
MOUNT VERNON SCHOOL DIST. NO. 320

**CAPITAL FACILITIES PLAN
2022**

**Adopted by Board of Directors:
October 5, 2022**

Prepared by
Mount Vernon School District No. 320

**CAPITAL FACILITIES PLAN
Mount Vernon School District No. 320**

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SECTION 1: INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington Growth Management Act (the GMA) outlines 13 broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The Mount Vernon School District (District) has developed Capital Facilities Plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student population anticipated in the District. The CFP has been revised and updated in 2022.

This Capital Facilities Plan (CFP) is intended to provide the Mount Vernon School District, Skagit County and the City of Mount Vernon with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service through the year 2028. The CFP also provides a detailed schedule and financing program for capital improvements over the 6-year planning period.

In accordance with GMA mandates, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle and high).
- An inventory of existing capital facilities owned by the District, showing the locations and student capacities of the facilities.
- A forecast of the future needs for capital facilities and school sites, distinguishing between existing and projected deficiencies.
- The proposed capacities of expanded or new capital facilities.
- A 6-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 which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.
- A calculation of impact fees to be assessed and support data substantiating said fees.

In developing this CFP, the District consulted Chapter 11 of the Skagit County Comprehensive Plan (Capital Facilities). Policy 11A-1.6 allows for the District to document its needs through a Capital Facilities Plan, which will be accepted by the City and County if found to be consistent with their respective plans. The specific requirements for school districts to become eligible for collection of development impact fees are found in Skagit County Ordinance 15432 and Mount Vernon Ordinance 2552, including any subsequent amendments to those ordinances.

Significant Issues Related to the Facility Planning in the Mount Vernon School District

Population growth and State policies affecting education have had and will continue to impact the District's instructional space. The most significant issue in the District in 2022 is planning for capacity in view of recent and ongoing development. Like all school districts, the COVID-19 pandemic affected student enrollment as schools first moved to

remote learning and then transitioned back to in-person instruction. Enrollment patterns, as a result, have experienced anomalies and are continuing to stabilize. In addition, as the District finishes 2016 bond program and turns to planning for future capacity needs, it must also address current site needs and limitations.

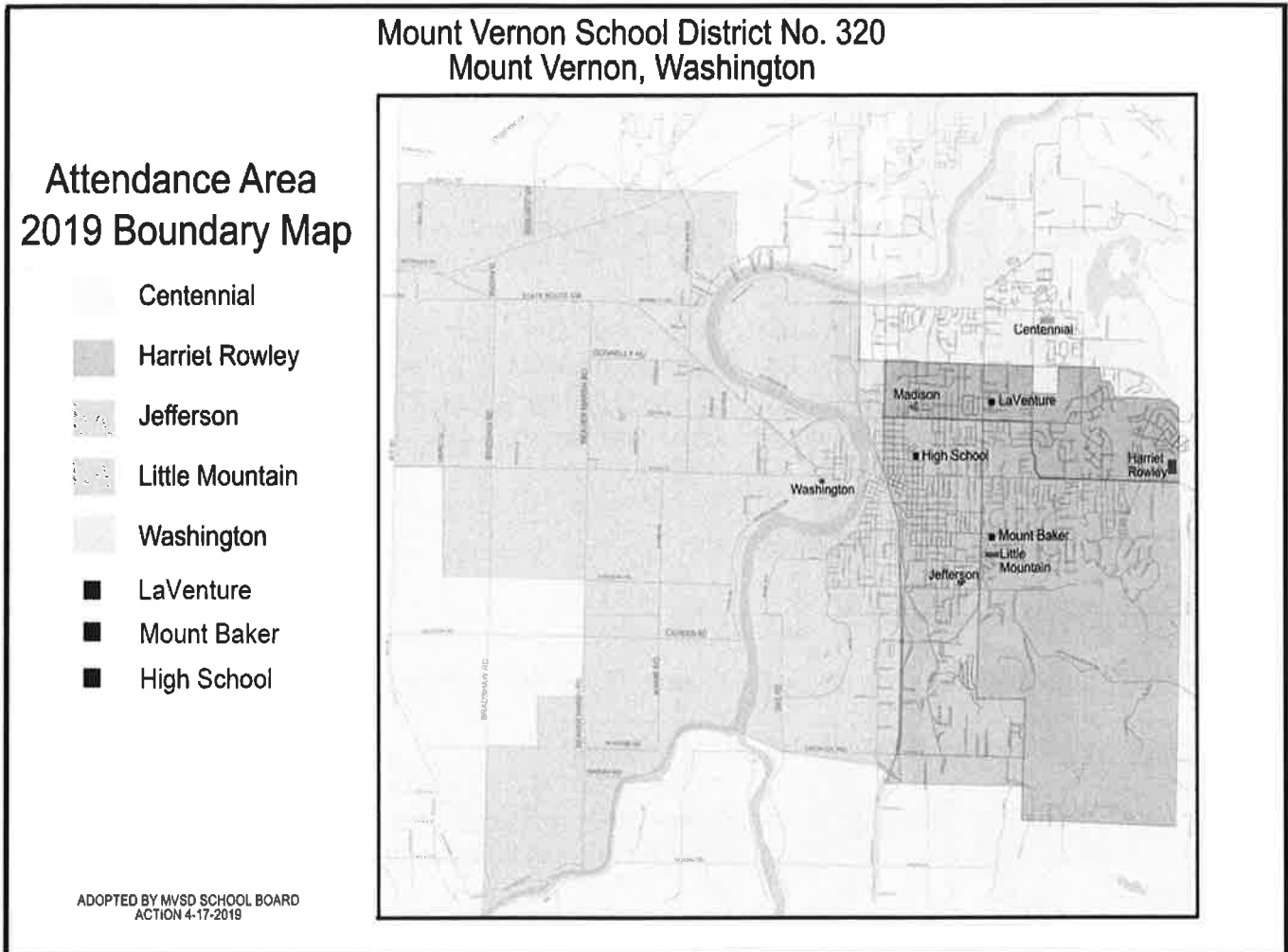
Enrollment on October 1, 2021, was 6,415 full-time equivalent students. (Source: *Office of the Superintendent of Public Instruction*) Headcount enrollment on the same day was 6,685. Enrollment for the 2022-2023 school year is projected to be 6,442 based on the District's medium forecast prepared by a professional demographer, with enrollment increasing over the six year planning period at the elementary and middle school levels, and stabilizing at the high school level after a slight up-tick in the middle years of the planning period (but then trending upward beyond the six year planning period). See Appendix C.

