



PLANNING BOARD AGENDA

PLANNING DEPARTMENT

November 26, 2024 - 7:00 PM

HYBRID/ZOOM MEETING

319 Main Street, Sultan WA 98294

- I. **Call to Order, Pledge of Allegiance**
- II. **Roll Call**
- III. **Approval/Changes to the Agenda**
- IV. **Public Comments/Visitors**

Anyone who wishes to speak on any matter not appearing on the agenda may do so at this time. Citizens are requested to keep Public Comments to a 3-minute maximum (3-minutes or less per person) to allow time for everyone to speak.
- V. **Approval of Minutes**
 - November 5, 2024
- VI. **Public Hearing**

Sultan School District #311 – Capital Facilities Plan
- VII. **Discussion Items**
- VIII. **Community Development Update**
- IX. **Summary of Meeting Results and Actions for Next Meeting**
 - Next Meeting will be December 3, 2024, at 7:00 pm
 - OPMA Training
- X. **Planning Board Member Comments**
- XI. **Staff Comments**
- XII. **Adjournment**

UPDATED ZOOM LINK FOR TONIGHTS MEETING:

City of Sultan - Community Development is inviting you to a scheduled Zoom meeting.

Topic: City of Sultan - Community Development's Zoom Meeting

Time: Nov 26, 2024 - 06:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/84569250682?pwd=h1Bw6AblHqcufZHoaDmwvNxVXBTU3j.1>

Meeting ID: 845 6925 0682

Passcode: 697845

One tap mobile

+12532050468,,84569250682#,,,,*697845# US

+12532158782,,84569250682#,,,,*697845# US (Tacoma)

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Find your local number: <https://us02web.zoom.us/j/84569250682?pwd=h1Bw6AblHqcufZHoaDmwvNxVXBTU3j.1>

Written comments:

Email: mark.bond@sultanwa.gov Written Comments **must be received by 4:00 PM on the day of the meeting.**

PLANNING BOARD MISSION STATEMENT

The City of Sultan Planning Board's mission is to translate its knowledge of the community into recommendations on land use plans and codes that help the community to achieve its goals and desires for health, prosperity, and quality of life for present and future generations.

Planning Board Members

Mike Weidman, Chair
Judy Cyr, Co-chair
Emily Keyes
Ken Morrell
Whitney Quillin

Community Development Staff

Hal Hart, Community Development Director
Cyd Donk, Secretary of the Board/Associate Planner
Mark Bond, Assistant Planner

ADA NOTICE: City of Sultan Community Center is ADA accessible. Accommodations for person with disabilities will be provided upon request. Please make arrangements prior to the meeting by calling City Hall at 360.793.2231. For additional information please contact the city at cityhall@ci.sultan.wa.us or visit our website at www.ci.sultan.wa.us



SULTAN PLANNING BOARD MINUTES HYBRID/REMOTE MEETING November 5, 2024

PLANNING BOARD MEMBERS PRESENT:

Michael Weidman, Chair
Judie Cyr, Vice Chair
Whitney Quillin
Emily Keyes
Ken Morrell

STAFF PRESENT:

Hal Hart, Planning Director
Cyd Donk, Associate Planner
Mark Bond, Assistant Planner

CALL TO ORDER:

Call to Order at 7:00 p.m.

CHANGES TO THE AGENDA:

None.

PUBLIC COMMENTS ON MATTERS NOT ON THE AGENDA:

None.

APPROVAL OF MINUTES:

Approval of Planning Board Minutes for the October 29, 2024, meeting. Member Morrell made a motion to approve the minutes, seconded by Member Quillin. All Ayes.

PUBLIC HEARING:

Chair Weidman continued the open public hearing for the Development Code Updates update hearing at 7:05 p.m.

Staff goes over the slide presentation of last week and add additional comments as needed.

Weidman asked if the 4-story height has been addressed with the Fire District, do they have the proper equipment to handle the taller buildings? Staff responded that the

buildings would be required to be sprinkled so this would help with fire suppression, but the Fire District will be involved with these developments.

Weidman asked about parking spaces and ADU's. Staff responded that the developer would have to find a parking space for their new development. Weidman wanted to clarify that if there was an existing house that had parking and there was no room for the ADU to park, how would they fix that? Weidman's questions were what to do about an extra car like a handyman, ambulance, delivery truck, etc. It is a concern for Weidman not to have enough parking.

Quillin asked about what the standards would be for the religious housing and the parking requirements. Would there be stipulations and regulations as to what they could do there. Staff stated that they would work with the city attorneys to work on the limitations and regulations.

Weidman asked if the development timelines put more stress on the city, Staff stated that it does, but we always have pressure. Weidman asked about the penalties, Staff will investigate. CA Christian stated that this would also help with the review times of a process, this will also help the city and move the projects along to the Hearing Examiner. It also could be helpful to the city as well.

Cyr had a concern about the SEPA exemptions and that the city is following the State exemptions, and she just doesn't understand, it seems like the State is so focused on housing that it can be done at any cost. Throughout the US, there is SEPA, NEPA and CA SEPA and this just boggles her brain that there will be exemptions for housing in SEPA. It just put chills down her back. CA Christian stated that the city will not get rid of SEPA in the future. Cyr thanked CA Christian for his comment and hope that the city will be careful with the SEPA's.

There was no public present in the audience or on Zoom.

Motion to close the public hearing for the Development Code Updates by Quillin and seconded by Morrell. All Ayes.

Weidman would like the word *undesirable* changed to something different, Staff stated it's just a slide. Discussion ended.

MOTION TO COUNCIL:

Motion by Cyr to move the Development Code Updates as presented by Staff and the red-lined codes as presented at the last meeting to City Council for their consideration. Seconded by Quillin. All Ayes.

