



MEADOWDALE MIDDLE SCHOOL

2020-2025 CAPITAL FACILITIES PLAN



Edmonds
SCHOOL DISTRICT

Each student learning, every day!

CAPITAL FACILITIES PLAN EDMONDS SCHOOL DISTRICT

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Adopted by Board of Directors, September 8, 2020

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SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

This Capital Facilities Plan (CFP) is intended to provide Edmonds School District (District), Snohomish County (County), other jurisdictions and the community with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next eighteen years. It also meets the planning requirements of the State Growth Management Act and the County's GMA Comprehensive Plan (SCC 30.66C). A more detailed schedule and financing program for capital improvements over the next six years, (2020-2025) is also included. In accordance with the Growth Management Act (GMA), this CFP contains the following elements:

- An inventory of existing capital facilities owned by the District, showing the locations and capacities of those facilities.
- A forecast of the future needs for capital facilities owned and operated by the District.
- The proposed locations and capacities of expanded or new capital facilities.
- A six-year plan for financing capital facilities.

Cities within ESD #15 include Brier, Edmonds, Lynnwood, Mountlake Terrace, and Woodway. Upon adoption of this CFP by Snohomish County each City may be asked to adopt it as well.

In addition to the CFP elements required by the Growth Management Act (GMA), Section 8 of this CFP addresses development fees, mitigation, and other regulatory sources of funding from developers. Impact fees are not anticipated during this 2020-2025 planning period. Should available funding fall short of meeting existing capital facility needs, the District will, first, assess its ability to meet its Planning Objectives (See below) and Educational Service Standards (Section 3) by reconfiguring schools or attendance boundaries or other methods discussed in this report. If those strategies are unsuccessful, GMA rules allow the County to reassess the land use element of its comprehensive plan to ensure that land use, development and the CFP, are coordinated and consistent.

If impact fees are deemed desirable as part of this strategy, the District may request an amendment to this CFP during the 2021-22 biennium.

Overview of Edmonds School District

The District is the largest school district in the County, and the eleventh largest of Washington's 294 public school systems. The District covers an area of 36 square miles. The District currently serves a total student population (headcount, including Kindergarten) of 20,238¹ (as of October 2019) with twenty schools serving grades K-6; two schools serving grades K-8; four schools serving grades 7-8; five schools serving grades 9-12; one resource center for grades K-12 home-schooled students, one e-learning program, and one District program for students with severe disabilities. The grade configuration of schools has changed over time in response to the desires of the community, needs of the educational program and variability in financial resources available for staffing classrooms. These changes are made after a process that allows for community participation, with ultimate approval by the Board of Directors.

Planning Objectives

The objective of this Capital Facilities Plan is to assess existing school facility capacities, forecast future facility needs within six-year and approximate twenty-year planning horizons, and to articulate a facility and financing plan to address those needs. This CFP replaces and supersedes the District's 2018 Capital Facilities Plan. The current projections cycle is 2020 to 2025.

The process of delivering education within the District is not a static function. The educational program changes and adapts in response to the changing conditions within the learning community. This CFP must be viewed as a work-in-progress that responds to the changing educational program and will assist in decision-making. The District monitors proposed new residential growth for impacts and implications to its facility planning and educational programs. Additionally, the District comments, as needed, upon proposed new development, working to ensure appropriate provisions for students are factored into a proposed development. Changes to the character of the District are noted as the Southwest Snohomish County Urban Growth Area (UGA) builds out with resulting issues of congestion and affordability occurring. These changes may require the District to modify its facilities (i.e., the location, design, etc.), and its educational program (i.e., school year, grade configuration, etc.). Changes would be made in consultation with the community and approved by the Board of Directors.

¹ Headcount differs from FTE in that the figure reflects total number of students served by District educational programming, while FTE is Full Time Enrollment and adjusts for students who attend part time. Office of the Superintendent of Public Instruction Report No. 1251 H, (December, 2017)

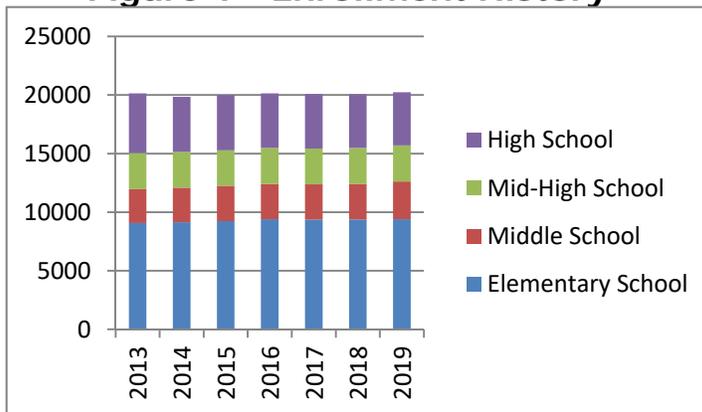
The CFP records and documents how the District utilizes its educational facilities given current District enrollment configurations, educational program standards and locations, fixed capital facilities, and known capital funding sources. Using this information as a platform to look into the future, the CFP analyzes the implications of current variables upon future possibilities and arrives at directional conclusions and courses of action.

Supporting materials for this report are referenced by footnote or are listed in the bibliography. Information regarding the planning process is included in this introduction. This report uses headcount as a standard unit of measure, as opposed to Full Time Equivalencies, (FTE) as explained in Section 2.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historic Trends

Figure 1 - Enrollment History



Student enrollment in the District reached its highest levels during the late 1960s and early 1970s, with 28,076 students attending District schools in 1970. Enrollment declined steadily between 1971 and 1985, reaching its lowest level in 1985 at 16,118 students. Enrollment then increased

steadily from 1987 through 1998, staying fairly even until 2002 where it gradually declined until 2012. Since then, increasing residential development has pushed enrollment above 20,000. Enrollment in October 2019 was 20,238.

Forecast Method

School districts typically forecast enrollment based on *cohort survival*: the number of students that remain in a grade group as they transition together from one grade to the next. Enrollment forecast models are generally based upon trend data from previous years, and as such assume that trends in a particular direction will continue in that direction, (for instance, a series of years in which enrollment declines will forecast as a continuation of those declines). Therefore, enrollment projections are most accurate for

the initial years of a forecast period. Underlying cohort survival methodologies are based on assumptions about economic conditions and demographic trends in the current year that become less valid the further into the future the projection is made. Because cohort survival models cannot be applied to kindergarten enrollment (since there are no preceding grade levels), how kindergarten is forecast is important as well. Districts typically forecast kindergarten enrollment using birth rates in the County and may use other factors influencing population growth or decline for the area (termed “net migration”).

In previous capital facility plans, one of two forecast methodologies were used: one from Edmonds School District; and a second from the Washington State Office of Superintendent of Public Instruction, (OSPI). In January 2019 the latest of several enrollment studies was presented² to the District with enrollment forecasts through 2025, increasing to 21,653 from a 2018 figure of 20,325. A previous (April 2018) study by the District’s Bond Committee had estimated a 2017 enrollment of 22,153

For this Capital Facilities Plan, the 2019 FLO Analytics enrollment forecasts have been used. Its plan is used by the District for its ongoing planning work. Its estimates are compared with the other two methods on Table 1.

Projected Student Enrollment 2019 -2025

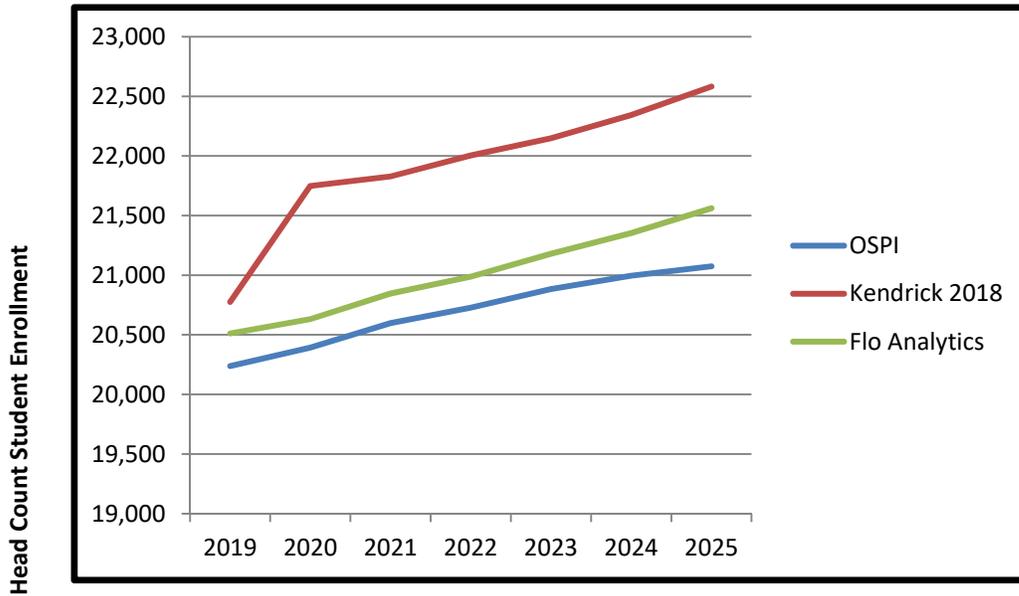
According to the FLO Analytics study (2019), total enrollment is expected to increase by 1,049 students by the year 2025, an increase of 5.1% from existing levels. Based on OSPI projections, which include the *actual* 2019 enrollment count, the District would be expected to grow by 4.1%. The 2018 Kendrick Study estimated a 22,583 enrollment. These are shown in Table 1 and Figure 2.

