161	163	165	167	169	171	173
Grade 1	144	146	148	150	152	154	156	158	160	162	164	166	168	170	173	175	177	179	182	184	186
Grade 2	158	160	162	164	166	169	171	173	175	177	180	182	184	187	189	192	194	197	199	202	205
Grade 3	143	145	147	149	151	153	155	157	159	161	163	165	167	169	171	174	176	178	180	183	185
Grade 4	145	147	149	151	153	155	157	159	161	163	165	167	169	172	174	176	178	181	183	185	188
Grade 5	154	156	158	160	162	164	166	169	171	173	175	178	180	182	185	187	189	192	194	197	199
<b>K-5</b>	<b>878</b>	<b>889</b>	<b>901</b>	<b>913</b>	<b>925</b>	<b>937</b>	<b>949</b>	<b>961</b>	<b>974</b>	<b>986</b>	<b>999</b>	<b>1,012</b>	<b>1,025</b>	<b>1,039</b>	<b>1,052</b>	<b>1,066</b>	<b>1,080</b>	<b>1,094</b>	<b>1,108</b>	<b>1,122</b>	<b>1,137</b>
Grade 6	142	144	146	148	150	151	153	155	157	160	162	164	166	168	170	172	175	177	179	181	184
Grade 7	151	153	155	157	159	161	163	165	167	170	172	174	176	179	181	183	186	188	191	193	196
Grade 8	157	159	161	163	165	167	170	172	174	176	179	181	183	186	188	191	193	196	198	201	203
<b>6-8</b>	<b>450</b>	<b>456</b>	<b>462</b>	<b>468</b>	<b>474</b>	<b>480</b>	<b>486</b>	<b>493</b>	<b>499</b>	<b>505</b>	<b>512</b>	<b>519</b>	<b>525</b>	<b>532</b>	<b>539</b>	<b>546</b>	<b>553</b>	<b>560</b>	<b>568</b>	<b>575</b>	<b>583</b>
Grade 9	140	142	144	146	147	149	151	153	155	157	159	161	163	166	168	170	172	174	177	179	181
Grade 10	137	139	141	142	144	146	148	150	152	154	156	158	160	162	164	166	168	171	173	175	177
Grade 11	136	138	140	141	143	145	147	149	151	153	155	157	159	161	163	165	167	169	172	174	176
Grade 12	136	138	140	141	143	145	147	149	151	153	155	157	159	161	163	165	167	169	172	174	176
<b>9-12</b>	<b>549</b>	<b>556</b>	<b>563</b>	<b>571</b>	<b>578</b>	<b>586</b>	<b>593</b>	<b>601</b>	<b>609</b>	<b>617</b>	<b>625</b>	<b>633</b>	<b>641</b>	<b>649</b>	<b>658</b>	<b>666</b>	<b>675</b>	<b>684</b>	<b>693</b>	<b>702</b>	<b>711</b>
<b>TOTAL</b>	<b>1,877</b>	<b>1,901</b>	<b>1,926</b>	<b>1,951</b>	<b>1,977</b>	<b>2,002</b>	<b>2,028</b>	<b>2,055</b>	<b>2,081</b>	<b>2,108</b>	<b>2,136</b>	<b>2,164</b>	<b>2,192</b>	<b>2,220</b>	<b>2,249</b>	<b>2,278</b>	<b>2,308</b>	<b>2,338</b>	<b>2,368</b>	<b>2,399</b>	<b>2,430</b>

\*Actual Enrollment for October 1, 2015, taken from SSD form P223 for OSPI

Calculations for the OFM enrollment figures were based on the 2015 Growth Management Act (GMA)

Population Forecasts by School District based on the 2035 Population Targets Adopted in the

Snohomish County's General Policy Plan, Appendix D, by the County Council on June 10, 2015. This report shows the 2015

Forecast for the Sultan School District area population to be 13,382 and by 2035 the area population to be

17,322. It was determined that Sultan School District enrollment comprises approximately 14.03% of the

Sultan School District service area population with an annual increase of 1.3% through 2035.