The District has implemented various projects and planning related to student capacity at the District's facilities in order to respond to growth and operational needs. The District reconfigured grade levels in the 2014 school year in an effort to accommodate enrollment needs at the elementary level. While this provided some temporary relief, the schools in the District continued to operate beyond permanent capacity. The District's voters approved a \$106.4 million bond issue in 2016 to fund the new Harriett Rowley Elementary School and a replacement of Madison Elementary School (with additional student capacity) (both complete), an addition at LaVenture Middle School (to be complete in 2022-23), and capacity additions at the High School. The District also utilized unanticipated State School Construction Funding Assistance Program dollars to renovate the Fine Arts Building at the High School.

The District is implementing the projects approved in the 2016 Bond to keep pace with growth and facilities needs. The District relies on its Six-Year Capital Facilities Plan to ensure adequate capacity. Development impact fees will be necessary to supplement these funds and to offset, at least in part, the effects of growth.

District planning is addressed in greater detail in this Capital Facilities Plan.

Figure 1 – Map of District Facilities



SECTION 2: DEFINITIONS

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

Board means the Board of Directors of the Mount Vernon School District (“School Board”).

Capital Facilities means school facilities identified in the District’s Capital Facilities Plan. Capital facilities are defined as any structure, improvement, piece of equipment or other major asset, including land that has a useful life of at least ten years

Capital Facilities Plan (CFP) means the District’s facilities plan adopted by its school board meeting the requirements of the Growth Management Act, Chapter 11 of the Skagit County Comprehensive Plan, Skagit County Ordinance 15432 and Mount Vernon Ordinance 2552, and any subsequent amendments to those ordinances. The definition refers to this document.

City means the City of Mount Vernon.

County means Skagit County.

County Commission means the Skagit County Board of Commissioners.

City Council means the Mount Vernon City Council.

Construction Cost Allowance 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.

Development means all subdivisions, short subdivisions, conditional use or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar uses) and other applications requiring land use permits or approval by Skagit County or the City of Mount Vernon.

Development Approval means any written authorization from the City or County which authorizes the commencement of a development activity.

District means Mount Vernon School District No. 320.

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

Dwelling Unit Type means (1) single-family residences and (2) multi-family apartment or condominium units.

Encumbered means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

Estimated Facility Construction Cost means the planned 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 the District's schools. A student is considered one FTE if he/she is enrolled for the equivalent of a full schedule each school day. The District implemented all-day Kindergarten in the 2013-14 school year, meaning that Kindergarten classes, along with 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). Starting in the fall of 2014, grade spans for the Mount Vernon School District include grades K-5 for elementary level, grades 6-8 for middle school and grades 9-12 for senior 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.

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.

Multi-Family Dwelling Unit means any residential dwelling unit that is not a single-family unit.

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

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

Portables: Synonym for Relocatable Facilities.

R.C.W. means the Revised Code of Washington.

Relocatable Facilities (also referred to as Portables) means factory-built structures, transportable in one or more sections, that are designed to be used as an education 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

SECTION 3: DISTRICT EDUCATIONAL PROGRAM STANDARDS

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the School Board's adopted educational programs. The educational program standards, which typically drive facility space needs, include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classroom facilities (Portables).

In addition, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by non-traditional or special programs such as: Special Education, English as a Second Language, education, remediation, migrant education, alcohol and drug education, AIDS education, preschool and daycare programs, computer labs, music programs, etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

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

- Highly Capable Program
- Learning Assisted Programs (LAP),
- Education for disadvantaged students (Title 1),
- English-as-a-Second Language programs (ESL),
- Severe behavior disordered programs, and
- Moderate to severe disabilities programs.

Variations in student capacity between schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space that can reduce the permanent capacity of the buildings housing these programs. Some students, for example, leave their regular classroom for a period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate many of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

The District now provides all-day kindergarten at all elementary schools. The District also offers a transitional kindergarten program at each elementary school.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, special programs, class size, grade span configurations, and use of new technology, and other physical aspects of the school facilities. In addition, implementing State level policy directives regarding small K-3 class size will influence program standards. School capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this Capital Facilities Plan (CFP). The District's minimum educational program standards, which directly affect school capacity, are outlined below.

Educational Program Standards for K-12

- Class size for K-2nd should not exceed 20 students, with current contract requirements set at 23 students per classroom.
- The goal for average class size for grades 3rd-12th is 26 students, with current contract requirements set at 23 students per classroom for 4th grade, 30 students per classroom for 5th-6th grade, 31 students per classroom for grade 7, and 33 students per classroom for grades 9-12.
- The District goal for K-5 enrollment is that no K-5 school should house more than 550 students in permanent facilities.
- Special needs students at all grade levels will be integrated into general classrooms whenever possible. Self-contained classrooms will be provided for severely disabled students as needed.
- All students will be provided music instruction in a separate classroom.
- All students have 1:1 access to a technology device (either housed in the classroom or checked out for personal use).
- All students will be provided ample facilities for physical education programs.
- Secondary (6-12) students will have adequately equipped facilities for science, art, business, technology, vocational programs and all courses offered in the District's secondary curriculum.

SECTION 4: CAPITAL FACILITIES INVENTORY

Capital Facilities

Under the GMA cities and counties 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 educational program standards. This section provides an inventory of capital facilities owned and operated by the Mount Vernon School District including schools, relocatable classrooms (Portables), developed school sites, undeveloped land and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards (see Section 3). A map showing locations of District facilities is provided as Figure 1.