**Table 1 — Comparison of Student Enrollment Projections
Edmonds School District 2019-2025**

Source	2019	2020	2021	2022	2023	2024	2025	% Inc.
OSPI	20,238	20,392	20,598	20,727	20,883	20,996	21,075	4.1%
Kendrick 2018	20,776	21,749	21,828	22,005	22,149	22,343	22,583	8.6%
Flo Analytics	20,512	20,632	20,846	20,988	21,180	21,353	21,562	5.1%

² Memorandum: Jerry Oelerich, FLO Analytics, to Steward Mhyre, January 4, 2019.

Figure 2 — Comparison of Student Enrollment Projections



**Table 2 — Projected Student Enrollment by Grade Span
Edmonds School District 2019-2025**

Grade Span	Actual	Projected						Change 2019-25	% Change
		2019	2020	2021	2022	2023	2024		
Elementary (K-6)	11,147	11,164	11,275	11,310	11,442	11,597	11,697	515	4.9%
Middle School (7-8)	3,093	3,208	3,232	3,210	3,204	3,135	3,222	129	4.2%
High School (9-12)	6,272	6,260	6,340	6,467	6,533	6,622	6,643	371	5.9%
Total	20,512	20,632	20,846	20,988	21,180	21,353	21,562	1,049	5.1%

FLO Analytics 2020

2038 Student Enrollment Projection

In 2018 an appointed Enrollment Committee issued a report estimating future enrollments through the year 2038. These estimates are used by the District in its long range facility plan. At the same time, the District acknowledges the County's capital facilities plan process under SCC 30.66C. Extrapolation of the District's 2038 estimate back to the County's 2035 population estimate is shown on Table 3. The District

enrollment estimate (22,762) as a percentage of the County's total population estimate for 2035 (203,942) is 11.16%. This compares with recent population/enrollment ratios of about 11.50%, a difference of about 700 students. As a comparison between two separate documents estimating enrollments fifteen years into the future, the 3% difference is considered negligible. The District Enrollment Committee estimates are used in this CFP.

Table 3 — Projected Student Enrollment Through 2038

Grade Span	2025 Projected Student Headcount (District)	2035 Projected Student Headcount (District)	2038 Projected Student Headcount (District)
Elementary (K-6)	11,697	12,273	12,446
Middle School (7-8)	3,222	3,411	3,468
High School (9-12)	6,643	7,078	7,208
Total	21,562	22,762	23,122

Medium Growth Model: Source: W. Les Kendrick, February 2018; FLO Analytics, 2020

Student Generation Rates

Student Generation Rates (SGR's) are the average number of students by grade span (elementary, middle, and high school) typically generated by housing type. Student Generation Rates are calculated based on a survey of all new residential units permitted by the jurisdictions within the school district during the most recent five to eight-year period. For this CFP estimates of rates were provided in the Flow Analytics report. The 2018 Kendrick Update (Page 40) reported an estimated SGR of about .32 students for each new home and .14 students per apartment.

The purpose of SGR's in the Capital Facilities Plan is primarily to assist districts with the calculation of school impact fees. The Edmonds School District does not charge impact fees at this time. However, based on future growth in the District, this may change. Updated student generation numbers will be provided at that time.

SECTION 3 -- DISTRICT EDUCATIONAL FACILITY STANDARDS

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

Program factors, as well as government mandates, funding or community expectations, affect how classroom space is used. The District's basic educational program is a fully integrated curriculum offering instruction to meet Federal, State, and District mandates. In addition, the District's basic educational program is supplemented by special programs, such as music, intervention programs, and preschool programs that are developed in response to local community choices. Special programs require classroom space that may reduce the overall capacity of buildings. Some students, for example, leave their regular classroom for a short period of time to receive instruction in special programs. Newer schools within the District have been designed to accommodate most of these programs. Older schools, however, often require space modifications to accommodate special programs, and, in some circumstances, these modifications may reduce the classroom capacity and, therefore, the student capacity of these schools.

Grade configurations have changed over time in response to desires from the community and to provide additional learning opportunities for students. New program offerings continue to evolve in response to research. It is expected that changes will continue in both the type of educational program opportunities and grade clustering being offered by the District.

The total curriculum program, including both the basic educational program and local-choice educational programs, is hereafter referred to as the *total local educational program*. This program may cause variations in student capacity between schools.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, funding, 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 for any

changes to the educational program standards. These changes will also be reflected in future updates of this CFP.

The District educational program standards, as they relate to class size and facility design capacity, are outlined below for the elementary, middle and high school grade levels. This CFP illustrates the educational program in this manner for the ease of the reader. As noted earlier, other grade configurations also exist.

Educational Facility Class Size and Design Capacity Standards for Elementary Schools

- The District's student to classroom teacher ratio for staffing purposes for grades K-1 is 21.5 students, 24 students for grades 2-6.
- Some local-choice educational opportunities for students will be provided in self-contained classrooms designated as resource or program-specific classrooms (e.g. computer labs, music rooms, band rooms, remediation rooms, learning assistance programs).
- Current capacity for new elementary schools is based upon a District-wide Educational Specification which assigns a range of approximately 21-27 classrooms for K-6 or K-8 basic educational program and two or more classrooms for self-contained resource or program-specific activities.
- The actual capacity of individual schools may be lower than the maximum capacity depending on the local educational program offered at each school.

The application of these classroom staffing ratios and capacity standards to the District's current educational program causes average classroom utilization to be approximately 90%.

Educational Facility Class Size and Design Capacity Standards for Middle and High Schools

- The District utilizes available teaching stations in our secondary schools from between the rates of 83% to over 100% with a class size average of 25.6 students at grades 7 and 8, and 24.8 for grades 9 through 12. At 83%, utilization, a teacher's classroom is open one period without students for teacher planning. As the building increases in student population, and fewer classrooms are able to be freed up during the day for planning, higher utilization percentages are seen. In the most difficult cases, the building is over capacity

and is using spaces not originally designed for instruction. In the event of overcrowding, the District may remediate by using facilities differently or continue adding relocatable classrooms.

- Actual capacity and actual enrollment of individual schools may vary. Actual capacity may be lower than the design might suggest depending on the total local educational programs offered at each school and the size and configuration of older schools. Likewise, actual capacity may be higher than the design capacity based on the design of the District's educational program and the length of the educational day.

The application of these standards is used in Section 4 to determine existing and future capacities.

Minimum Levels of Service

Elementary Schools, grades K-6

With a total of 616 classrooms, the District could accommodate 11,075 elementary school children based upon current maximum capacity.

Middle Schools, grades 7-8

With a total of 151 teaching stations, the District could accommodate 3,370 seventh and eighth graders in its K-8 and Middle Schools based on actual maximum capacity.

High Schools, grades 9-12

With a total of 272 teaching stations, the District could accommodate 6,649 high school students based upon actual maximum capacity.

SECTION 4 -- CAPITAL FACILITIES INVENTORY

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 District including schools, relocatable classrooms (portables), undeveloped land, developed properties and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards for class size and design capacity (see Section 3). A map showing locations of the District's developed educational facilities is provided as Figure 2.

Schools

Edmonds School District currently operates:

- Twenty schools serving grades K-6;
- Two schools serving grades K-8;
- Four schools serving grades 7-8;
- Five schools serving grades 9-12;
- One resource center for K-12 home-schooled students;
- One e-learning program;
- One former elementary school and one former middle school as reserve facilities for schools being displaced due to construction or remodeling.

Edmonds offers a District program, Maplewood, for severely developmentally and physically-challenged students 5 to 21 years of age. Additionally, the District also offers Alderwood Early Childhood Center (AECC) for pre-school children with developmental challenges.