School Facilities and Organization  
 INFORMATION AND CONDITION OF SCHOOLS  
 Enrollment Projections (Report 1049)

Snohomish/Sultan(313111)

Grade	-- ACTUAL ENROLLMENTS ON OCTOBER 1ST --										AVERAGE % SURVIVAL	-- PROJECTED ENROLLMENTS --				
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020		2021	2022			
Kindergarten	135	143	133	150	134	139	140	140	141	141	141	141	141			
Grade 1	146	146	132	151	147	130	141	143	143	144	144	144	144			
Grade 2	130	142	131	150	158	154	133	144	146	146	147	147	147			
Grade 3	149	121	125	137	145	154	148	128	138	140	140	141	141			
Grade 4	153	140	109	144	145	161	159	153	132	142	144	144	144			
Grade 5	144	153	135	121	156	140	165	163	157	135	145	148	148			
Grade 6	164	147	136	145	143	164	146	172	170	164	141	151	151			
<b>K-6 Sub-Total</b>	<b>1,021</b>	<b>992</b>	<b>901</b>	<b>998</b>	<b>1,028</b>	<b>1,042</b>	<b>1,032</b>	<b>1,043</b>	<b>1,027</b>	<b>1,012</b>	<b>1,002</b>	<b>1,016</b>	<b>1,016</b>			
Grade 7	149	157	125	148	153	144	163	145	171	169	163	140	140			
Grade 8	144	155	142	137	158	154	147	167	148	175	173	167	167			
<b>7-8 Sub-Total</b>	<b>293</b>	<b>312</b>	<b>267</b>	<b>285</b>	<b>311</b>	<b>298</b>	<b>310</b>	<b>312</b>	<b>319</b>	<b>344</b>	<b>336</b>	<b>307</b>	<b>307</b>			
Grade 9	170	132	117	139	140	146	142	135	154	136	161	159	159			
Grade 10	137	172	106	142	137	150	148	144	137	157	138	164	164			
Grade 11	171	142	147	124	137	155	155	153	149	141	162	142	142			
Grade 12	167	176	120	176	138	151	164	164	162	158	149	171	171			
<b>9-12 Sub-Total</b>	<b>645</b>	<b>622</b>	<b>490</b>	<b>581</b>	<b>552</b>	<b>602</b>	<b>609</b>	<b>596</b>	<b>602</b>	<b>592</b>	<b>610</b>	<b>636</b>	<b>636</b>			
<b>DISTRICT K-12 TOTAL</b>	<b>1,959</b>	<b>1,926</b>	<b>1,658</b>	<b>1,864</b>	<b>1,891</b>	<b>1,942</b>	<b>1,951</b>	<b>1,951</b>	<b>1,948</b>	<b>1,948</b>	<b>1,948</b>	<b>1,959</b>	<b>1,959</b>			

Notes: Specific subcontracting on this report will be driven by District grade spans.

School Facilities and Organization

Printed Mar 02, 2017

District Modified Cohort Enrollment Projections											
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
	Actual	Actual	Actual	Actual							
	(10 Mo. Average)	0 Mo. Average)	(8 Mo. Average	Oct FTE							
Half Day K	42.02	51.10	0	1							
Full Day K	58.90	46.00	135	139	141	153.67	153.67	155.67	155.67	155.67	155.67
First	145.41	150.40	150	137	146	158.67	158.67	159.67	159.67	157.11	157.11
Second	131.24	149.20	160.875	156	142	160.67	161.67	161.67	161.67	161.15	158.56
Third	138.50	141.30	146.625	160	146	156.67	156.67	157.67	163.17	163.17	162.64
Fourth	117.50	148.10	147	165	156	152.67	159.67	159.67	159.13	159.13	164.69
Fifth	140.20	120.00	157.25	143	155	167.67	159.67	166.67	161.15	161.15	160.60
Sixth	142.34	144.20	142.25	171	156	178.67	171.67	163.67	168.22	168.22	162.64
Seventh	130.00	149.90	151.75	150	158	168.67	176.67	169.67	165.19	165.19	169.79
Eighth	147.61	135.00	157.5	165	145	168.67	171.67	179.67	171.25	171.25	166.73
Ninth	134.90	135.56	140.5	146	144	160.67	156.67	159.67	181.35	181.35	172.85
Tenth	116.60	135.74	141.5	140	145	144.67	159.67	155.67	161.15	161.15	183.05
Eleventh	135.77	107.99	121.1475	136	139	154.67	144.67	159.67	157.11	157.11	162.64
Twelfth	111.73	135.46	112.56	126	145	164.67	162.67	152.67	161.15	161.15	158.56
<b>TOTAL</b>	<b>1,692.72</b>	<b>1,749.95</b>	<b>1,863.96</b>	<b>1,935.00</b>	<b>1,918.00</b>	<b>2,090.71</b>	<b>2,093.71</b>	<b>2,101.71</b>	<b>2,122.8</b>	<b>2,122.8</b>	<b>2,135.54</b>

**APPENDIX B**





## Memorandum

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Date: June 30, 2016  
To: Marianne Naslund, Facilities Support, Sultan School District  
From: Casey Bradfield, Associate Planner, 3 Square Blocks  
Re: Recommendations – Student Generation Rates

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This memorandum contains recommendations for the Sultan School District’s 2016 single family and multi-family student generation rates. The recommended student generation rates are shown in Table 1. Different methodologies were used to develop single family and multi-family rates due to data limitations for multi-family development. The two methodologies are described in the following sections.