COMMUNITY DEVELOPMENT UPDATE:

Staff gave an update on the projects throughout town.

SUMMARY OF NEXT MEETING

Staff stated that the recommendation from the Planning Board will be brought forward to City Council.

OPMA Presentation on open public meetings act.

Update the Planning Board Policy and By-Laws, modeling the City Council process for uniformity and consistency.

PLANNING BOARD MEMBER COMMENTS:

Cyr asked about the next PB Meeting and the OPMA.

Weidman asked if a consultant would be coming in to train us, Staff stated Clerk Pevey would be doing the training.

STAFF COMMENTS:

Staff stated that the City Council has their cut out for them. Also, take a look at the work that we will need to do in 2025 as shown in the Sultan Code Framework packet that you have.

ADJOURNMENT:

Morrell made a motion to adjourn, Quillin seconded. All Ayes

Meeting adjourned at 8:15 p.m.



Staff Report
Planning Board - November 26, 2024

SUBJECT	2044 Comprehensive Plan Update
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DATE	DEPT	CONTACT	PRESENTER	ITEM
11-26-2024	Community Development	Hal Hart Com. Dev. Dir.	Hal Hart	2044 Comprehensive Plan Sultan School District CFP Update

Attachments:

Attachment A.

Adopted Sultan School District #311 2024-2029 Capital Facilities Plan.

Attachment B.

Comments Received to Date.

Attachment C.

Staff Report Recommendation by Community Development

REQUESTED ACTION: Hold a Public Hearing to consider the Staff Report on the Sultan 2044 Comprehensive Plan - Sultan School District CFP Update. After closing the public hearing, discuss the proposed changes to the Plan, then pass a recommendation to the City Council to adopt the Sultan School CFP 2024 – 2029 by reference.

DESCRIPTION AND BACKGROUND:

Today’s public hearing is to consider the update to Sultan Comprehensive Plan including the Sultan School District’s 2024 - 2029 Capital Facilities Plan (CFP) by reference. The proposal would add the Sultan School District #311 2024 - 2029 CFP as an appendix item to the Sultan Comprehensive Plan.

The City of Sultan is required by the State of Washington to update the City’s Comprehensive Plan prior to the end of 2024. City coordination with the School District is beneficial to both the Sultan School District #311 and the city as they evaluate future project impacts to both jurisdictions.

Today’s staff report proposes adopting the School District #311 Capital Facilities Plan 2024 – 2029 by reference, that was recommended by the Sultan School District staff to the School District Board and approved as a referenced plan to the appendix of the City’s Capital Facilities Plan.

ANALYSIS:

The City’s 2024 Comprehensive Plan is a blueprint for how the City of Sultan will manage future population and job growth through 2044. Coordination with other special districts is consistent with the goals and objectives of the Growth Management Act (GMA).

DESCRIPTION/BACKGROUND:

Growth Management Act (GMA)

In 1990, the State of Washington adopted the Growth Management Act (GMA) to address concerns about urban sprawl. At that time, future city boundaries were established as “urban growth areas”. Since 1990, cities required to plan under the GMA must accommodate population growth within their UGA’s. City boundaries may not expand outside UGA’s with very limited exceptions.

City of Sultan Comprehensive Plan

The Planning Board has recommended approval of the City of Sultan Capital Facilities Element along with the Draft Comp Plan. Today’s action would recommend the Capital Facilities Element **be included** by reference Sultan School District #311 Capital Facilities Plan for 2024-2029.

The Sultan School District has prepared their Capital Facilities Plan (the CFP) providing the city with an overview of project enrollment. Today the City of Sultan School District serves a student population of approximately 2,051 students from a total population within the District Boundary of approximately 16,554 residents.

Level of Service Standards (LOS) – Sultan School District #311 Capital Facilities Plan 2024-2029 was approved on July 22, 2024. See attached Capital Facilities Element for greater details including: (1) Future enrollment forecasts for each grad span (elementary, middle, and high school); (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 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 add capacity since the latter are inappropriate for impact fee funding.

STAFF RECOMMENDATION:

Consider the staff report, Sultan School District #311 Capital Facilities Plan 2024 - 2029 provided by the Sultan School District, open the public hearing for public testimony to amend the Comprehensive Plan by including the Sultan School District Capital Facility element by reference and incorporating this reference directly into the Comprehensive Plan Appendix in Volume II.

Take public testimony on the proposed comprehensive plan item. Close the public hearing and begin deliberations on the proposed addition Comprehensive Plan as a reference document within the Capital Facilities Element Appendix Volume II and forward a motion to City Council.

Attachment A: Adopted Sultan School District#311 2024-029 CFP.

Attachment B: Comments received to date

Attachment C: Staff Report Recommendation by Community Development Staff

Sultan School District # 311

Capital Facilities Plan

2024-2029

BOARD APPROVED

JUL 22 2024

SULTAN SCHOOL DISTRICT

Adopted: _____

Sultan School District No. 311

Capital Facilities Plan

2024-2029

For Inclusion in the
Snohomish County Comprehensive Plan

BOARD OF DIRECTORS

Gigi Gouldner, Chair

Marianne Naslund, Vice Chair

Isaac Hudy

Dave Shepherd

Mike Varnell

SUPERINTENDENT

Dan Chaplik

For information on the Sultan School District Facilities
Plan contact the Superintendent's Office (360) 793-9800

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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 (2024-2029).