A detailed school capacity analysis is provided in Tables 1, 2 and 3. Relocatable classrooms (Portables) are not viewed by the District as a solution for housing students on a permanent basis. Therefore, these facilities were not included in the school capacity calculations provided in Tables 1, 2 and 3. Use of Portables is discussed in more detail in the following section.

Schools

The Mount Vernon School District has currently six elementary schools, two middle schools and one high school.

The State (OSPI) calculates school capacity by dividing gross square footage of a building by a standard square footage per student. This method is used by the State as a simple and uniform approach for determining school capacity for purposes of allocating available State Funding Assistance to school districts for new school construction. This method is not necessarily considered to be an accurate reflection of the *functional* capacity required to accommodate the adopted educational program of each individual district. For these reasons, school capacity was determined based on the number of teaching stations within each building and the space requirements of the District's adopted educational program. These capacity calculations were used to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment.

Table 1 – Mount Vernon School District Elementary School Capacity Inventory

Elementary School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Perm. FTE Student Capacity	Capacity with Portables	Year Built or Last Remodel
Centennial	15.0	54,084	550	-	1989/92
Jefferson + CLT	10.0	61,131	605	-	1956/95
Little Mountain (shared site)	34.0	79,553	525	-	1997
Madison	18.57	79,500	575	-	1954/83/ 2019
Rowley	15.0	82,000	550	-	2018
Washington	13.66	49,805	425	477	1950/98
Total	106.23	406,073	3,230	3,282	

Source: Mount Vernon School District

Table 2 – Mount Vernon School District Middle School Capacity Inventory

Middle School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Perm. FTE Student Capacity	Capacity with Portables	Year Built or Last Remodel
LaVenture	19.6	86,467	550	758	1970 / 2004
Mount Baker	34 acres (shared site)	52,762	550	784	1997
Totals	53.6	139,229	1,100	1,542	

Source: Mount Vernon School District

Table 3 – Mount Vernon School District High School Capacity Inventory

High School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Perm. FTE Student Capacity	Capacity with Portables	Year Built or Last Remodel
Mount Vernon H.S.	32.5	258,705	1,664	1,820	1922/2012 /2020/ 2022
Skagit Academy					
Totals	32.5	258,705	1,664	1,986	

Source: Mount Vernon School District

Relocatable Classroom Facilities (Portables)

Relocatable classroom facilities (Portables) are used as interim classroom space to house students until funding can be secured to construct permanent classroom facilities. Portables are not viewed by the District as a solution for housing students on a permanent basis.

The District currently uses 33 Portables (some with one room, some with two rooms) at various school sites throughout the District to provide additional interim capacity and also housing of special programs. Recently, the District demolished or removed a number of Portables previously sited at District schools. A typical portable classroom can provide capacity for 26 students (all grades). Table 4 identifies current portable use.

Table 4 – Mount Vernon School District Portables

School Name	Portables	Capacity in Portables
<u>ELEMENTARY</u>		
Centennial	3	0
Jefferson	4	0
Little Mountain	2	0
Madison	0	0
Rowley	0	0
Washington	2	52
<i>Total</i>	11	52
<u>MIDDLE</u>		
LaVenture	4	208
Mount Baker	7	234
<i>Total</i>	11	442
<u>HIGH</u>		
Mount Vernon H.S.	9*	156
Skagit Valley Learning Center	4	130
<i>Total</i>	13	
<i>District Total</i>	35	780

**7 portables demolished in Summer 2022, leaving a total of 9 portables at MVHS.*

Support Facilities

In addition to schools, the Mount Vernon School District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 5.

**Table 5 – Mount Vernon School District
Support Facilities**

Facility Name	Building Area (Sq. Ft.)
District Office	12,500
Special Services office	4,500
Skagit Academy and Transportation (shared space)	31,765
Maintenance, IT Dept, Food Services with Storage	21,705

Land Inventory

The Mount Vernon School District owns eight undeveloped sites described below:

1. 10 acres on East Division Street
 - a. Not considered useful for any school purpose
2. 10 acres on Swan Road
 - a. Future elementary school site to accommodate growth
3. 7.5 acres on Cleveland Street
 - a. Not considered useful for any school purpose
4. 201 Fulton (YMCA lease)
5. Lot, 1106 E. Warren (Added to MVHS)
 - a. This lot for future expansion at the High School
6. Lot, 1118 E. Warren (Added to MVHS)
 - a. This lot for future expansion at the High School
7. Parking Lot (Lincoln School) 1002 S 11th Street (added to Lincoln School)

SECTION 5: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Recent District Trends – FTE Student Enrollment 2013-2021

Facility needs are determined in part by evaluating recent trends in student enrollment. Note that Table 6 reflects full-time equivalent enrollment as reported to the Office of Superintendent on October 1 of each school year.

Table 6 – FTE Enrollment 2013-2021
Source: OSPI Report 1251 (October FTE Enrollment)

Grade Level	2013	2014	2015	2016	2017	2018	2019	2020	2021
K-5	3,004	3,065	3,154	3,093	3,173	3,085	2,998	2,773	2,721
6-8	1,381	1,400	1,407	1,418	1,404	1,532	1,565	1,544	1,470
9-12	2,026	2,116	2,129	2,165	2,157	2,104	2,156	2,043	2,218
Total	6,410	6,580	6,690	6,677	6,735	6,721	6,720	6,359	6,415

Projected Student Enrollment: 2022-2028

This plan update is based on the anticipated number of students expected to be enrolled through 2028 and beyond. The six-year projection (2022-2028) will assist in determining short term needs and form the basis for development impact fees.

Enrollment projections are 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. These assumptions further rely on expectations related to the pandemic and return to in-person learning. In the event that enrollment growth slows, the District can delay plans for new facilities. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projections. Annual updates of both the enrollment projections and the Capital Facilities Plan (CFP) are essential to good facility planning.