Table 1. Recommended 2016 Student Generation Rates for Sultan School District

	Single Family	Multi-family 1 Bedroom per Dwelling Unit	Multi-family 2+ Bedrooms per Dwelling Unit
Total SGR	0.284	0.000	0.285
SGR by Grade Grouping			
Elementary (K through 5)	0.187	0.000	0.138
Middle School (6 through 8)	0.067	0.000	0.059
High School (9 through 12)	0.030	0.000	0.088

### Single Family

3 Square Blocks calculated single family student generation rates using a methodology consistent with the one previously developed by consultant Mike McCormick and successfully applied for a number of school districts in Western Washington, including the Sultan School District. For the analysis, single family residential development was defined to include single family and manufactured homes.<sup>1</sup> The study area included all land within the District. The analysis used data on all current student addresses and on all residential building permits issued within the study area during a five year time period from 2011 through 2015. The primary sources of information were the Sultan School District and Snohomish County Planning and Development Services.<sup>2</sup>

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<sup>1</sup> This definition is consistent with Snohomish County’s school impact fee ordinance (SCC 30.66C).

<sup>2</sup> The data provided by the District contained the grade and street address for 1,930 students based on current enrollment data. The data provided by the County contained information for 134 single family residential building permits issued within the study area from 2011 through 2015, including jurisdiction, building type, issuance date, number of units and site street address. There were no permits issued for multi-family development.

The analysis involved comparing student street addresses with permit site street addresses to identify matches in which current students were living at single family housing units permitted in the past five years. The data was aggregated to show the number of matches per grade grouping. Student generation rates were calculated by dividing the number of matches by the total number of permitted housing units. The resulting findings are presented in Table 2 and Table 3.

**Table 2. Single Family Student Generation Rates**

	<b>Single Family</b>
<b>Total SGR</b>	<b>0.284</b>
<b>SGR by Grade Grouping</b>	
Elementary (K through 5)	0.187
Middle School (6 through 8)	0.067
High School (9 through 12)	0.030

**Table 3. Single Family Matches**

	<b>Matches</b>
<b>Total</b>	<b>38</b>
<b>By Grade Grouping</b>	
Elementary (K through 5)	25
Middle School (6 through 8)	9
High School (9 through 12)	4
<b>By Grade</b>	
K	4
1	3
2	7
3	2
4	4
5	5
6	4
7	2
8	3
9	0
10	1
11	2
12	1

**Multi-family**

It was not possible to use the same methodology to calculate multi-family student generation rates, because no multi-family residential developments were permitted in the District from 2011 through 2015. There has been very little multi-family residential development in the District in the past ten years.<sup>3</sup> Due to the lack of recent multi-family data, the District worked with Snohomish County and 3 Square Blocks to develop an alternative methodology. Snohomish County has approved different

<sup>3</sup> Past research by consultant Mike McCormick found that there were very few new multi-family developments within the District from 2005 through 2009, and none from 2010 through 2014.

approaches to calculating student generation rates in the past, consistent with the definition of student generate rates in the Snohomish County Code (SCC 30.91S.690).

The District's multi-family student generation rates were calculated as the countywide averages of the corresponding rates published in the 2014 capital facilities plans of the other school districts in Snohomish County.<sup>4</sup> These averages reflect recent development trends in the County which will likely influence any multi-family construction that occurs in the District in the near term. Additionally, King County has recognized countywide averages as a reasonable approach to calculating student generation rates when there is a lack of sufficient development data (KCC 21A.06.1260).

The 2014 capital facilities plans were used for the analysis because they contain the most current data available on district student generation rates. Snohomish County school districts update their capital facilities plans every two years and the 2016 plans will not be adopted until this fall.

The resulting findings are shown in Table 4. The total countywide average multi-family student generation rate is 0.285. This is comparatively lower than past total multi-family student generation rates calculated by the District for time periods when multi-family development occurred within its boundaries. For instance, between 2002 and 2008 the District calculated multi-family student generation rates ranging from 0.318 to 0.500. Although development trends have changed since then, this historic data suggests that the rates in Table 4 are not excessive estimates of the amount of students that would be generated by multi-family dwelling units constructed within the District.