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:

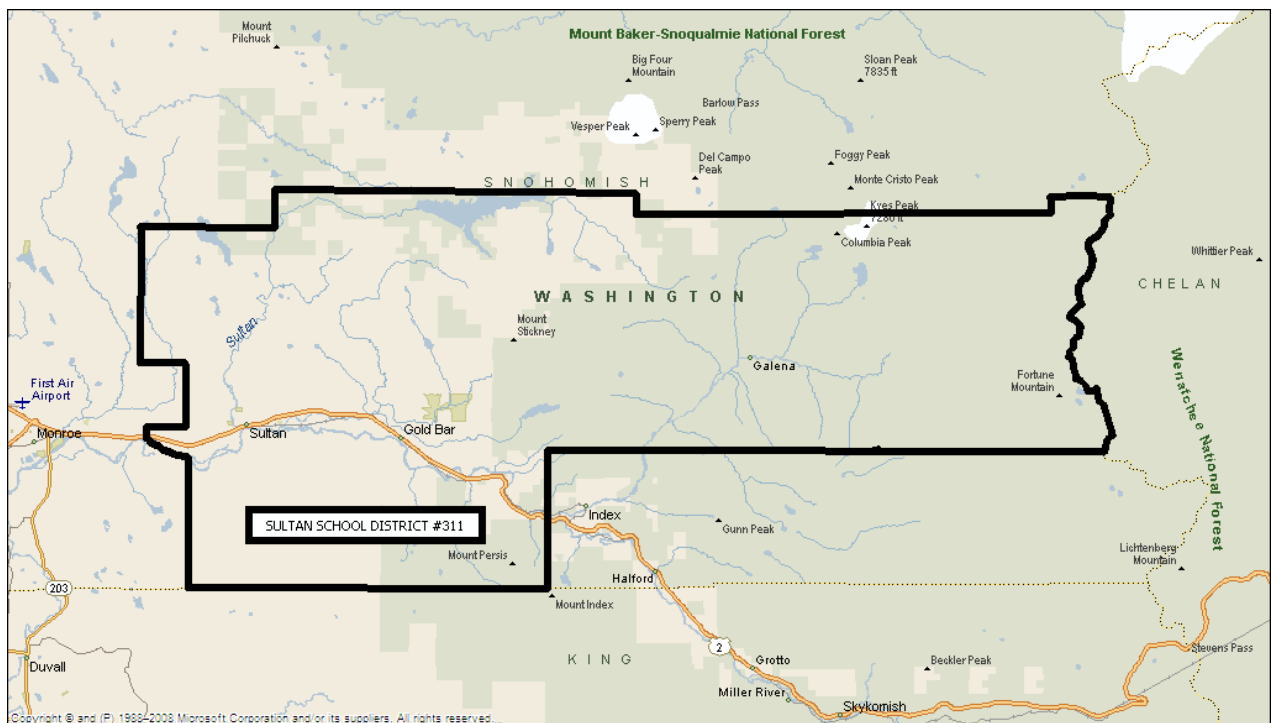
- ❖ Information was obtained from recognized sources, such as the WA State Office of Superintendent of Public Instruction (OSPI), U.S. Census, or other governmental report. School districts may generate their own data if it is derived through statistically reliable methodologies. Information is to be 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.

Snohomish County’s Countywide Planning Policies direct jurisdictions in Snohomish County to “ensure the availability of sufficient land and services for future K-20 school needs.” Policy ED-11. The District appreciates any opportunity for cooperative planning efforts with its jurisdictions.

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 high school program. The District serves a student population of approximately 2,051 (October 1 headcount) 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 2023 of 16,454 residents (Snohomish County 2044 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.

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, 1st 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.

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 considering 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.

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 17 students per classroom.
- Class size for 1-3 will not exceed an average of 17 students per classroom.
- Class size for grades 4-5 will not exceed an average of 25 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 600 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 25 students per classroom (except PE and Music).
- Class size for grades 9-12 will not exceed an average of 25 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/junior high school is 700 students and for a new high school 800 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
- ❖ Pre-Kindergarten
- ❖ 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

- ❖ R.A.P. Regional Apprenticeship Pathways
- ❖ Workforce (Cooperative School) for Grades 11-12
- ❖ Sultan Parent Partnership Program (SP3)
- ❖ Sky Valley Options (Alternative High School)
- ❖ Sultan Virtual Academy
- ❖ Community College Running Start for Grades 11-12
- ❖ Vocational and Career Education Onsite for Grades 9-12
- ❖ Alternative Program for Grades 9-12

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 lunchroom/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. The District’s portables have adequate remaining useful life and the District regularly assesses the condition of its portables for continued educational program use.

Standard of Service Summary

In summary, the District’s adopted standard of service is as follows:

Adopted Standard of Service	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
Students/Classroom	17	25	25	25

Minimum Level of Service (MLOS)

Snohomish County requires that the District identify a “minimum level of service” (MLOS) for the purpose of County compliance reporting. The MLOS is not the District’s desired or accepted operating standard. 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.

For purposes of Snohomish County compliance, 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, Home Eco, 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 2021-2022 and 2022-2023, the District’s compliance with the minimum educational service standards was as follows:

Table 1 Minimum Level of Service

2021- 22 School Year						
LOS Standard	MINIMUM LOS# Elementary	REPORTED LOS Elementary	MINIMUM LOS Middle	REPORTED LOS Middle	MINIMUM LOS High	REPORTED LOS High
	28	18.57	30	29.53	32	23.15

* The District determines the reported service level by adding the reported average of FTE students at each grade level and dividing that number by the number of general education teaching stations (including portables).

2022-23 School Year						
LOS Standard	MINIMUM LOS# Elementary	REPORTED LOS Elementary	MINIMUM LOS Middle	REPORTED LOS Middle	MINIMUM LOS High	REPORTED LOS High
	28	19.94	30	29.93	32	23.96

* The District determines the reported service level by adding the reported average of FTE students at each grade level and dividing that number by the number of general education teaching stations (including portables).