Edmonds School District

District Support Sites

- 90 - ESC - Educational Services Center
- 92 - Warehouse
- 93 - Stadium
- 101 - New Transportation Maintenance

Undeveloped Parcels

- 96 - Site 29 (P & S agreement)
- 97 - Site 28
- 98 - Site 32
- 100 - Chase Lake Bog

Developed Parcels

- 68 - Alderwood Middle
- 91 - Transportation/Maintenance (for sale)
- 106 - Former Lynnwood High School
- 107 - Former Melody Hill Elementary (for sale)
- 108 - Meadowdale Playfields
- 109 - Former Woodway Elementary

Elementary Schools

- 1 - Beverly Elementary
- 2 - Meadowdale Elementary
- 4 - Lynndale Elementary
- 5 - Seaview Elementary
- 6 - Maplewood Center (K-12)
- 8 - Sherwood Elementary
- 9 - Westgate Elementary
- 13 - Mountlake Terrace Elementary
- 14 - Terrace Park School
- 15 - Brier Elementary
- 16 - Cedar Way Elementary
- 20 - Chase Lake Community School
- 22 - Hazelwood Elementary
- 23 - Cedar Valley Community School
- 24 - Lynnwood Elementary
- 25 - Spruce Elementary
- 27 - Martha Lake Elementary
- 30 - Oak Heights Elementary
- 33 - Hilltop Elementary
- 35 - Edmonds Elementary
- 36 - College Place Elementary
- 39 - Madrona School (K-8)
- 40 - Maplewood Parent Cooperative (K-8)
- 77 - Edmonds Heights K-12

Middle Schools

- 64 - Meadowdale Middle
- 69 - Brier Terrace Middle
- 70 - College Place Middle
- 99 - Alderwood Middle

High Schools

- 82 - Mountlake Terrace High
- 83 - Meadowdale High
- 85 - Lynnwood High
- 86 - Edmonds-Woodway High
- 87 - Scriber Lake High

Early Childhood

- 7 - Alderwood Early Childhood Center

Recently Sold

- 95 - Esperance, sold 2015
- 105 - Civic Field, sold 2016
- 111 - Former ESC, Educational Services Center, sold 2015
- 110 - Former Evergreen Elementary, sold 2016

Program Improvements and Population Growth

Since 2016, the State of Washington employs an all-day kindergarten model. The State has also lowered funded teacher ratios in grades K-3 to 17:1. The District has identified a need to support students who are identified with an IEP, 504, or ELL by adding additional teaching staff. This will put increasing pressure on capacity. This change brought about a need for additional space. The District has added 37 relocatable classrooms since 2014. While this is a response to total additional space requirements, the assignment of how and what grade levels will use these remains flexible.

The District has re-evaluated the relationship between classrooms and how buildings have changed and how educational programs have grown to use various spaces differently. The traditional use of a classroom count to calculate building capacity has been limited in scope. Classrooms alone, for instance do not include small group instructional areas, the library or gymnasiums. Educational best practices have evolved to allow for more specialized support which amends the traditional classroom model through the use of smaller instructional spaces to provide enhanced opportunity for learning. This process has been on-going for many years and is a fluid and flexible model to enhance the quality and amount of small group or one-on-one time with students.

Previously, the District has measured basic education capacity by determining how, on average, rooms are assigned during the day. This assumes that not every room is used every period of the day and that teachers have access to their rooms for at least one preparation period each day. The maximum capacity is then reduced accordingly to determine the basic educational capacity of a school.

A more accurate descriptor, the teaching station, has been recognized at the secondary school level for more than a decade. How and where teaching stations are created is program dependent. Many such educational programs are funded through grants and other financial instruments such as agreements with the Gates Foundation, Title 2A and local grants. This is reflected in Table 6 - High School Capacity Inventory where the District has not previously listed the number of teaching stations for all buildings. Secondary schools constructed since 2009 and those under construction or in the planning stages will be built to accommodate this shift from the traditional classroom model.

In this edition of the Capital Facilities Plan, capacity figures have been refined to mirror current educational practice. The teaching station model, previously used for high schools is now extended to the middle schools as

well. Capacity for the elementary level will remain with the classroom model for the time being but may recognize the shift to teaching stations in the future, or as result of state funded changes for smaller class sizes.

Measures of Capacity

The OSPI calculates school capacity by dividing gross square footage of a building by a standard square footage per student (e.g., 90 square feet per elementary student, 117 square feet per middle school student, and 130 square feet per high school student)³. This method is used by the State as a simple and uniform approach to determining school capacity for purposes of allocating available State Match Funds to school districts for new school construction. However, this method is not considered to be an accurate reflection of the actual capacity required to accommodate the adopted educational program of Edmonds School District.

For this plan, school capacity was determined by applying the District's educational facility standards for class size and design capacity to individual schools. It is this capacity calculation that is used to establish the District's maximum capacity and determine future capacity based on projected student enrollment.

³WAC 392-343-035 Space Allocation

Table 4 – Elementary School Capacity Inventory

Elementary School	Site Size Acres	Bldg. Area (Sq. Ft.)	Year Built or Last Remodel	Total Class Rooms	Max Student Capacity	90% Program Capacity	Future Capacity Improvements ***	Meets Facility Service Standard
Alderwood	8.9	36,869	1965	20	n/a*	n/a*		
Beverly	9.1	48,020	1988	29	575	518	TBD	
Brier	10.0	43,919	1989	25	456	410		
Cedar Valley	22.1	64,729	2001	25	449	404		
Cedar Way	9.4	53,819	1993	26	488	439		
Chase Lake	10.3	57,697	2000	25	451	406		
College Place	9.0	48,180	1968	27	504	454		
Edmonds	8.4	34,726	1966	20	358	322		
Hazelwood	10.3	51,453	1987	28	519	467		
Hilltop	9.8	49,723	1967	29	562	506		
Lynndale	10.0	69,045	2016	26	582	524		
Lynnwood	8.9	81,405	2018	27	618	556		
Madrona K-8	26.9	78,930	2018	28	485	437		
Maplewood K-8	7.4	76,554	2002	27	375	338		
Martha Lake	10.0	50,753	1993	26	462	416		
Meadowdale	9.1	57,111	2000	25	455	410		
Mountlake Terrace	8.0	67,379	2018	21	486	437		
Oak Heights	9.4	49,355	1966	30	528	475	TBD	
Seaview	8.3	49,420	1997	22	396	356		
Sherwood	13.6	43,284	1966	24	526	473		
Spruce	8.9	71,742	1966	28	642	578	184	
Terrace Park	15.3	71,664	2002	33	678	610		
Westgate	8.1	44,237	1989	25	480	432		
Woodway	13.1	37,291	1962	20	n/a**	n/a**		
New Elementary							550	
Totals	264.3	1,337,305		616	11,075	9,968		

Source: Facilities Operations Department, Edmonds School District, OSPI
 * Alderwood Early Childhood Center serves Pre-K developmentally challenged children and is not included in total program capacity calculations for K-12 purposes
 ** Woodway is a reserve campus.
 *** Future improvements are as currently planned by District. Funding is not currently available
 (See Discussion of Six Year Plan and Table 12.)

Table 5 — Middle School Capacity Inventory

Middle School	Site Size (Acres)	Building Area (Sq. Ft.)	Year Built or Last Remodel	Teaching Stations	Max Student Capacity (3)	Program Capacity 83%	Future Capacity Improvements (4)	Meets Facility Service Standard
Alderwood	18.9	114,400	2016	38	800	664		
Brier Terrace	22.7	89,258	1969	38	785	652		
College Place	18.7	87,031	1970	40	765	635	75	
Meadowdale	20.7	102,925	2011	35	750	622		
Madrona – 7 & 8 (1)					150	125		
Maplewood – 7 & 8 (2)					120	100		
New							900	
Totals	81	393,614		151	3,370	2,798		

Source: Facilities Operations Department, Edmonds School District

District Notes:

(1) Madrona K-8: Grades 7 and 8
(2) Maplewood K-8: Grades 7 and 8
(3) Maximum Capacity equals 90% utilization of total seats.
(4) Future improvements are as currently planned by District. Funding is not currently available (See Discussion of Six Year Plan and Table 12.

Table 6 — High School Capacity Inventory

High School	Site Size (acres)	Building Area (Sq. Ft.)	Year Built or Last Remodel	Teaching Stations	Maximum Student Capacity	Program Capacity 83%	Meets Facility Service Standard
Edmonds-Woodway	28.5	208,912	1998	64*	1,539	1,277	
Lynnwood	40.5	217,597	2009	64	1,577	1,309	
Meadowdale	40.0	197,306	1998	59*	1,488	1,235	
Mountlake Terrace	33.2	211,950	1991	64*	1,541	1,279	
Innovative Learning Center (Proposed)	TBD						
Totals	141.2	835,765		251	6,145	5,100	

Source: Facilities Operations Department, Edmonds School District

*Notes: Capacity may vary depending on education program or schedules. These models assume that teachers use their classrooms one period a day for planning and preparation. If necessary, all classrooms could be used for all periods.

(1) Edmonds Heights and Scriber Lake High programs are housed at Woodway Campus. Scriber Lake to be replaced by Innovative Learning Center

Relocatable Classroom Facilities (Portables)

Temporary classrooms provide supplemental housing for students and may be located on a campus for extended periods. They may be used additionally to temporarily house students pending construction of permanent classrooms, or also to provide non-disruptive space for music programs.