**Table 4. Multi-family Student Generation Rates, Based on Countywide Average**

	Multi-family 1 Bedroom per Dwelling Unit <sup>5</sup>	Multi-family 2+ Bedrooms per Dwelling Unit
<b>Total SGR</b>	0.000	0.285
<b>SGR by Grade Grouping</b>		
Elementary (K through 5)	0.000	0.138
Middle School (6 through 8)	0.000	0.059
High School (9 through 12)	0.000	0.088

**Additional Recommendations**

Snohomish County school districts can annually amend their capital facility plans to incorporate new information or changes in local circumstances. We recommend that the Sultan School District review its multi-family student generation rates next year, to evaluate the countywide average multi-family student generation rates based on the adopted 2016 capital facilities plans of other districts, and to determine whether there has been any significant new multi-family development in the District which could be used to calculate multi-family student generation rates.

<sup>4</sup> The Northshore School District and Sultan School District did not include multi-family student generation rates in their 2014 capital facilities plans, and as such they were not included in the countywide average calculation.

<sup>5</sup> Students do not generally live in multi-family dwelling units with one bedroom in Snohomish County.

**APPENDIX C**

<b>SCHOOL IMPACT FEE CALCULATIONS</b>									
DISTRICT	Sultan School District								
YEAR	2017								
<b>School Site Acquisition Cost:</b>									
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor									
	Facility	Cost/	Facility	Student	Student	Student	Cost/	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	10.00	\$ -	400	0.187	0.000	0.138	\$0	\$0	\$0
Middle	20.00	\$ -	540	0.067	0.000	0.059	\$0	\$0	\$0
High	40.00	\$ -	700	0.030	0.000	0.088	\$0	\$0	\$0
						<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>School Construction Cost:</b>									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)									
	%Perm/	Facility	Facility	Student	Student	Student	Cost/	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	89.00%	\$ 10,061,557	200	0.187	0.000	0.138	\$8,373	\$0	\$6,179
Middle	89.00%	\$ 2,010,450	90	0.067	0.000	0.059	\$1,332	\$0	\$1,173
High	89.00%	\$ 10,901,242	256	0.030	0.000	0.088	\$1,137	\$0	\$3,335
						<b>TOTAL</b>	<b>\$10,842</b>	<b>\$0</b>	<b>\$10,687</b>
<b>Temporary Facility Cost:</b>									
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)									
	%Temp/	Facility	Facility	Student	Student	Student	Cost/	Cost/	Cost/
	Total Sq.Ft.	Cost	Size	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	11.00%	\$ -	25	0.187	0.000	0.138	\$0	\$0	\$0
Middle	11.00%	\$ -	30	0.067	0.000	0.059	\$0	\$0	\$0
High	11.00%	\$ -	32	0.030	0.000	0.088	\$0	\$0	\$0
						<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>State School Construction Funding Assistance Credit:</b>									
CCA X SPI Square Footage X District Funding Assistance % X Student Factor									
	CCA	SPI	Funding	Student	Student	Student	Cost/	Cost/	Cost/
		Footage	Asst %	SFR	MFR (1)	MFR (2+)	SFR	MFR (1)	MFR (2+)
Elementary	\$ 213.23	90	63.29%	0.187	0.000	0.138	\$2,271	\$0	\$1,676
Middle	\$ 213.23	108	63.29%	0.067	0.000	0.059	\$977	\$0	\$860
High	\$ 213.23	130	63.29%	0.030	0.000	0.088	\$526	\$0	\$1,544
						<b>TOTAL</b>	<b>\$3,774</b>	<b>\$0</b>	<b>\$4,080</b>
<b>Tax Payment Credit:</b>									
Average Assessed Value							SFR	MFR (1)	MFR (2+)
Capital Bond Interest Rate							\$201,330	\$0	\$115,893
Net Present Value of Average Dwelling							3.27%	3.27%	3.27%
Years Amortized							\$1,693,962	\$0	\$975,107
Property Tax Levy Rate							10	10	10
Present Value of Revenue Stream							\$2.40	\$2.40	\$2.40
							\$4,066	\$0	\$2,340
<b>Fee Summary:</b>									
				Single	Multi-	Multi-			
				Family	Family (1)	Family (2+)			
Site Acquisition Costs				\$0	\$0	\$0			
Permanent Facility Cost				\$10,842	\$0	\$10,687			
Temporary Facility Cost				\$0	\$0	\$0			
State SCFA Credit				(\$3,774)	\$0	(\$4,080)			
Tax Payment Credit				(\$4,066)	\$0	(\$2,340)			
FEE (AS CALCULATED)				\$3,002	\$0	\$4,267			
Fee (AS DISCOUNTED)				\$1,501	\$0	\$2,133			

2017 School Impact Fees