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 high school for grades 9-12. Currently the elementary schools serve grades PreK-5, the middle school serves grades 6-8 and the high school serves grades 9-12.¹ 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. 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 50 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 50 portable teaching stations listed in inventory, 26 are used as general education classrooms. The other 24 are used for programmatic offerings such as the alternative high school program, computer labs, STEM labs, Title I, Occupational Therapy, Special Education, preschool, and PTA.

¹ The District anticipates that, following the construction of the capacity identified in this Capital Facilities Plan, it will reconfigure grade levels to K-4, 5-6, 7-8, and 9-12.

Table 2 Permanent Classroom Capacity Inventory

Elementary School	Site Size (Acres)	Bldg Area (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Student Classroom Capacity
Sultan Elementary 501 Date Ave, Sultan	7.9	52,661 sf	24	20	389
Gold Bar Elementary 419 Lewis Ave, Gold Bar	9.4	33,723 sf	16	13	221
TOTAL K-5	17.3	86,384 sf	40	33	610

Middle School	Site Size (Acres)	Bldg Area (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Student Classroom Capacity
Sultan Middle School 301 High Ave, Sultan	10.41	66,912 sf	26	14	350
TOTAL 6-8	10.41	66,912 sf	26	14	350

High School	Site Size (Acres)	Bldg Area (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Student Classroom Capacity
Sultan High School 1000 Turk Drive, Sultan	33.75	71,876 sf	24	17	425
TOTAL 9-12	33.75	71,876 sf	24	17	425

GRAND TOTAL		225,172 sf	90	64	1,385
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Table 3 Portable Classroom Capacity Inventory

Elementary School	Bldg Area (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Student Classroom Capacity
Sultan Elementary	16,164 sf	18	11	275
Gold Bar Elementary	10,776 sf	12	5	125
TOTAL	26,940 sf	30	16	400

Middle School	Bldg Area (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Student Classroom Capacity
Sultan Middle School	4,480 sf	5	1	25
TOTAL	4,480 sf	5	1	25

High School	Bldg Area (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Student Classroom Capacity
Sultan High School	13,476 sf	13	9	225
TOTAL	13,476 sf	13	9	225

Alternative Program	Bldg Area (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Student Classroom Capacity
Sky Valley Option High School	1,792 sf	2	0	0
TOTAL	1,792 sf	2	0	0

GRAND TOTAL	46,688 sf	50	26	650
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**Table 4 Classroom Capacity – Permanent and Temporary Inventory
Combined Total**

Elementary School	Permanent/ Temporary (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Total Maximum Student Capacity
Sultan Elementary	68,825 sf	42	31	664
Gold Bar Elementary	44,499 sf	28	18	346
TOTAL K-5	113,324 sf	70	49	1,010

Middle School	Permanent/ Temporary (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Total Maximum Student Capacity
Sultan Middle School	71,392 sf	31	15	375
TOTAL 6-8	71,392 sf	31	15	375

High School	Permanent/ Temporary (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Total Maximum Student Capacity
Sultan High School	85,352 sf	37	26	650
TOTAL 9-12	85,352 sf	37	26	650

Alternative Program	Permanent/ Temporary (Square Feet)	Total Teaching Stations	Teaching Stations General Education	Student Classroom Capacity
Sky Valley Options High School	1,792	2	0	0
TOTAL	1,792	2	0	0

GRAND TOTAL	271,860 sf	140	90	2,035
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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

Facility	Building Area (Square Feet)
Administration	3,149
Transportation and Operations Building	12,108
TOTAL	15,257

Additional Land Inventory

The District several years ago sold 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 has purchased two new properties. One property of 2.5 acres is next to the High School and planned for potential expansion of the school facility on that site. The District recently acquired a 49.37 acre parcel from the Department of Natural Resources (for a future elementary school and high school site).

Leased Property/Facilities

The District is leasing the property formerly known as the “Start Up Gym” to the Sky Valley Arts Council. The property is identified by Parcel No. 27080400200100 and contains approximately 8.74 acres.

The District does not lease from any third party any facilities for District administration or facility use.

Section 5: Student Enrollment Projections

Student Enrollment Projections 2024-2029

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. Between 2020 and 2023, the District’s enrollment averaged approximately 12.69% of the total population in the Sultan School District service area. Assuming that the District’s headcount enrollment will continue to increase in direct proportion with the Sultan School District service area population, a total enrollment of 2,250 students is projected for 2029. This is an increase of 199 students from actual October 2023 enrollment, or a 9.70% increase. Using the OFM methodology, student enrollment is anticipated at 2,420 by 2044 when the Population Forecast of 19,078 residents in the Sultan School District Service Area is expected.
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 1st 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 and includes students enrolled in non-brick and mortar programs in the District (such as the virtual academy and Running Start). The most recent OSPI cohort survival projections are artificially influenced by enrollment anomalies occurring during the pandemic, and its reliability should be viewed through that lens. Based on the OSPI “cohort” methodology, the District’s enrollment will increase in 2029 to 2,255 students, an increase of 9.95% over 2023 headcount enrollment. See Appendix A – page 1.
3. ***The District*** contracted with a demographer to forecast future enrollments. This methodology, a modified cohort survival method, considers historic enrollment trends in the District, development data, known data regarding local housing circumstances, Snohomish County population projections, census data, and birth rates. The District’s enrollment projections start with actual 2022 headcount enrollment and use a monthly average to produce an annual enrollment number. See Appendix A – page 2, FLO Analytics (October 4, 2023). Based upon the District’s methodology, the District’s enrollment will increase over October 2023 enrollment by a total of 255 students by 2029, an increase of 12.43% over 2023 actual enrollment. See Appendix A – page 2.