As of September 1, 2019, there are a total of 50 relocatable classrooms to help with added enrollment, K-3 class reductions and all-day Kindergarten.

Table 7 — Relocatable Classroom Inventory

School	Single Unit	Double Unit	Available Classroom	Student Capacity
Alderwood Middle	2		2	48
Beverly Elementary	1	2	5	120
Cedar Way Elementary	4		4	96
College Place Elementary		1	2	48
Edmonds-Woodway High	1		1	24
Hazelwood Elementary	2		2	48
Hilltop Elementary	1	1	3	72
Meadowdale High	2	1	4	96
Oak Heights Elementary	7	1	9	216
Sherwood Elementary	6		6	144
Spruce Elementary	5		5	120
Westgate Elementary	3	1	5	120
Woodway Campus*	4		2	48
Totals	38	7	50	1,200

*Two relocatable classrooms at Woodway Campus are used for non-educational purposes.

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 8.

Table 8 — Inventory of Support Facilities

Facility Name	Building Area (Sq. Ft.)	Site Size (Acres)
Administration Center (ESC)	57,400	5.0
Maintenance/Transportation	65,000	19.6
Warehouse	9,600	3.4
District Stadium	7,068	6.0

Source: Facilities Operations Department, Edmonds School District

Land Inventory

Undeveloped Sites

The District owns three undeveloped parcels varying in size from 7.5 to 9.5 acres. An inventory of the undeveloped parcels (sites) owned by the District is summarized in Table 9.

Table 9 – Inventory of Undeveloped Sites

School District Site Description	Acres	Status	Jurisdiction	Zoning
Chase Lake Bog	7.5	Wetlands South of CLE	Edmonds	Residential R8400
Site 28	9.5	Vacant South of LHS	Sno Co	Residential R9600
Site 32	9.4	Vacant North of BEV	Sno Co	Residential R8400

Developed Sites

Table 10 provides an inventory of District-owned sites that are currently developed or planned for uses other than schools, and under long-term ground leases. Each lease retains a recapture provision that would allow the District to reclaim the property if needed for school capacity needs

Table 10 – Inventory of Developed Sites

Facility/Site	Acres	Status	Jurisdiction	Zoning
Former LHS	40.1	Leased	Lynnwood	Mixed Use Commercial
Meadowdale Playfields	21	Leased	Lynnwood	Public
Former Alderwood Middle School	18.9	Held in reserve	Lynnwood	RMM
Former Woodway Elementary School	13.1	Held in reserve	Edmonds	RS6000
Former Trans/Maint	9.1	Purchase and sale agreement	Lynnwood	Commercial

Source: Facilities Operations Department, Edmonds School District

SECTION 5 -- PROJECTED FACILITY NEEDS

Facility Needs Through 2038

Projected permanent student capacity was derived by subtracting projected student enrollment for each of the six years in the forecast period from the existing 2019 school maximum capacity as shown in Tables 4-6. As described above, the District counts relocatable (portable) classrooms (Table 7) in its facilities planning. The figures in Table 11 do not include those temporary capacity figures.

**Table 11 — Projected Maximum Available Student Capacity
2019-2025
(without Relocatable Classrooms)**

Grade Span	2019	2020	2021	2022	2023	2024	2025	2035	2038
	Elementary (K-6)	-72	-89	-200	-235	-367	-522	-622	-1,198
Middle School (7-8)	277	162	138	160	166	235	148	-41	-98
High School (9-12)	-127	-115	-195	-322	-388	-477	-498	-933	-1,063
Total	78	-42	-257	-397	-589	-764	-972	-2,172	-2,532

The District does have schools that are in need of rebuilding or remodeling within the long range planning horizon. When construction funding opportunities arise, the District may seek voter approval for capital construction funds and use revenues from real estate taxes.

Due to all day kindergarten, class reduction, and increasing enrollment, student capacity has seen a significant impact from previous years, putting elementary capacity in the negative territory.

SECTION 6 -- PLANNED IMPROVEMENTS

In February 2020, the proposed Bond program did not receive the required super majority vote for Capital Construction funding to complete Spruce Elementary Phase 2, new middle school, new College Place Middle, new Oak Heights Elementary, new Beverly Elementary, new

Innovative Learning Center and multi-site renewal & upgrade projects. The additional capacity that would have been provided by these improvements are shown on Tables 4 and 5.

The 2020 Capital Construction Bond scope of work is discussed below. The majority of the capital construction would be focused, adding capacity, replacing, modernizing and renovating schools and building systems. Many of the District’s schools will be remodeled or building systems renovated as funding becomes available.

Construction Projects - (Six-Year Plan)

The 2020 to 2026 period will see activity in the construction of a number of new sites. Over the last two and a half years the District has worked with its Enrollment Committee and Capital Facilities Bond Committee to evaluate needs and recommend projects to the Board of Directors. The Enrollment Committee recommended changing grade configurations to relieve overcrowding at the elementary grade level. This approach would require adding significant capacity at both the elementary and middle school grade levels. The Bond Committee identified \$1.7 Billion in priority facilities needs and recommended a \$600 Million initial construction program. Based on the recommendations of both Committees the District’s Board of Directors approved a \$600 Million bond program that would add a new elementary school and a new middle school, replace two existing elementary schools, create an Innovative Learning Center, and upgrade or replace systems at multiple sites. These projects are described in Table 12. In February 2020 this bond measure received 56% voter approval, short of the needed 60%. The Board of Directors is evaluating next steps.

Table 12 — Construction Projects

Proposed Projects	Estimated Completion Date	Student Capacity Change	Estimated Project Cost
Complete Spruce Phase 2 ²	2021	184	\$42,200,000
New Middle School	2024	900	\$128,800,000
New College Place Middle	2024	75	\$128,800,000
New Elementary School	2022	550	\$67,000,000
New Oak Heights Elementary ¹⁻³	2023	TBD	\$64,200,000
New Beverly Elementary ¹⁻³	2023	TBD	\$63,000,000
New Innovative Learning Center	2023	TBD	\$55,000,000
Renewal & Upgrade Projects (Multi-Site)	2020-2026	0	\$51,000,000

- 1. New replacement school will have a capacity of 550 students.
- 2. Relocatable classrooms excluded in calculation of existing capacity.
- 3. Boundary Adjustment will affect capacity change. Precise numbers to be determined.

Table 13 – Capital Construction Finance Detail

	Budget	Local Funds '20 Bond	State Construction Assistance*	Other Property Revenue
Complete Spruce Phase 2	\$42,200,000	\$42,200,000	TBD	TBD
New Middle School	\$ 130,500,000	\$130,500,000	Not eligible	
New College Place Middle	\$130,500,000	\$130,500,000	TBD	TBD
New Elementary School	\$66,000,000	\$66,000,000	Not eligible	TBD
New Oak Heights Elementary	\$61,600,000	\$61,600,000	TBD	TBD
New Beverly Elementary	\$65,000,000	\$65,000,000	TBD	TBD
New Innovative Learning Center	\$ 47,000,000	\$ 47,000,000	Not eligible	TBD
Renewal & Upgrade Projects (Multi-Site)	\$ 57,200,000	\$ 57,200,000	Not eligible	TBD

*Under the Current School Construction Assistance Program the Edmonds School District is not eligible for assistance to increase enrollment capacity at the K-8 grade level. The District's only eligibility is for modernization or new-in-lieu replacement of existing square footage.

If eventually approved by voters, completion of these construction projects will allow the District to continue to have sufficient capacity at the elementary, middle, and high school levels to house projected student enrollment through the year 2023 and to update existing classroom and building space to assist in achieving its total local educational program objectives. The District would adjust attendance boundaries to accommodate the new schools and balance enrollment among schools.

Relocatable Classroom Facilities (Portables) - (Six-Year Plan)

Fifty relocatable classrooms are currently in use at school sites throughout the District, providing additional capacity for increased enrollment and for full day kindergarten and reduced class size at the primary grade level. Future enrollment fluctuations may require these units to be moved to schools needing program capacity changes on a yearly basis.

Site Acquisition and Improvements

The District currently owns enough school sites to accommodate projected student housing needs through the year 2036.

SECTION 7 -- CAPITAL FACILITIES FINANCING PLAN

Funding of school facilities is secured from a number of sources, with the major source being voter-approved bonds. Other sources may include State matching funds, development fees and mitigations, and proceeds from real-estate leases and surplus property sales. Each of these funding 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. Voters in the District passed a capital construction bond for \$275 million in February 2014.

State Construction Assistance Program (SCAP)

State Construction Assistance Program funds (SCAP) come from the Common School Construction Fund. School districts may qualify for SCAP funds for specific capital projects based on an eligibility system. State matching funds are generated from a complex formula based on many factors. At the present time, the State provides matching funds on Edmonds School District projects at a rate of 47.02% of *eligible* costs, which are a fraction of actual costs.