The District reviewed two enrollment forecasts. The first is an estimate by the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment through the 2027-28 school year using the cohort survival method. This method estimates how many students in one year will attend the next grade in the following year. The OSPI figures do not incorporate in-migration, particularly from anticipated new development within the District, and are hampered further by recent enrollment history reflecting pandemic circumstances. In other words, the OSPI projections assume the most recent trends will continue without considering the return to in-person learning. The second forecast (W. Les Kendrick, Ph.D. March 2022) considers births and births forecasts, projected changes in the Skagit County population, and trends and forecasts of the county K-12 population within the Mount Vernon School District (the “modified projection method”). Its projections run through 2041. The Kendrick projections assume, with the

exception of students enrolled in the NCTA program, that all recent and projected 9-12 students are/will be enrolled full-time at the high school campus. However, 9-12 students enrolled in the Skagit Academy, ASPIRE Academy, Mount Vernon Virtual Learning, and Running Start programs do not utilize the MVHS facilities, In order to assess and plan appropriately for facilities needs, the District uses the Kendrick projections but modifies those projections to at the 9-12 level to account for enrollment in these alternative programs. A deduction of 590 students is used, which represents the District’s experience with the average total enrollment in the above-listed alternative 9-12 programs. The District plans to monitor the average alternative program enrollment and will incorporate adjustments as needed in future updates to the CFP.

Table 7 – 2022-2028 Projected Enrollment

<i>Projection</i>	<i>2021*</i>	<i>2022-23</i>	<i>2023-24</i>	<i>2024-25</i>	<i>2025-26</i>	<i>2026-27</i>	<i>2027-28</i>	<i>2028-29</i>	<i>Actual Change</i>	<i>Percent Change</i>
OSPI^	6,415	6,456	6,366	6,239	6,094	5,967	5,804	n/a	(611)	(0.095%)
District Demographer**	6,415	6,442	6,568	6,548	6,571	6,634	6,651	6,715	300	4.68%
District Adjusted***	5,825	5,852	5,978	5,958	5,981	6,044	6,061	6,125	300	5.15%

* Actual FTE enrollment (October 1, 2021).

** Mount Vernon School District, Kendrick, March 2022; HC, excludes estimated NCTA students.

***Mount Vernon School District, Kendrick, March 2022; HC, excludes estimated NCTA students and estimated alternative K-12 program students not housed in District facilities.

Please see Appendix B & C for the complete enrollment projections.

SECTION 6: CAPITAL FACILITIES PLAN

This update of the District's Six-Year Capital Facilities Plan reflects the planning and implementation of a building program to deal with current and future capacity issues.

Following is a list of past projects completed by the Mount Vernon School District:

- 2002 - The Special Services Department was relocated from the High School, which involved the purchase of a downtown office building.
- 2003 - The District's Support Facilities were relocated from the High School, which involved the construction of a replacement facility at the District's Blackburn Site.
- 2006 - The District renovated and added capacity to Mount Vernon High School. A new Career and Technical Education building was completed in April 2006.
- 2012 - The gymnasium/field house modernization at the High School was completed; lockers were replaced and bathrooms redone.
- 2017 – The State of Washington built four small CLT classrooms of cross laminated timber at Jefferson School.
- 2018 – The District completed the new Harriet Rowley Elementary School.
- 2019 – The District completed the replacement/capacity addition at Madison Elementary School.
- 2020 – The District completed a new shop building at the High School, adding seven classrooms with a plan to transition those spaces to three permanent classrooms (when/if the New Main classroom addition project is complete).
- 2020 – The District, using unanticipated State funding from the 2016 Bond program, renovated the Fine Arts building to add administrative office space, resulting in the regular classroom count in the building moving from five to three classrooms. This project removes administrative space from Old Main.

The District is continuing its work on adding capacity (240) at LaVenture Middle School and with planning for the replacement of the Old Main Building at Mount Vernon High School. The Old Main replacement will expand the existing auditorium and result in a net reduction of one classroom from that space. These projects were funded, in part, as a part of the bond approved by the voters in February 2016. The District recently repurposed Lincoln Elementary School after completing the new elementary school and Madison Elementary School projects. Lincoln now serves as a “swing school” for students displaced during construction at the High School.

Facility Needs (2022-2028)

Projected available student capacity was derived by subtracting projected FTE student enrollment from existing school capacity for each of the six years in the forecast period (2022-2028). Capacity needs are expressed in terms of “unhoused students.” Unhoused students are defined as students expected to be housed in portable classrooms, in classrooms where class size exceeds State standards, Board expectations and/or contractually negotiated agreements within the local school district. The unhoused student levels are shown in Table 8. Note: for purposes of assessing capacity, the District has included the capacity improvements that are planned over the six year planning period. Additional information regarding the planned capacity improvements can be found on page 6-3 and in Table 9.

Table 8 – Projected Student Capacity: 2022-2028

Elementary School -- Surplus/Unhoused

	2021*	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Existing Capacity	3,230+	3,230	3,230	3,230	3,230	3,230	3,230	3,230
Added Permanent Capacity	0	0	0	0	0	0	0	0
Total Permanent Capacity	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230
Temporary Capacity	52	52	52	52	52	52	52	52
Enrollment	2,721	2,809	2,897	2,937	2,968	3,022	3,016	3,057
Surplus (Deficiency)**	509	421	333	293	262	208	214	173
Surplus (Deficiency) with Portables	561	473	385	345	314	260	266	225

*Actual October 2021 FTE enrollment (OSPI Report 1251)

^Reflects recent events of: opening of Rowley Elementary School, Madison Elementary Replacement/Capacity Addition, and repurposing of Lincoln Elementary

**Permanent Capacity only

Middle School Level -- Surplus/Unhoused

	2021*	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Existing Capacity	1,100	1,100	1,100	1,340	1,340	1,340	1,340	1,340
Added Permanent Capacity	0	0	240+	0	0	0	0	0
Temporary Capacity	442	442	442	442	442	442	442	442
Total Permanent Capacity**	1,100	1,100	1,340	1,340	1,340	1,340	1,340	1,340
Enrollment	1,470	1,480	1,429	1,386	1,391	1,423	1,513	1,526
Surplus (Deficiency)**	(370)	(380)	(89)	(46)	(51)	(83)	(173)	(186)
Surplus (Deficiency) with Portables	72	62	353	396	391	359	269	256

*Actual October 2021 FTE enrollment (OSPI Report 1251)

**Permanent Capacity only

+LaVenture MS Addition.