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

Table 6 Enrollment Projections

								Projected Change	Percent Change
Method	2023 [^]	2024	2025	2026	2027	2028	2029	2023-2029	2023-2029
OFM	2,051	2,084	2,117	2,150	2,183	2,216	2,250	199	9.70%
OSPI	2,051	2,081	2,075	2,108	2,132	2,202	2,255	204	9.95%
District	2,051	2,114	2,117	2,145	2,188	2,262	2,306	255	12.43%
Population Projections**	16,454						17,729	1,275	7.75%

[^]October 1, 2023 actual HC enrollment reported on OSPI Form 1049
^{**}Snohomish County 2044 GMA Population Forecast

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 based on updated information. The District intends to monitor enrollment data and make annual adjustments as needed. The District will revisit the enrollment methodology in future updates to the CFP.

Enrollment Projections – 2044

Student enrollment projections beyond 2029 are highly speculative. Using OFM/County data as a base, the District projects a 2044 student population of 2,421. This is based on the OFM/County data and the District’s corresponding average enrollment figures. The total enrollment estimate was broken down by grade span to evaluate long-term needs for capital facilities. The grade span breakdown assumes that the proportion of students in each grade band will remain constant.

Projected enrollment by grade span for the year 2044 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 2023 to 2044

Grade Span	Actual Enrollment – October 2023	Projected Enrollment 2044*
Elementary (K-5)	953	1,125
Middle School (6-8)	425	501
High School (9-12)	673	794
TOTAL (K-12)	2,051	2,420

Note: Snohomish County Planning and Development Service provided the underlying data (the “2044 GMA Population Forecast by School District”) for the 2044 projections.

Section 6: Capital Facility Needs

The projected available student capacity was determined by subtracting permanent capacity from actual 2023 enrollment and projected 2029 enrollment. Importantly, existing and planned portable capacity, which is a capacity solution, is not included in this analysis. Capacity needs are expressed in terms of “unhoused students.”

Table 8 Unhoused Students – Based on October 2023 Enrollment

Grade Span	Permanent Capacity	Enrollment	Available Capacity*	Unhoused Students
Elementary Level (K-5)	610	953	0	343
Middle Level (6-8)	350	425	0	75
High School Level (9-12)	425	595 ²	0	170
TOTALS	1,385	1,973	0	588

*Permanent capacity only

Assuming no new capacity additions during the six-year period, Table 9 identifies the additional permanent classroom capacity that will be needed in 2029, the end of the six-year forecast period:

Table 9 Unhoused Students – Based on Projected October 2029 Enrollment

Grade Span	Permanent Capacity	Enrollment	Available Capacity*	Unhoused Students	%age of Unhoused Students above 2023
Elementary Level (K-5)	610	1,104	0	494	44.02%
Middle Level (6-8)	350	540	0	190	153.30%
High School Level (9-12)	425	662	0	237	39.00%
TOTALS	1,385	2,306	0	751	28.00%

*Permanent capacity only

Table 9 demonstrates that projected growth through 2029 will impact the District’s facilities at all grade levels.

Importantly, Table 9 does not include portable classroom additions or adjustments that could be made to meet capacity needs. For example, the portable classrooms currently located at the elementary school level could be used to serve middle school capacity needs.

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 2029 are included in Table 10 and more fully described in Table 11.

² Adjusted based on current ALE (including Running Start) enrollment at the 9-12 level to reflect current FTE using regular capacity.

Table 10 Projected Student Capacity – 2023 through 2029

Elementary School -- Surplus/Deficiency

	2023*	2024	2025	2026	2027	2028°	2029
Existing Capacity	610	610	610	610	610	221°°	771
Added Permanent Capacity	0	0	0	0	0	550**+	
Enrollment	953	1,018	1,019	1,035	1,068	913	919
Permanent Facilities Surplus/(Deficiency)^	(343)	(408)	(409)	(425)	(458)	(142)	(148)

* Actual Oct. 2023 enrollment

** Classroom addition at Gold Bar Elementary (100)

+ New Pre-K to 4th Grade Elementary School (450)

^Does not include capacity solutions with current and planned portable classrooms

°Grade reconfiguration will occur, with conversion of elementary level from K-5 to K-4 and adding a 5-6 middle school program (at the existing Sultan Elementary School).

°°Sultan Elementary converted to a new 5-6 middle school program (capacity moved to middle/jr hi level)

Middle School Level -- Surplus/Deficiency

	2023*	2024	2025	2026	2027	2028°	2029
Existing Capacity	350	350	350	350	350	350	389
Added Permanent Capacity	0	0	0	0	0	389°°	704**
Enrollment	425	455	487	506	532	710	725
Permanent Facilities Surplus/(Deficiency)^	(75)	(105)	(137)	(156)	(182)	29	368

* Actual Oct. 2023 enrollment

^ Does not include capacity solutions with in current portable classrooms

°Grade reconfiguration will occur, with conversion of middle level from 6-8 to 7-8

°°Existing SES converted to a 506 middle school; existing SMS houses 7-8 junior high school temporarily.

**Current SHS converted to a new Sultan Junior High School with added capacity (net gain of +224 seats); existing Sultan MS converted to alternative learning program.