State Construction Assistance Program funds can only be generated by school construction projects. Site acquisition and improvements are not eligible to receive SCAP funds from the State. Because availability of State match funds has not kept pace with enrollment growth, increasing construction costs, or actual square footage constructed per student, matching funds from the State may not be received by a school district until two or three years after a school has been constructed. If a project is to stay on schedule, a District may have to commit to construction without any certainty of when State matching funds will be available. 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 reserves in the Capital Projects Fund.) When the State share is disbursed (without accounting for escalation), the District's capital projects fund is reimbursed, but without interest earnings or accounting for escalating construction costs.

Sales and Ground Lease of District Surplus Property

School districts are permitted to sell or engage in long-term leases of surplus properties. The proceeds of these activities are deposited in the Capital Facilities Fund and become available to fund capital construction projects.

SECTION 8 -- IMPACT FEES

The County is currently the only local government within the District's jurisdictional boundaries that has adopted a GMA-based impact fee ordinance. The implementing ordinance is found at SCC Title 30.66C. Local city governments within the District's boundaries have the ability to adopt their own approach to school impact fee assessment or to adopt an ordinance requiring compliance with the County's 30.66C criteria; and incorporating the County-approved CFP by reference. Additionally, the State Environmental Policy Act (SEPA) authorizes jurisdictions to require mitigation for impacts directly related to a proposed development. In the previous years, some impacts to schools resulting from new residential development have been mitigated through voluntary agreements negotiated on a case-by-case basis. The State subdivision code also addresses the need to provide appropriate provisions for schools (Chapter 58.17 RCW).

The District may decide to collect impact fees in the future. This decision will be based on information available at the time. Given the dynamic development of additional residential capacity within the District's borders, the District cannot rule out the need for future fees. The District will closely monitor development as it occurs and will actively seek appropriate developer contributions for impacts upon the District on a case-by-case basis as authorized by applicable law.

Schools are also eligible to receive developer contributions for impacts attributable to development by operation of other laws, such as the State Environmental Policy Act, and the Subdivision Act.

Appendix A
FLO Analytics Reports

Enrollment and Student Generation Rates



MEMORANDUM

To: Stewart Mhyre
Edmonds School District

Date: January 4, 2019

From: Tyler Vick
Principal 

Project: F1152.04.01

Jerry Oelerich
Data Analyst 

RE: Enrollment Forecasts Report – Edmonds School District

At your request, FLO Analytics (FLO) conducted demographic and geographic analysis to assist the Edmonds School District (District) in understanding enrollment trends and to produce forecasts of future student enrollment. The analysis was completed through three main tasks: 1) Student Enrollment Assessment 2) Land Use Analysis 3) Projected Student Enrollment Distribution Analysis. These forecasts provide the number of students by grade group that will be residing in each of the District's elementary, middle, and high school attendance areas at the beginning of the 2023–24 and 2028–29 school years. Residence-based forecasts are also provided for the intervening years between the baseline year (2018–19) and 5-year forecast.

SUMMARY FINDINGS

Student Enrollment Assessment:

- FLO's analysis occurred within the boundaries of Edmonds School District (Figure 1). Individual students were mapped and geocoded to the parcel-level. Figure 2 shows the distribution of students across the District.

Land Use Analysis:

- Of students enrolled in District schools in 2018–19, 69.0% reside in single-family (SF) housing, 28.8% in multi-family (MF) housing, and 2.2% in housing that FLO is unable to immediately classify as SF or MF. Development data compiled by FLO indicates that the MF percentage is likely to increase over the forecast range.
- FLO conducted phone interviews with planners from Snohomish County and the municipalities of Brier, Edmonds, Lynnwood, and Mountlake Terrace to discuss foreseeable

residential growth within the District throughout the forecast range. Key development data acquired through these meetings are presented in Figure 3, which shows the locations of expected SF and MF developments. More detailed information from these meetings, as well as assumptions made by FLO staff, are available within the Land Use Addendum, GeoPlanner web application, as well as upon request.

The most notable areas of development include:

- West side of Lynnwood, particularly within the city center between I-5, 196th and 48th and near the Alderwood Mall. This high-growth area is partly fueled by the expected mid-2024 completion of Sound Transit's Lynnwood light-rail extension. There are three distinct multi-family developments (Alderwood Avalon on the Old Sears Site, Alderwood South Project, and Home Depot Site) that will account for approximately 1,068 units based on current plans, all of which are expected to be built by 2023. While there have not been any other specific, significant development applications submitted yet, our forecasts assume similar numbers of MF units will also materialize between 2023 and 2028 in the Lynnwood City Center area of expected high growth. While the majority are expected to be studio and single bedroom units, some will be two plus bedrooms and available for families. There are also 5-10 single-family projects on the periphery of the Alderwood Mall area, totaling just over 50 units.
- The southwest portion of Lynnwood, west of Hwy 99, contains four developments—primarily townhomes—totaling 692 units. The assuredness of these developments coming to fruition is in question; therefore, assumptions were made limiting the impact on enrollment.
- The Mountlake Terrace Town Center, east of I-5 near the transit center, possesses a significant concentration of predominantly MF units. Based on current data, 555 MF units are planned, the majority from two developments—Gateway TOD Phase 1 (258 units) and Atlas 236 (151 units). On the outskirts of the Town Center, 20 SF units are in the development pipeline.
- Southeast portion of Edmonds along the Hwy 99 corridor, including lots within the unincorporated Esperance area. Development will predominantly be MF, totaling approximately 242 units. Like Edmonds as a whole, single-family building permits are also scattered throughout the area. A total of approximately 65 SF units are currently planned within the city limits and Esperance area.
- The northeast corner of the District, comprised on unincorporated Snohomish County, contains a considerable amount of planned SF developments. In total, just under 400 units are expected to be developed; the majority east of I-5 and north of Hwy 405. Two medium-sized MF developments are also planned along the I-5

corridor—Greater Residence Apartments (123 units) and Allegro at Ash Creek, Phase II (108 units).

- Brier and Woodway are expected to see a comparatively low-level of scattered SF developments.
- The Urban Village plan in unincorporated Snohomish Co. near Woodway is nowhere near construction phase. The developer is doing the bare minimum to keep the project alive. The County is currently reviewing EIS. Any potential plan is well beyond the 2028 forecast horizon.

5-year Enrollment Forecasts Summary:

- Between the 2018–19 and 2023–24 school years, overall District enrollment (headcount) is projected to increase from 20,307 to 21,180 or by 4.3%.
- The District is projected to capture 79.9% of the forecasted District population of all school-age children (25,698 children). The grade and attendance-level capture rates used were informed by known 2018-19 student data. Note that out-of-District students account for 3.0% of forecasted enrollment.
- Although unique for each development, overall average per unit student generation rates within the District used, by residential housing category, are 0.45 for single-family households and 0.16 for multi-family households (drawn down by a large number of expected studio and single bedroom apartments in the Lynnwood City Center area).
- Included in these forecasts is an increase in grades:
 - K–6 enrollment from 11,009 to 11,442 (3.9% gain); 2.4% from out-of-District
 - 7–8 enrollment from 3,034 to 3,204 (5.6 % gain); 2.8% from out-of-District
 - 9–12 enrollment from 6,264 to 6,533 (4.3 % gain); 4.1% from out-of-District
- Both these and the 10-year forecasts exclude PS, as well as EdCAP/Open Doors and full-time Running Start high school students.

10-year Enrollment Forecasts Summary:

- Between the 2023–24 and 2028–29 school years, overall District enrollment (headcount) is projected to increase from 21,180 to 21,909 or by 3.4%.
- The District is projected to capture 79.9% of the forecasted District population of school-age children (26,586 children).
- Included in these forecasts is an increase in grades (with the same proportions of out-of-District students as for the 2023–24 forecasts):
 - K–6 enrollment from 11,442 to 11,913 (4.1% gain)

- 7–8 enrollment from 3,204 to 3,335 (4.1% gain)
- 9–12 enrollment from 6,533 to 6,661 (2.0% gain)
- Over the 10-year range, these 2028–29 forecasts represent an increase over 2018–19 counts by 7.9% for overall District enrollment, 8.2% for grades K–6, 9.9% for grades 7–8, and 6.3% for grades 9–12.

Annual District-Wide Building Attendance Enrollment Forecasts by Grade Group:

- Figure 4 shows the total annual District enrollment forecasts through the 2028–29 horizon for low, medium (preferred), and high-growth scenarios. Figure 5 shows the enrollment forecasts broken down by grade group for the medium growth series.
- Figures 6–8 provide elementary, middle, and high school building attendance enrollment projections through 2028–29, respectively, for low, medium, and high-growth scenarios.