High School Level -- Surplus/Unhoused

	2021*	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Existing Capacity	1,664^	1,664	1,664	1,664	1,664	1,664	1,664	1,664
Added Permanent Capacity	0	0	0	0	0	0	0	0
Temporary Capacity	416	156	156	156	156	156	156	156
Total Permanent Capacity**	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664
Enrollment++	1,827	1,850	1,940	1,922	1,910	1,887	1,820	1,831
Surplus (Deficiency)**	(163)	(186)	(276)	(258)	(246)	(223)	(156)	(167)
Surplus (Deficiency) with Portables	253	(30)	(120)	(102)	(90)	(67)	--	(11)

*Actual October 2021 FTE enrollment (OSPI Report 1251)

^With all completed/planned projects, there is a total net increase from 2016 of three classrooms at the High School; based on construction planning and use of the swing school space at Lincoln, the 2021 existing capacity figure assumes the total net increase as in place.

**Permanent Capacity only

++Excludes estimated NCTA students and 9-12 students enrolled in the Skagit Academy, ASPIRE Academy, Mount Vernon Virtual Learning, and Running Start programs (who do not utilize the MVHS facilities).

Planned Improvements (2022-2028)

The following is a brief outline of projects recently completed or needed to accommodate projected student enrollment in the Mount Vernon School District through the Year 2028 based on the enrollment projections in Appendix A and Tables 7 and 8. To the extent these improvements correct *growth related* capacity deficiencies, their costs can be partially financed with impact fees.

The Capital Facilities Plan (CFP) is shown on Table 9.

School Projects: Including School Replacements, Additions and Renovations

- Harriet Rowley Elementary School: Completed in 2018, the 82,000 sq. ft. new elementary school provides for new capacity attributable to new enrollment growth. Front-funded with bond revenue and SCAP funds, the facility continues to provide available capacity to serve new growth. See Table 8.
- Madison Replacement/Expansion: Completed in 2019, the Madison Elementary School replacement included 150 added seats. Front-funded with bond revenue and SCAP funds, the facility continues to provide available capacity to serve new growth. See Table 8.
- An addition at LaVenture Middle School (240 seats) to accommodate growth (estimated cost of \$9.6 million).
- Construction of a new shop facility at Mount Vernon High School with three additional classrooms. Complete in March 2020 at a final cost of \$3,491,853. (Temporarily use for seven classrooms until the Old Main project is complete.)
- Renovation of the Fine Arts Building at MVHS with three classrooms and counseling and administrative offices. Complete in 2021. The new administrative offices allow for former offices located in Old Main to be converted to classroom space.
- Replacement and modernization of the Old Main building at MVHS, with an estimated cost of \$26,800,000 (not including tax). The project will reduce total number of classrooms in Old Main from 24 to 23 as a result of expansion of the auditorium space. Project anticipated to be complete in 2022. With completion of Old Main, the net classrooms at Mount Vernon High School will increase by three classrooms, from 89 to 92 (permanent and portable), with some portables to be demolished following project completion (lowering the total classroom count to 87).

As needed, the District may also purchase portables to address growth-related needs.

Table 9 – Capital Facilities Financing Plan 2022-2028

Improvements Adding Permanent Capacity (Costs in Millions)**

Project	2022*	2023	2024	2025	2026	2027	2028	Total Cost	Bonds/ Local Funds	State Match	Impact Fees
Elementary											
New Elementary at East Division	\$32.00							\$32.00	X	X	X
Madison Replacement/Addition	\$33.60							\$33.60	X	X	X
Middle School											
LaVenture Addition**			\$6,000	\$3.60				\$9.60	X		X
High School											

* Some/all amounts previously expended (front-funded for growth).
 ** Using 2022 estimated project costs for projects in process or planned. Subject to future adjustment.
 ^As needed, the District may also purchase portables to address growth needs.

Improvements Not Adding New Permanent Capacity (Costs in Millions)

Project	2022*	2023	2024	2025	2026	2027	2028	Total Cost	Bonds/ Levies	State Match	Impact Fees
Elementary											
N/A											
Middle											
LaVenture Replacement											
High School											
Fine Arts Building	\$9.93							\$9.93	X	X	N/A
Shop	\$3.49							\$3.49	X	X	N/A
Old Main	\$26.80							\$26.80	X	X	N/A
District-wide											
N/A											

* Some/all amounts previously expended (completed/partially completed projects).
 ** Using 2022 estimated project costs for projects in process or planned. Subject to future adjustment.

Capital Facilities Financing Plan

The Six-Year Finance Plan shown on Table 9 demonstrates how the Mount Vernon School District intends to fund new construction and improvements to school facilities for the years of 2022-2028. The financing plan and impact fee calculation formula also differentiate between capacity and noncapacity projects.

The District's ability to accomplish its building program is dependent on the following funding sources:

- Passage of general obligation bonds by District voters (with the 2016 Bond, approved by the voters, being the primary funding vehicle for projects included in the 2022 CFP)
- Collection of growth mitigation payments (impact fees)
- State funding assistance
- Incurring of debt within the limit of non-voted capacity
- Conway School District (K-8) participation in High School Projects

General Obligation Bonds/Non-Voted Debt

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. The voters in the Mount Vernon School District approved a capital improvements bond for \$29.5 million in 1994. In addition, the voters approved an additional bond for \$33.0 million in 1999 and a \$33 million bond issue in 2001. All funds from these bond issues have been committed. The voters in February 2016 approved a \$106.4 million bond. These bond funds are committed to the projects identified in this Capital Facilities Plan.