High School Level -- Surplus/Deficiency

	2023*	2024	2025	2026	2027	2028	2029
Existing Capacity	425	425	425	425	425	425	0
Added Permanent Capacity	0	0	0	0	0	0	800**
Enrollment	595	641	611	604	588	639	662
Permanent Facilities Surplus/(Deficiency)^	(170)	(216)	(186)	(179)	(163)	(214)	138

* Actual Oct. 2023 enrollment as adjusted for actual FTE based on current ALE/Running Start

** Classroom addition at Sultan High School (256)

^ Does not include capacity solutions with current and planned portable classrooms

**New High School (800 seats); existing SHS converted to new Sultan Jr. High School, with expanded capacity.

Planned Improvements

Table 10 indicates that the District will need additional capacity at all grade levels to serve projected student enrollment. The District is engaging in early bond planning to reflect the projects included in this Capital Facilities Plan. A future resolution(s) by the Board of Directors, as well as voter approval of a bond or capital levy funding, will be required to fund the planned projects. Future updates to this CFP will include updated information regarding any adopted bond or capital levy resolutions.

Projects Adding Permanent Capacity (subject to funding):

- a 100 seat expansion at Gold Bar Elementary School (reconfigure to PreK-4th);
- a new 450 student elementary school (configure to PreK-4th);
- a 256 seat expansion at Sultan High School to convert that school to the new Sultan Junior High School; and
- a new 800 student Sultan High School.

Non-Capacity Adding Projects (subject to funding):

- Modernization and improvements at Gold Bar Elementary; and
- Modernization and improvements to the current Sultan Elementary School to convert it to a middle school program (5th and 6th grades).

Following construction of the new Sultan High School and the addition at the existing SHS allowing for conversion to the new Sultan Junior High School, the Sultan Middle School facility is anticipated to be used for alternative learning program space as well as other District program needs.

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 Program funds come from the Common School Construction Fund. The State deposits revenue from the sale of renewable resources from State school lands set aside by the Enabling Act of 1889 into the Common School Account. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation Bond funds or the Superintendent of Public Instruction can prioritize projects for funding. School districts may qualify for State School Construction Assistance Program (SCAP) funds for specific capital projects based on a prioritization system. The District anticipates that it will receive SCAP funds for the Sultan High school and Gold Bar Elementary School projects that are included in this CFP. The District is eligible for State School Construction Assistance funds for certain projects at the 61.68% funding percentage level. The current Construction Cost Allowance, the maximum cost/square foot recognized for SCAP funding, is established in the State's biennial budget and currently is \$375.00/eligible square foot.

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. 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.

The District expects that, as project and bond planning proceeds, the estimated project costs in Table 11 are likely to increase. Thus, the project cost estimates in this CFP should be viewed conservatively. Future updates to this CFP will include updated cost estimates.

Table 11 Finance Plan 2024-2029

Improvements Adding Permanent Capacity (Costs in Millions)

Project	2024	2025	2026	2027	2028	2029	Total Cost	Bonds/ Levy	State Funds	Impact Fees
Elementary School										
Gold Bar Elementary Addition				\$37.9			\$37.9	X	X	X
New Elementary				\$50.2			\$50.2	X	X	X
Middle School										
Capacity Addition at SHS to convert to a new Sultan Junior High School (7-8)						\$31.633	\$31.633	X		X
High School										
New High School						\$98.853	\$98.853	X	X	X
K-12										
Portables							TBD			X
Site Acquisition (new ES and new HS)	\$0.50						\$0.50	X		X

Improvements Not Adding Permanent Capacity (Costs in Millions)

Project	2024	2025	2026	2027	2028	2029	Total Cost	Bonds/ Levy	State Funds	Impact Fees
Elementary School										
Sultan Elementary Modernization and conversion to 5 th -6 th grade				\$2.7			\$2.7	X		
Gold Bar Elementary Modernization				\$12.099			\$12.099	X	X	
Middle School										
High School										

**Estimated facility and land costs; future updates to the CFP will include identified costs.*

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; and

A proposed fee schedule that reflects expected student generation rates from, at minimum, the following residential dwelling unit types: single-family, multi-family/studio or 1-bedroom, and multi-family/2-bedroom or more.

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, townhomes/duplex units, 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:

- A new 450 student elementary school (including land acquisition);
- 256 student capacity addition at Sultan High School to expand capacity and convert to a new Sultan Junior High School; and
- A new 800 student Sultan High School (including land acquisition).

The Gold Bar Elementary School Addition is not included in the impact fee calculations but is a growth-related project. The cost per dwelling unit for the 450 student elementary school addresses the proportionate share of the total capacity of the new elementary school and the Gold Bar Elementary addition.

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

Table 12 School Impact Fees

Housing Type	Impact Fee Per Unit
<i>Single Family Residential</i> (detached)	\$14,002
<i>Townhome/Duplex</i>	\$7,161
<i>Multi-Family (2+ bdrms)</i>	\$7,161
<i>Multi-Family (studio or 1 bdrm)</i>	\$0

**Table 10 reflects a 50% adjustment to the calculated fee as required by local ordinances.*

APPENDIX A

**OSPI Cohort Survival Projections
(Sultan School District)**

School District	Grade	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Actual	Survival Percentage	2024 Projected	2025 Projected	2026 Projected	2027 Projected	2028 Projected	2029 Projected
Sultan	Kindergarten	137	158	132	156	179	146		165	168	172	176	180	183
Sultan	Grade 1	158	147	143	143	169	159	100.65	147	166	169	173	177	181
Sultan	Grade 2	147	154	145	159	161	167	103.73	165	152	172	175	179	184
Sultan	Grade 3	127	158	142	147	170	157	101.09	169	167	154	174	177	181
Sultan	Grade 4	151	125	133	156	147	172	98.72	155	167	165	152	172	175
Sultan	Grade 5	162	152	124	149	151	152	102.41	176	159	171	169	156	176
Sultan	Grade 6	173	170	149	128	149	150	101.10	154	178	161	173	171	158
Sultan	Grade 7	141	178	153	156	133	146	99.89	150	154	178	161	173	171
Sultan	Grade 8	154	144	180	159	167	129	102.24	149	153	157	182	165	177
Sultan	Grade 9	132	164	150	180	167	176	104.21	134	155	159	164	190	172
Sultan	Grade 10	148	142	150	146	184	160	98.87	174	132	153	157	162	188
Sultan	Grade 11	142	148	133	143	137	188	96.99	155	169	128	148	152	157
Sultan	Grade 12	123	141	143	133	135	149	99.81	188	155	169	128	148	152
Sultan	Total	1,895	1,981	1,877	1,955	2,049	2,051		2,081	2,075	2,108	2,132	2,202	2,255