Detailed Attendance Area Residence Forecasts:

- Figures 9–11 detail projected change over the next five years in the number of District students residing in each attendance area for elementary, middle, and high, respectively. Note that our forecasts are produced at a significantly more granular level—that of Census block group, of which there are 121 in the District. For future boundary scenario modeling (or other work, these more granular forecasts are available upon request, and can be accurately aggregated to current or future attendance area boundaries.
- Figures 12–14 provide annual forecasts by attendance area of District students residing in each attendance area for elementary, middle, and high, respectively. Figure 15 provides district grade totals (and includes both residence-based and building attendance totals by grade group).

Helpful Notes on Using Forecasts:

- The two fundamental types of student enrollment forecasts are building/program attendance (i.e., the number of students expected to attend school at a specific building), and residence-based (i.e., the number of students expected to reside within a certain region, whether it be the District as a whole, or individual attendance areas).
- Residence-based forecasts are generally more accurate than building attendance forecasts, as they are not subject to variability linked to student choices (e.g., intra-district transfers), movement of program locations, constraints on intra-district transfers imposed by building capacities, etc. The current rates of intra-district transfer for the elementary, middle, and high school grade groups, respectively, can be found in the Figures 16–18 residence-attendance enrollment pattern matrices.
- Residence-based forecasts are rooted in student location, and therefore, with the proper granularity, can be re-allocated to different boundaries besides the current attendance areas.

This, coupled with their increased accuracy over building attendance forecasts, makes them more suitable for boundary scenario modeling.

- In district-wide totals, building attendance forecasts will always be greater than residence-based ones, as by definition, only the building attendance forecasts include out-of-district students.
- Finally, when comparing building attendance and residence-based forecasts for an individual school, it is important to recognize that the two can sometimes vary quite considerably. In some cases, the building attendance is higher than the count of students residing in the corresponding attendance area (e.g., Chase Lake), while at other times it is lower (e.g., Lynnwood).

COMPARISON TO PRIOR YEAR FORECASTS

DISTRICT-LEVEL

Last year's (2017–18 base year) District-level elementary enrollment forecast for 2023–24 was 11,736, whereas this year's forecast for 2023–24 is 11,442 (2.5% difference). For middle school, last year's forecast was 3,257, with this year's being 3,204 (1.6% difference). Finally, for high school, last year's forecast was 6,664, with this year's being 6,533 (2.0% difference). Note that last year's district-wide forecast for 2018–19 was 0.8% high (see Figure 19).

Last year's forecast for the elementary grade group was 1.3% high (Figure 20 provides error by grade group for 2018–19 forecasts by grade group), and this was partly due to our optimistic K forecast. Overall, our assumptions of net in-migration of elementary school age children were slightly high. As such, we've lowered the future annual K class sizes built into our forecasts, and marginally lowered our elementary grade progression ratios to assume lower in-migration rate. That said, although the elementary grade group has stagnated the last couple of years, we still see ample evidence of housing development in the pipeline to continue to support sustained growth, and do not expect a prolonged retraction.

Although last year's forecasts were 1.4% low for middle school, and as we gain more years of data on the District (e.g., geocoded student residences and multiple data points on capture rate), we feel last year's 2023–24 middle school forecasts were slightly high. As such, we have lowered the middle school forecasts for that year by 53 students. The smaller size of the middle school grade group relative to elementary and high lends to difficulty in achieving tight accuracies.

Finally, while last year's forecast for the high school grade group was only 0.9% high, the lower grade progression ratios we employed in this year's model have a compounding effect as each grade-to-grade turnover happens as students roll up to high school. The net result is that we've reduced our 2023–24 high school forecast by 2.0%.

ATTENDANCE AREA-LEVEL

Of note is that for the Lynnwood and Oak Heights attendance areas, we have dialed back our growth assumptions. This is due to reduced expectation of in-migration due to increased clarity on the fact that much of the MF development occurring in Lynnwood is studio and single bedroom apartments, as well as lower assumed student yield factors in general, as affordability continues to be an increasing barrier to young families moving into the District. That said, conditions can change quickly, and these attendance areas should continue to be closely monitored.

Additionally, as noted earlier in the report, there is increased uncertainty regarding some of the MF developments that have been perpetually on the horizon in the Lynndale attendance area. This is reflected by a significant reduction in our forecast for Lynndale over the next several years.

ENROLLMENT FORECASTS METHODOLOGY

EXTERNAL DATA SOURCES

In addition to historic enrollment and housing development data provided by the District, FLO used the following external data sources to inform our student enrollment forecasts:

Student Enrollment Assessment and Land Use Analysis:

- Student addresses and attribute data from the District's October 3, 2018 student information system (SIS)
- School attendance area boundaries provided by the District
- Snohomish County Parcels
- 2018 Statewide Urban Growth Areas and City Limits from WA Department of Ecology
- FLO-conducted phone interviews with planners from Snohomish County and the municipalities of Brier, Edmonds, Lynnwood, and Mountlake Terrace.
- County/City zoning, comprehensive plan, building permits, plats, etc. data

Enrollment Forecasting:

- US Census and American Community Survey
- Esri 2018/2023 US Demographics
- Historic October Enrollment provided by the District
- Washington State Office of Superintendent of Public Instruction (OSPI) October Enrollment
- Washington State Office of Financial Management (OFM) forecasts
- Washington State Department of Health (WDOH) birth data

- Puget Sound Regional Council (PSRC) Land Use Baseline (LUB) and Vision (LUV) forecasts

INITIAL STEPS

Our first step in preparing enrollment forecasts is to perform a detailed assessment of the geographic distribution of District students, as well as historic enrollment trends (i.e. last five years). The results of this preliminary analysis feed into our enrollment forecasts, which use a combination of the demographic cohort-component model to forecast population for the District by age and sex, and the enrollment rate method, which advances each age cohort through successive grade levels. In the former, the components of population change are births, deaths, and migration (which includes a detailed analysis of expected housing development and resulting student yields).

USE OF ENROLLMENT RATE METHOD

In terms of linking historic enrollment trends to future enrollment forecasts, the enrollment rate method is first used to look at the percent of five-year-olds living in the District boundary in the 2018–19 school year that enrolled in K at District schools. This is referred to as the K enrollment (or “capture”) rate. Separate enrollment rates are computed in a similar manner for each of the other age/grade cohorts present in 2018–19 (i.e., 1st through 12th grades). These cohort-specific enrollment rates, modified based on certain assumptions (e.g., drop-out rates in high school), are the primary basis for determining the rate at which each given cohort will be enrolled in the future, and can be thought of as a means of calibrating the future enrollment forecasts. For example, the 2018–19 3rd grade enrollment rate of 8-year-olds heavily informs the 8th grade capture rate of the projected 13-year-old District population in 2023–24, and so forth.

PROJECTING NET MIGRATION

Another way historic enrollment data are used is by leveraging knowledge of the geographic distribution of the 2018–19 student population to calculate enrollment rates at the sub-District level. To do this, FLO divided the District into 36 regions (corresponding to Census tracts), each with a sufficient number of students at each grade level to permit statistical calculations. These sub-District, cohort-specific enrollment rates were applied as a baseline to new District school-age children projected to be added due to net in-migration over the next five years. Note that the future migration rate and population projections used, which were largely informed by Esri’s 2018/2023 US Demographics, were prepared at an even finer geographic resolution (Census block groups), and at units that are generally socioeconomically distinct from each other.

The Esri 2018/2023 US Demographics dataset is prepared using recent growth trends derived from US Census and state/local sources such as OFM, and account for regional land use and comprehensive plans, publicly available development data (i.e. permits), housing inventory, and US Postal Service carrier route additions to track growth. Prior to use, FLO reviews these data and

confirm proper assumptions and incorporation of local data sources, particularly with respect to any publicly available vacant lands and comprehensive plan data, making modifications as warranted based on our detailed review of local data. In particular, FLO performs a very detailed analysis to incorporate expected housing development and associated student yields.

The benefit of this approach is that the geographic analysis performed allowed for a granular forecasting of how many of the eligible new children in the District over the next five years will enroll in District schools, which is expected to be more accurate than simply using District-level rates to predict capture. This is key, as migration often plays a larger role in future enrollment levels than any other factor—more so than gradual changes in birth rate, for example—but can vary greatly within a region.

Regarding expected student yields from new housing development, student yield factors used for each development were approximated at the neighborhood level by looking at existing student ratios (per SF and MF unit) in all housing units for each of those neighborhoods, and adjusting those ratios using development-specific information provided by planners, as well as educated assumptions about trends specific to new development. FLO's analysis merges student counts forecasted within existing housing inventory with the student generation expected from new development.

At the end of each 5-year window, the attendance area numbers are modified as needed to ensure they are consistent with District-wide numbers, which are computed using only District-wide population and historic enrollment numbers. In this way, the District-wide numbers are used to “control” the attendance area-level numbers.