State Funding Assistance

State Funding Assistance (formerly known as "State Match Funds") comes from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects.

School districts may qualify for State Funding Assistance for specific capital projects. To qualify, a project must first meet a State established criteria of need. This is determined by a formula that specifies the amount of square footage the State will help finance to provide permanent structures for the unhoused enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on seven prioritization categories. Funds are then disbursed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State. In general, the State contribution can range from less than half to more than 70% of a project's cost. State Funding Assistance can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive funding assistance from the

State. Because availability of Funding Assistance has not been able to keep pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the State may not be received by a school district until after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

Because of the method of computing Funding Assistance, the official percentage of funding assistance calculated by the State does not typically equal the actual percentage of total facility cost. The Funding Assistance Percentage for Mount Vernon is currently 69.38%. Notably, this only applies to costs that the State considers eligible for state funding assistance. Land costs and other development costs are not considered eligible for funding assistance. Furthermore, the State allows 90 square feet per elementary student while the District model is 120 square feet. This additional space must be funded with local dollars. For a typical project that has maximum State funding, less than 50% of the total project costs will be covered by state funding assistance. At this time, the District does qualify for State Funding Assistance for some of the new capacity projects identified in this Plan.

School Impact Fees

Development 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.

Fees assessed are based on the new enrollment growth in the District. By law, new development cannot be assessed impact fees to correct existing deficiencies.

Impact fees have been calculated utilizing the formula in Skagit County Ordinance No. 15432 and in accordance with Mount Vernon Ordinance No. 2552. 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 or relocate temporary facilities (Portables). Credits have also been applied in the formula to account for any State Funding Assistance anticipated to be reimbursed to the District and projected future property taxes to be paid by the owner of a dwelling unit.

The District's cost per dwelling unit is derived by multiplying the cost per student by the applicable student generation rate per dwelling unit. The student generation rate is the average number of students generated by each housing type -- in this case, single family dwellings and multi-family dwellings. The District hired a consultant to conduct an analysis of the actual number of students being generated from new development within the District. Student generation rates for the District are shown on Table 10. See also Appendix C. The District is continuing to use student generation rates included in the 2017 CFP given the small sample size of relevant units between 2015 and 2019.

Table 10 – Student Generation Rates

	Elementary	Middle Level	High School	TOTAL
Single Family	.142	.075	.093	.311
Multi-Family*	.036	.018	.000	.055

(Source: Single Family: W. Les Kendrick, Ph.D, April 2022; Multi-Family: 3Square Blocks, December 2016)

Table 11 – Proposed Impact Fee Schedule

Housing Type	Impact Fee Per Unit
Single Family	\$3,262
Multiple Family	\$291

Table 12 – Impact Fee Variables Table – Mount Vernon School District

Criteria	Elementary	Middle	High*
<i>Site Acquisition Cost Element</i>			
Site Size (acres)			
Average Land Cost Per Acre			
Total Land Cost			
Additional Land Capacity	0	0	0
Student Factor			
Single Family	0.142	0.075	.093
Multiple Family	0.036	0.018	.000
<i>School Construction Cost Element</i>			
New Capacity	550	240	n/a
Current Permanent Facility Square Footage	406,073	139,229	258,705
Percentage Permanent to Relocatable Actual/Estimated New Capacity	97.40	91.31	95.98
Construction Cost	\$32,000,000	\$9,600,000	n/a
<i>Relocatable Facilities Cost Element</i>			
Relocatable Facilities Cost	\$0	\$0	\$0
Relocatable Facilities Capacity/Unit	26	26	26
Existing Portable Square Footage	10,836	13,244	10,836
Percentage Relocatable to Permanent	2.60	8.69	4.02
<i>State Funding Assistance Credit</i>			
Construction Cost Allowance	\$246.83	\$246.83	n/a
School Space per Student (OSPI)	90	108	n/a
State Funding Assistance Percentage	69.38%	0%	n/a
<i>Tax Payment Credit</i>			
Interest Rate	3.34%	3.34%	n/a
Loan Payoff (Years)	10	10	n/a
Levy Rate	1.2508	1.2508	n/a
SF Average Assessed Value	\$341,256	\$341,256	n/a
MF Average Assessed Value	\$173,534	\$173,534	n/a

*Not applicable as the District is not requesting impact fees for a project at the High School level.

Appendix A
Impact Fee Calculation

Mount Vernon School District							
2022							
School Site Acquisition Cost:							
((AcresxCost per Acre)/Facility Capacity)xStudent Factor							
	Facility	Cost/	Facility	Student	Student	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR	SFR	MFR
Elementary	0.00	\$ -	550	0.142	0.036	\$0	\$0
Middle	0.00	\$ -	240	0.075	0.018	\$0	\$0
High	0.00	\$ -	1	0.093	0.000	\$0	\$0
						\$0	\$0
School Construction Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Permanent/Total Sq Ft)							
	%Perm/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR	SFR	MFR
Elementary	97.40%	\$ 32,000,000	550	0.142	0.036	\$8,047	\$2,040
Middle	91.31%	\$ 9,600,000	240	0.075	0.018	\$2,739	\$657
High	95.98%	\$ -	1	0.093	0.000	\$0	\$0
						\$10,786	\$2,698
Temporary Facility Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Temporary/Total Square Feet)							
	%Temp/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Size	SFR	MFR	SFR	MFR
Elementary	2.60%	\$ -	20	0.142	0.036	\$0	\$0
Middle	8.69%	\$ -	25	0.075	0.018	\$0	\$0
High	4.02%	\$ -	25	0.093	0.000	\$0	\$0
						\$0	\$0
State Funding Assistance Credit:							
CCA x OSPI Square Footage x Funding Assistance % x Student Factor							
	Current	OSPI Square	District	Student	Student	Cost/	Cost/
	CCA	Footage	Funding %	SFR	MFR	SFR	MFR
Elementary	\$ 246.83	90	69.38%	0.142	0.036	\$2,189	\$555
Junior	\$ 246.83	117	0.00%	0.075	0.018	\$0	\$0
Sr. High	\$ 246.83	130	0.00%	0.093	0.000	\$0	\$0
						\$2,189	\$555
Tax Payment Credit:						SFR	MFR
Average Assessed Value						\$341,256	\$173,534
Capital Bond Interest Rate						3.34%	3.34%
Net Present Value of Average Dwelling						\$2,861,118	\$1,454,923
Years Amortized						10	10
Property Tax Levy Rate						\$1.2508	\$1.2508
Present Value of Revenue Stream						\$3,579	\$1,820
Fee Summary:				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$10,786	\$2,698		
Temporary Facility Cost				\$0	\$0		
State Funding Credit				(\$2,189)	(\$555)		
Tax Payment Credit				(\$3,579)	(\$1,820)		
FEE (AS CALCULATED)				\$5,019	\$323		
FEE (Adjusted 35%/10%)				\$3,262	\$291		