Source: OSPI Form 1049 (February 2024)

**Modified Cohort Survival Projections
(FLO Analytics - Sultan School District)**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	164	158	167	161	169	191	181	172	174	175	177
1	169	173	168	178	171	180	203	193	183	185	186
2	161	166	170	165	175	168	177	200	190	180	182
3	170	163	168	172	167	177	170	179	202	192	182
4	147	175	167	173	177	172	182	175	184	208	197
5	151	149	178	170	176	180	175	185	178	187	211
6	149	154	152	181	173	179	184	178	189	181	191
7	133	151	156	154	183	175	181	186	180	191	183
8	167	129	147	152	150	178	170	176	181	175	186
9	166	173	134	153	158	156	185	176	183	188	182
10	183	167	174	134	154	159	157	186	177	184	189
11	137	174	159	165	127	146	151	149	177	168	175
12	135	137	174	159	165	127	146	151	149	177	168
K-5	962	984	1,018	1,019	1,035	1,068	1,088	1,104	1,111	1,127	1,135
6-8	449	434	455	487	506	532	535	540	550	547	560
9-12	<u>621</u>	<u>651</u>	<u>641</u>	<u>611</u>	<u>604</u>	<u>588</u>	<u>639</u>	<u>662</u>	<u>686</u>	<u>717</u>	<u>714</u>
Total	2,032	2,069	2,114	2,117	2,145	2,188	2,262	2,306	2,347	2,391	2,409

Figure 18 source: Sultan School District October 2022-23 enrollment and FLO 2023-24 to 2032-33 enrollment forecasts (middle scenario), excluding CVA, SP3, and Transitional Kindergarten.

APPENDIX B



MEMORANDUM

To: Charlie Weaver
Sultan School District
514 4th Street
Sultan, WA 98294

Date: April 9, 2024

Project No.: F2550.01.002

From: Alex Brasch
Senior Population Geographer

Re: 2023–24 Student Generation Rates—Sultan School District

At the request of the Sultan School District (SSD/District), FLO Analytics (FLO) estimated student generation rates (SGRs) for residential housing units built in the district boundary between 2015 and 2022. The SGRs represent the average number of SSD K–12 students (October 2023 headcount) residing in new single-family (SF) detached housing units. This memo details the methodology FLO used to create the SGRs and presents the findings by grade group and housing type.

Methods

As described by Snohomish County Planning & Development Services ([2022 Biennial Update to School District Capital Facilities Plans](#)), Snohomish County operates a school impact fee program authorized by RCW 82.02.040 and the Washington State Growth Management Act under Chapter 36.70A RCW. School districts that wish to collect impact fees must provide a school board adopted Capital Facilities Plan (CFP) for review by the County Planning Commission and County Council that fulfills the specifications of state law, the County comprehensive plan, and the County code. One requirement of CFPs is “impact fee support data required by the formula in Chapter 30.66C SCC, including a district-specific analysis to determine the student generation rate component of the fee calculation”.

As defined in Snohomish County code 30.91S.690, “SGRs mean the number of students of each grade span (elementary, middle/jr. high, high school) that a school district determines are typically generated by different dwelling unit types within the district.” In other words, SGRs represent the number of students residing in housing constructed within the most recent five-to-eight-year period by housing type and grade group (i.e., elementary, middle, and high school).

SGR calculations are based on housing information and student residences. FLO obtained and processed the necessary housing data from the Snohomish County Assessor’s Office and Information Technology Department, as well as the Puget Sound Regional Council, including parcel/tax lot boundaries with essential attributes—housing type, number of housing units, and year built. Housing units constructed in 2023 were excluded from the analysis, because they may not have been completed and occupied by October 2023. To link the housing information to SSD students, the District provided FLO with October 2023 headcount enrollment, which FLO geocoded to represent student residences. The student residences were then spatially matched to residential housing built in the district boundary between 2015 and 2022.

With this combination of information, SGRs were calculated by dividing the number of students per grade group by the total number of housing units for each housing type. SGRs were calculated for the types of housing built in the district within the analysis period; namely, SF detached. The number of townhome/duplex and multifamily (MF) units built during the period was insufficient to produce reliable SGRs. The townhome/duplex category includes the following structure types: single-family attached, townhome, duplex, triplex, and fourplex. In buildings with three or more housing units in the townhome/duplex category, the dwellings are constructed vertically from the foundation to the roof for individual occupancy by a household. The MF category includes all structures with five or more housing units and structures with 3–4 housing units that are stacked.

Results

Table 1 includes the number of housing units and SGRs for SF detached housing types, as well as the number of students by grade group that have addresses matching the housing units. Of the 1,982 students residing within the district, 411 live in the 1,016 SF detached units that were built between 2015 and 2022. On average, each SF detached housing unit yields 0.405 K–12 students. The number of townhome/duplex and MF units built in the district between 2015 and 2022 is insufficient to produce reliable SGRs; therefore, no SGRs were calculated for those housing types.