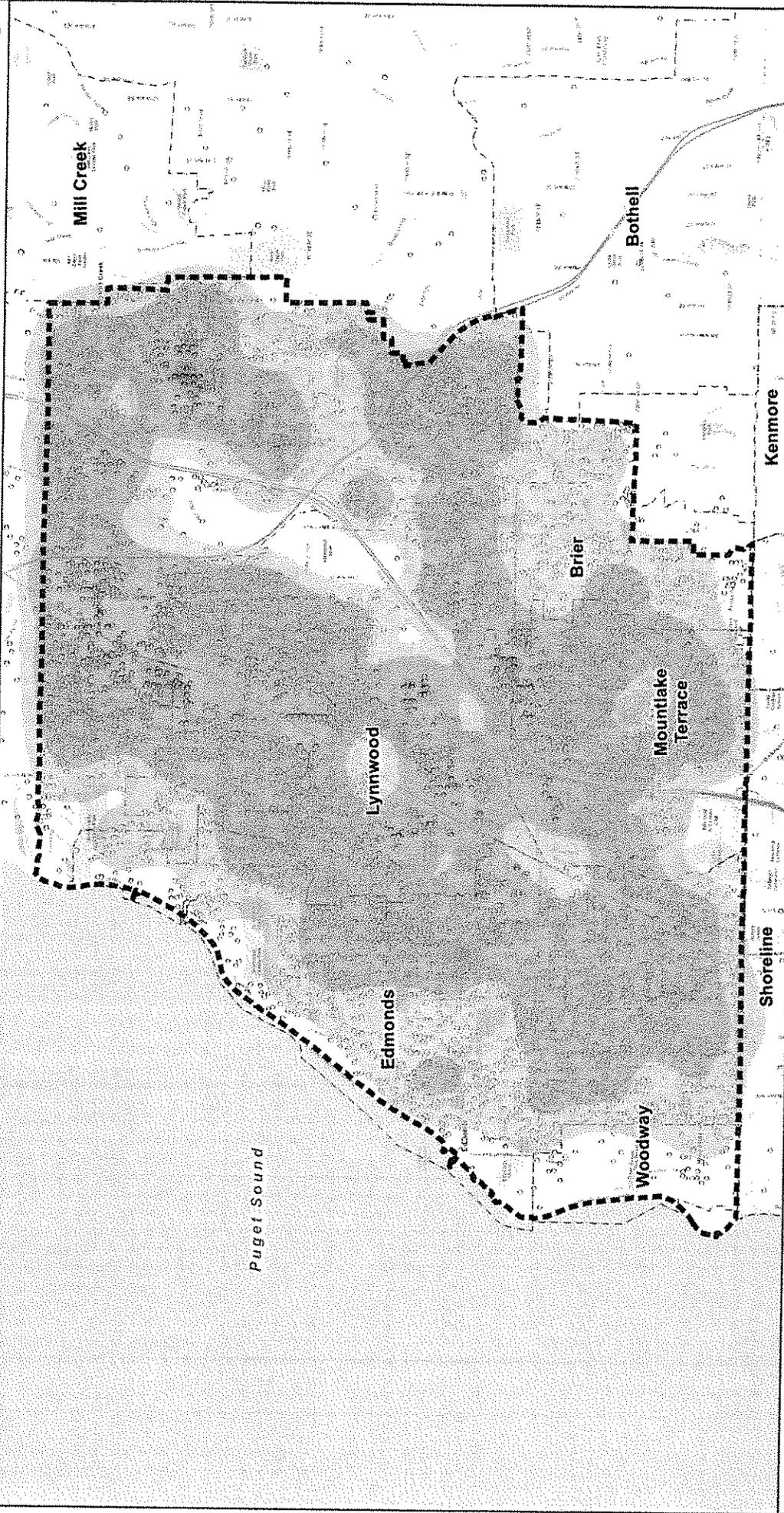
LONGER-TERM FORECASTS (10-YEAR)

Our 10-year forecasts assume similar Census tract-level migration patterns between 2023–24 and 2028–29 as were applied between 2018–19 and 2023–24, only scaled back proportionately as the slowing in District total population growth, as well as quantities of buildable land within district boundaries and the relative rates at which those spaces are expected to be built out (e.g., as ascertained from review of all known development data).

2018–23 births, which inform K classes beginning with the 2023–24 school, were projected based on a review of available historic WDOH city and county birth data throughout the District (Snohomish County, and the municipalities of Edmonds, Lynnwood, and Mountlake Terrace), forecasted population of females of child-bearing age throughout the District, and county and state trends in fertility (declining).

In terms of capture rate, the grade-specific rates computed from the 2018–19 student enrollment assessment are used. Also, as with the shorter-term projections, a 3-year average of grade progression ratios are enforced at the District level.

Student Density



FLO Analytics

0 0.25 0.5 1 Miles

N

Student Household Location (10/01/2018 SIS)

Incorporated Municipality

Student Density per Square Mile

1/2-mile Radius Analysis

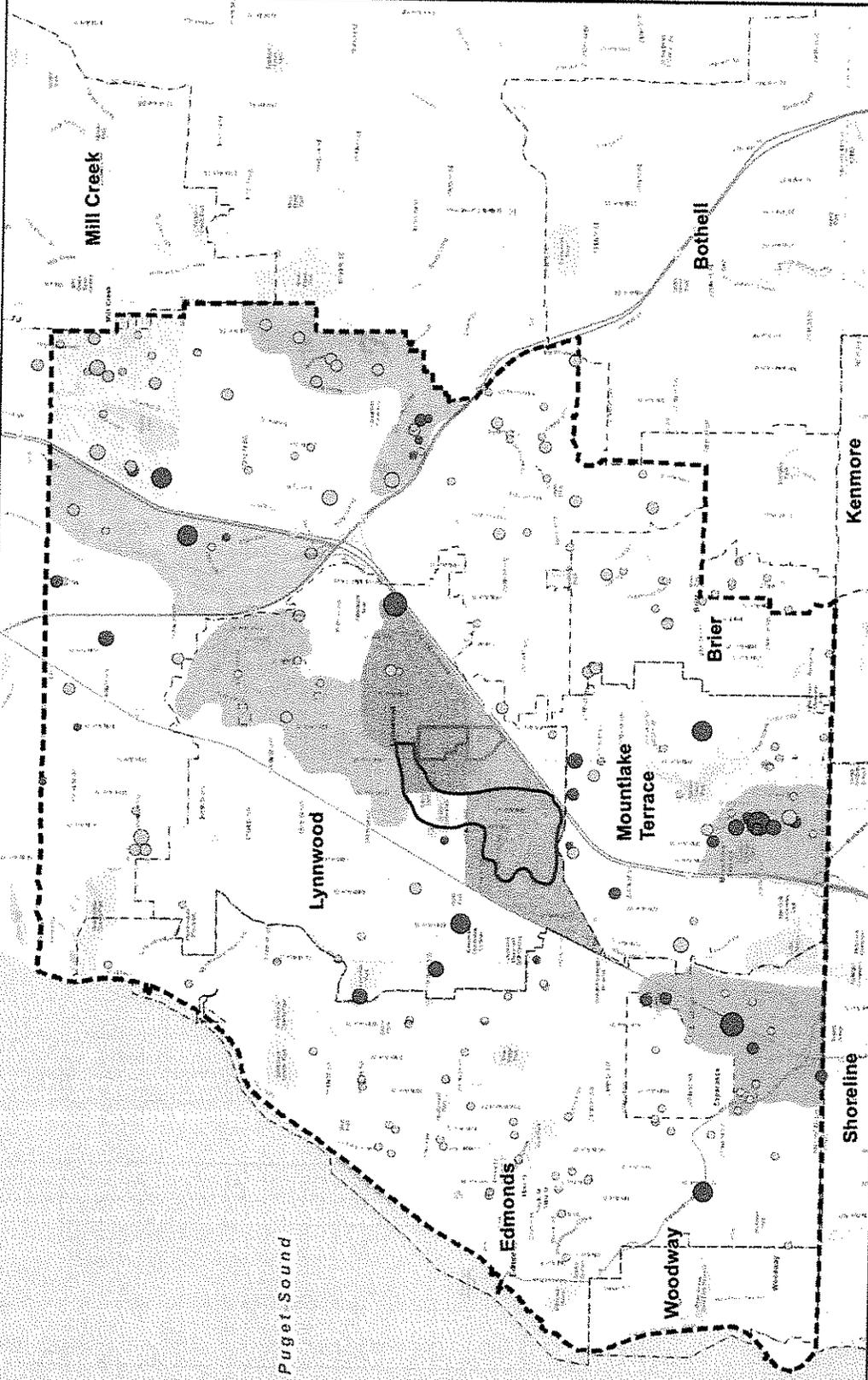
0.0 - 200.0	200.1 - 450.0	450.1 - 700.0	700.1 - 950.0	950.1 - 1,200.0
1,200.1 - 1,450.0	1,450.1 - 1,700.0	> 1,700.1		