Appendix B
OSPI Enrollment Projections



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

Skagit/Mount Vernon(29320)

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---										AVERAGE %	--- PROJECTED ENROLLMENTS ---				
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025		2026	2027			
Kindergarten	482	512	485	502	416	474	447	439	430	421	412	403				
Grade 1	513	500	494	479	468	436	471	444	436	427	418	409				
Grade 2	548	521	496	486	440	463	427	461	435	427	418	410				
Grade 3	515	548	522	481	436	433	449	414	447	422	414	406				
Grade 4	526	518	542	514	461	427	426	442	407	440	415	407				
Grade 5	459	548	524	538	480	451	423	422	438	404	436	412				
K-5 Sub-Total	3,043	3,147	3,063	3,000	2,701	2,684	2,643	2,622	2,593	2,541	2,513	2,447				
Grade 6	466	473	561	503	492	468	442	415	414	430	396	428				
Grade 7	447	460	464	568	495	499	466	440	413	412	428	394				
Grade 8	470	445	477	476	516	480	493	460	434	408	407	423				
6-8 Sub-Total	1,383	1,378	1,502	1,547	1,503	1,447	1,401	1,315	1,261	1,250	1,231	1,245				
Grade 9	509	526	510	540	528	563	537	552	515	486	457	456				
Grade 10	556	496	523	518	511	555	561	535	550	513	484	455				
Grade 11	589	600	557	601	573	607	627	633	604	621	579	546				
Grade 12	617	693	656	691	579	678	687	709	716	683	703	655				
9-12 Sub-Total	2,271	2,315	2,246	2,350	2,191	2,403	2,412	2,429	2,385	2,303	2,223	2,112				
DISTRICT K-12 TOTAL	6,697	6,840	6,811	6,897	6,395	6,534	6,456	6,366	6,239	6,094	5,967	5,804				

Appendix C
District Enrollment Projections

Medium Range Projection (Recommended)

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041
	1,428	1,383	1,386	1,353	1,366	1,363	1,370	1,377	1,405	1,415	1,425	1,435	1,445	1,435	1,457	1,457	1,490	1,501	1,513	1,501	1,457	1,490	1,501	1,513	1,501
	33.3%	35.9%	36.3%	36.7%	37.2%	37.3%	37.4%	37.4%	37.1%	36.7%	36.6%	36.6%	36.5%	36.7%	36.1%	36.3%	35.9%	35.8%	35.7%	35.8%	36.3%	35.9%	35.8%	35.7%	35.8%
	538	575	578	592	586	589	593	597	601	603	605	610	611	612	613	614	615	616	616	617	614	615	616	617	617
	88.2%	86.3%	87.0%	85.3%	86.7%	86.4%	86.3%	86.3%	86.8%	86.1%	86.3%	86.2%	86.4%	86.1%	86.5%	86.1%	87.0%	87.2%	87.5%	86.1%	87.0%	87.2%	87.5%	87.2%	

October projections (Excluding NCTA students)

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041
K	475	496	503	496	508	509	512	515	522	519	522	526	528	527	530	529	535	537	540	538
1	523	484	496	508	502	514	515	518	521	527	525	527	532	534	532	535	534	540	543	545
2	465	529	480	496	509	504	515	516	519	522	528	526	528	532	534	532	536	534	540	543
3	470	470	523	480	497	510	505	516	517	520	522	529	526	529	532	534	532	536	540	543
4	439	474	464	522	480	497	510	505	516	517	519	522	528	526	528	531	533	531	534	533
5	437	445	471	466	525	483	500	513	508	519	519	522	524	531	528	530	533	535	533	537
6	472	448	447	478	474	534	491	509	522	516	527	528	530	533	539	536	538	541	543	541
7	479	481	447	450	483	478	539	495	513	526	520	531	532	535	537	542	539	542	545	547
8	529	500	492	462	467	500	495	559	513	531	545	538	550	551	553	555	561	558	560	564
9	554	606	561	557	525	530	568	562	634	582	602	618	610	624	624	626	629	635	632	635
10	560	553	593	554	552	520	525	562	557	628	576	596	611	604	617	617	619	622	628	625
11	509	523	507	548	514	512	482	486	521	516	581	533	552	566	570	570	570	573	575	581
12	529	560	564	552	599	561	559	526	531	569	563	634	582	602	617	609	622	622	624	627
Total	6442	6568	6548	6571	6634	6651	6715	6783	6895	6991	7050	7130	7134	7192	7228	7247	7282	7306	7333	7355

Change	66	125	-20	24	63	17	64	68	112	96	59	80	5	58	36	19	34	25	27	23
% Change	1.0%	2.0%	-0.3%	0.4%	1.0%	0.3%	1.0%	1.0%	1.6%	1.4%	0.8%	1.1%	0.1%	0.8%	0.5%	0.3%	0.5%	0.3%	0.4%	0.3%
K-5	2809	2887	2937	2968	3022	3016	3057	3083	3103	3124	3136	3151	3166	3178	3184	3192	3203	3214	3225	3236
6-8	1480	1429	1386	1391	1423	1513	1526	1563	1549	1573	1592	1597	1613	1618	1628	1633	1638	1641	1649	1662
9-12	2152	2242	2224	2189	2189	2122	2133	2137	2243	2294	2322	2381	2355	2386	2416	2422	2440	2452	2459	2467

Appendix D
Student Generation Rate Methodology

Mount Vernon School District
 Student Generation Rate Update
 April 13, 2022

In a previous document we described the methodology used to determine how many students are coming out of new construction homes in the Mount Vernon School District. The present document provides an update using a different methodology.