Table 1: K–12 Students per Housing Unit Built 2015–2022

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family Detached	1,016	231	80	100	411	0.227	0.079	0.098	0.405

Notes

Housing units built in 2023 are excluded, because they may not have been completed and occupied by October 2023. The number of MF units built in the district between 2015 and 2022 is insufficient to produce reliable SGRs; therefore, no SGRs were calculated for that housing type.

Sources

Sultan School District 2023–24 headcount enrollment, Snohomish County parcels, and Puget Sound Regional Council 2015–2022 new housing inventory.

Townhome/Duplex and Multi-Family 2+ BR Rates: As noted above, the District does not have a reliable data set for purposes of calculating student generation rates for Townhome/Duplex units and Multi-Family 2+ bedroom units (or Multi-Family units with one bedroom or less). Consistent with the methodology used in the 2016, 2017, 2018, 2020, and 2022 Sultan School District Capital Facilities Plans, the District has calculated Multi-Family 2+ BR student generation rates using the countywide average of the corresponding rates published in the 2022 capital facilities plans (the last County-adopted set of plans) of the other school districts in Snohomish County. The District is applying these same rates to Townhome/Duplex units as those units previously were included by most districts within the Multi-Family 2+ bedroom data set. These averages reflect recent development trends in Snohomish County. As a comparison to Snohomish County, King County has recognized countywide averages as a reasonable approach to calculating student generation rates when there is a lack of sufficient development data. See KCC 21A.06.1260.

The District is choosing to apply the 2022 calculated average* as an estimate of student generation from new Townhome/Duplex units and Multi-Family 2+ bedroom units within the Sultan School District.

The resulting average student generation rates are as follows:

Multi-Family 2+ BR Rates	K-5	6-8	9-12
	0.094	0.054	0.053

Student generation rates were not calculated for multi-family dwelling units with one bedroom or less as current data is insufficient for purposes of calculating a countywide average in Snohomish County.

*Excluding certain anomalies of districts with high multi-family rates (Everett, Mukilteo) or low multi-family rates (Monroe).

APPENDIX C

SCHOOL IMPACT FEE CALCULATIONS									
DISTRICT	Sultan School District								
YEAR	2024								
School Site Acquisition Cost:									
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor									
	Facility	Cost/	Facility	Student	Student	Student	Cost/	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	TH/Duplex	MFR (2+)	SFR	TH/Duplex	MFR (2+)
Elementary	15.00	\$ 9,100.00	450	0.227	0.094	0.094	\$69	\$29	\$29
Middle	20.00	\$ -	600	0.079	0.054	0.054	\$0	\$0	\$0
High	34.00	\$ 9,100.00	800	0.098	0.053	0.053	\$38	\$20	\$20
						TOTAL	\$107	\$49	\$49
School Construction Cost:									
((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	TH/Duplex	MFR (2+)	SFR	TH/Duplex	MFR (2+)
Elementary	83.00%	\$ 50,200,000	450	0.227	0.094	0.094	\$21,018	\$8,704	\$8,704
Middle	83.00%	\$ 31,633,000	256	0.079	0.054	0.054	\$8,102	\$5,538	\$5,538
High	83.00%	\$ 98,853,000	800	0.098	0.053	0.053	\$10,051	\$5,436	\$5,436
						TOTAL	\$39,171	\$19,677	\$19,677
Temporary Facility Cost:									
((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	TH/Duplex	MFR (2+)	SFR	TH/Duplex	MFR (2+)
Elementary	17.00%	\$ -	25	0.227	0.094	0.094	\$0	\$0	\$0
Middle	17.00%	\$ -	30	0.079	0.054	0.054	\$0	\$0	\$0
High	17.00%	\$ -	32	0.098	0.053	0.053	\$0	\$0	\$0
						TOTAL	\$0	\$0	\$0
State School Construction Funding Assistance Credit:									
CCA X SPI Square Footage X District Funding Assistance % X Student Factor									
	CCA	SPI	Funding	Student	Student	Student	Cost/	Cost/	Cost/
		Footage	Asst %	SFR	TH/Duplex	MFR (2+)	SFR	TH/Duplex	MFR (2+)
Elementary	\$ 375.00	90	61.68%	0.227	0.094	0.094	\$4,725	\$1,957	\$1,957
Middle	\$ 375.00	108		0.079	0.054	0.054	\$0	\$0	\$0
High	\$ 375.00	130	61.68%	0.098	0.053	0.053	\$2,947	\$1,594	\$1,594
						TOTAL	\$7,672	\$3,550	\$3,550
Tax Payment Credit:									
							SFR	TH/Duplex	MFR (2+)
Average Assessed Value							\$470,692	\$242,411	\$242,411
Capital Bond Interest Rate							3.48%	3.48%	3.48%
Net Present Value of Average Dwelling							\$3,918,509	\$2,018,070	\$2,018,070
Years Amortized							10	10	10
Property Tax Levy Rate							\$0.92	\$0.92	\$0.92
	Present Value of Revenue Stream						\$3,602	\$1,855	\$1,855
Fee Summary:									
				Single	Townhome	Multi-			
				Family	Duplex	Family (2+)			
	Site Acquisition Costs			\$107	\$49	\$49			
	Permanent Facility Cost			\$39,171	\$19,677	\$19,677			
	Temporary Facility Cost			\$0	\$0	\$0			
	State SCFA Credit			(\$7,672)	(\$3,550)	(\$3,550)			
	Tax Payment Credit			(\$3,602)	(\$1,855)	(\$1,855)			
	FEE (AS CALCULATED)			\$28,004	\$14,321	\$14,321			
	Fee (AS DISCOUNTED)			\$14,002	\$7,161	\$7,161			