For the previous analysis we used an assessor’s data file provided by Skagit County to identify new construction units built between 2015 and 2019. We then matched those units with student addresses from a current enrollment file to determine how many students were coming from new homes.

One thing we discovered in using that methodology was our inability to adequately track mobile home developments. There are numerous students in mobile home parks, all associated with a single main address for the park in the assessor’s database. Since we could not determine the number of units in the park, or how many were built there between 2015 and 2019, we could not consider these records in our analysis.

To avoid this problem, we requested permit data from the City of Mount Vernon and Skagit County specifying all the units that were built (single family, apartments, townhomes, and mobile homes) between 2015 and 2019 in the District boundary area. Using this method, we matched specific address of newer mobile home units with student addresses. We did the same thing for single family units, apartments, and townhomes. The results of this analysis are shown Table 1 below. The results are very similar to the initial methodology that we used. This lends some confidence to our earlier estimates.

Similar to the previous methodology, we found very few multi-family units. In the previous analysis we found one student from a duplex that was counted as multi-family. For this analysis we counted the student as part of the single-family total (we treated the duplex as single family because it was listed that way in the permit data) and thus show no students coming from multi-family. There are too few students and units to accurately specify a multi-family rate.

Table 1

Permit Years	Number of Units	Grade Level	Students Generated	Generation Rate
<i>1/1/2015 to 12/31/2019</i>				
MFR->	22	K-5	0	0.000
		6-8	0	0.000
		9-12	0	0.000
		Totals	0	0.000
SFR->	386	K-5	55	0.142
		6-8	29	0.075
		9-12	36	0.093
		Totals	120	0.311



Memorandum

Date: December 15, 2016

To: Dr. Carl Bruner, Superintendent, Mount Vernon School District
Carol Ledin, Superintendent's Assistant, Mount Vernon School District

From: Julia Walton, Principal, 3 Square Blocks
Casey Bradfield, Associate Planner, 3 Square Blocks

Re: Findings – Student Generation Rates

This memorandum contains findings for the Mount Vernon School District's 2016 student generation rates.

The methodology used to produce these rates is consistent with the methodology previously developed by consultant Mike McCormick and successfully applied for a number of school districts in Western Washington, including the Mount Vernon School District. The rates were calculated for single-family development and multi-family development.¹ The study area included all land within the Mount Vernon School District. The analysis used data on current student addresses, single-family residential development built within the study area from 2011 through 2015, and multi-family residential development built within the study area from 2008 through 2015.² The primary sources of information were the Mount Vernon School District and Skagit County Assessor.³

The analysis involved comparing student street addresses with residential development street addresses to identify matches where current students were living in recently built housing units in the study area. The data was broken out to show the number of student matches per grade grouping for each type of residential development. Student generation rates were calculated by dividing the number of student matches by the number of housing units built for each category. The resulting findings are presented in the summary table on the following page.

¹For the purposes of this analysis, single-family development was defined to include single family homes, mobile homes and accessory dwelling units. Multi-family development was defined to include residential development containing more than one housing unit, such as duplexes, condos, townhomes and apartments.

²We typically use data on residential development from the most recent five-year period to calculate student generation rates. The multi-family development data for the District from 2011 through 2015 contained one apartment development, Villa San Isidro, with a much higher rate of students to units than is typical for the District. This development was treated as an outlier and removed from the dataset. There were an insufficient number of new housing units in the updated dataset to calculate multi-family student generation rates. For this reason, the dataset was expanded to years 2008 through 2015. This is consistent with how the District last calculated multi-family student generation rates, in 2012.

³The data provided by the District contained the grade and street address for each student in the District based on fall 2016 enrollment data. The data provided by the Skagit County Assessor contained information for all single-family residential housing units constructed within the study area from 2011 through 2015, and all multi-family residential units built from 2008 through 2015, including the year built, improvement type, number of units, street address and parcel number.

Table 1. 2016 Mount Vernon School District Student Generation Rates

	Single-Family	Multi-family
Student Generation Rates		
Elementary (K through 5)	0.179	0.036
Middle School (6 through 8)	0.086	0.018
High School (9 through 12)	0.108	0.000
Total	0.373	0.055

Note: Totals may not balance due to rounding

Attachment: Mount Vernon School District 2016 Student Generation Rates Detail

Attachment 1: Mount Vernon School District 2016 Student Generation Rates Detail

	Single-Family	Multi-family
Student Generation Rates		
Elementary (K through 5)	0.179	0.036
Middle School (6 through 8)	0.086	0.018
High School (9 through 12)	0.108	0.000
Total	0.373	0.055
New Housing Units Built in the District		
Single-Family (2011-2015)	638	NA
Multi-Family (2008-2015)	NA	55
Students Living at the Housing Units, in Fall 2016		
Kindergarten	24	0
Grade 1	20	0
Grade 2	27	2
Grade 3	10	0
Grade 4	19	0
Grade 5	14	0
Grade 6	22	1
Grade 7	18	0
Grade 8	15	0
Grade 9	24	0
Grade 10	17	0
Grade 11	18	0
Grade 12	10	0
Elementary Total (K through 5)	114	2
Middle School Total (6 through 8)	55	1
High School Total (9 through 12)	69	0
Total (All Grades)	238	3