Figure 2

Land Use & Development Overview

Areas of Interest

- Area of expected high growth (Ash Way)
- Area of expected high growth (Hwy 99 corridor); Maximum of 4,900 units in 20 years
- Area of expected high growth (Lynnwood City Center)
- Area of expected high growth (Martha Lake)
- Area of expected high growth (Mountlake Terrace Town Center)
- Area of expected high growth (Hwy 405)
- Area with 1-2 lot Single-family developments
- South Lynnwood Subarea; changes within the next 2-5 years (SF, MF, Commercial)
- Area to be maintained as Single-family
- Potential Mixed Use area
- Transit Center



FLO Physics

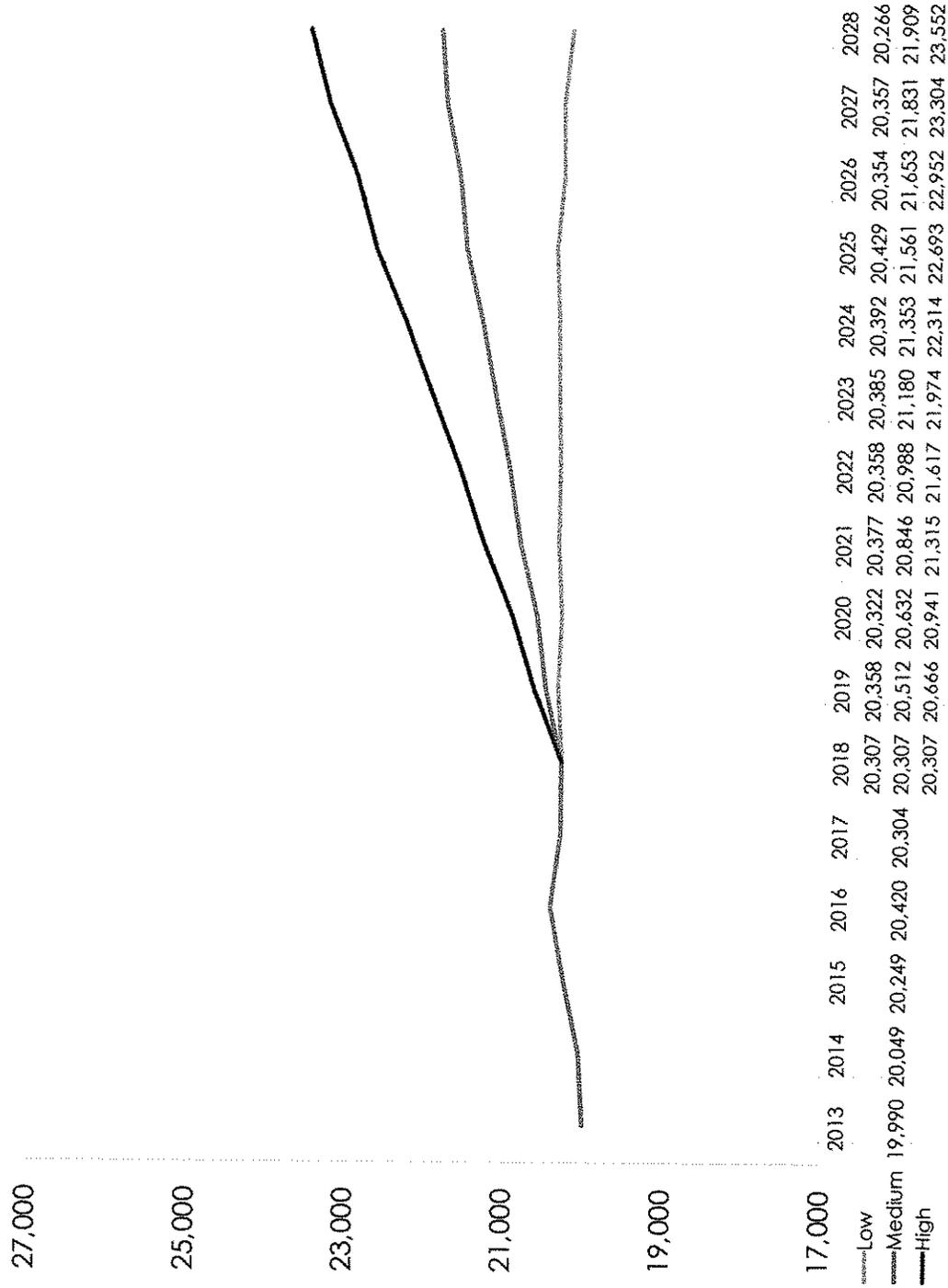
0 0.25 0.5 1 Miles

Figure 3

Legend:

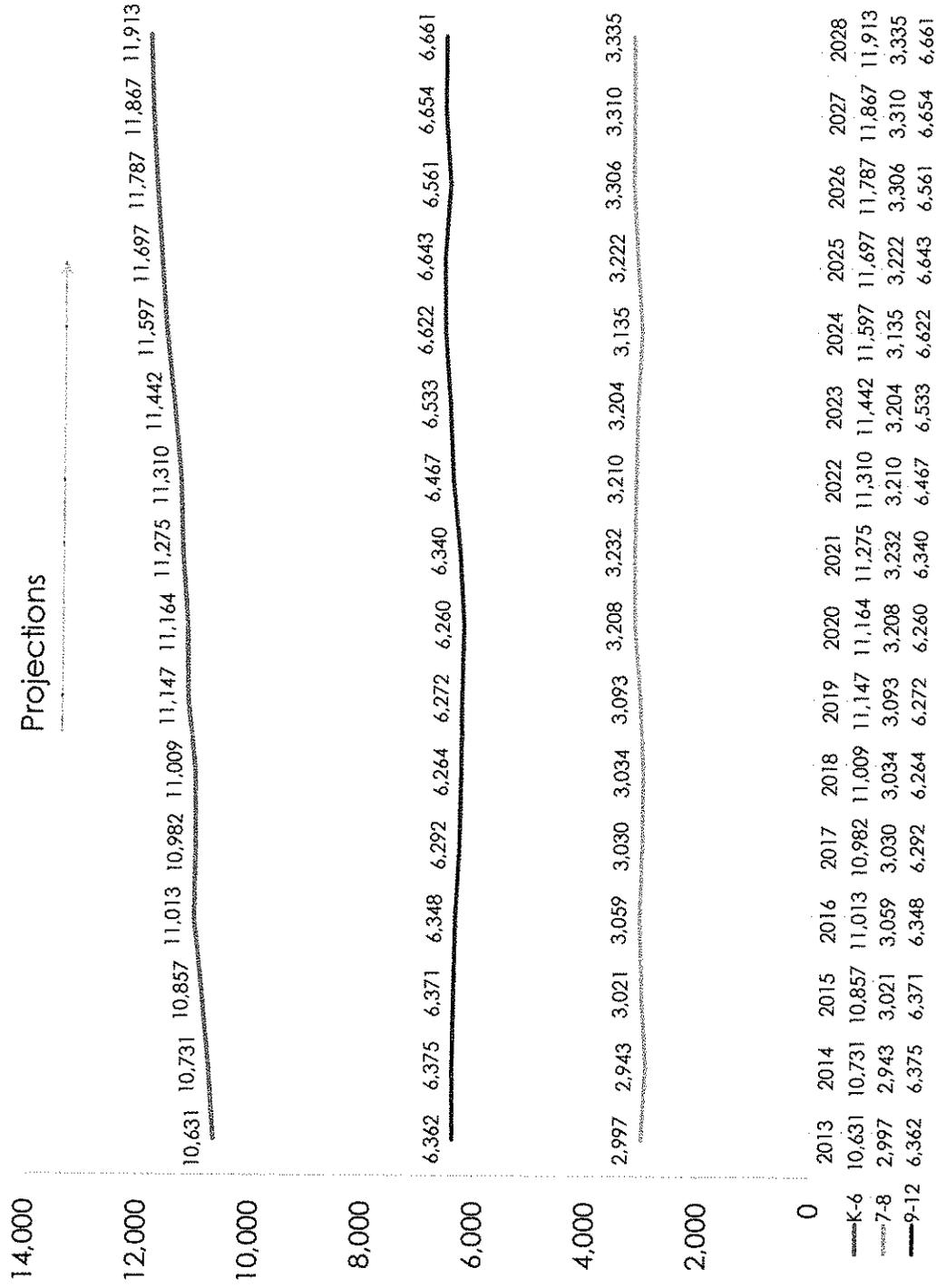
- District Boundary
- Incorporated Municipality
- Land Use & Development Data (2017/2018)
 - Multi-family: 0-5, 6-25
 - Single-family: 26-50, 51-150, >150

Figure 4 – Total District Building Attendance Enrollment Forecasts (Headcount) – Low, Medium (Preferred), and High-Growth Series



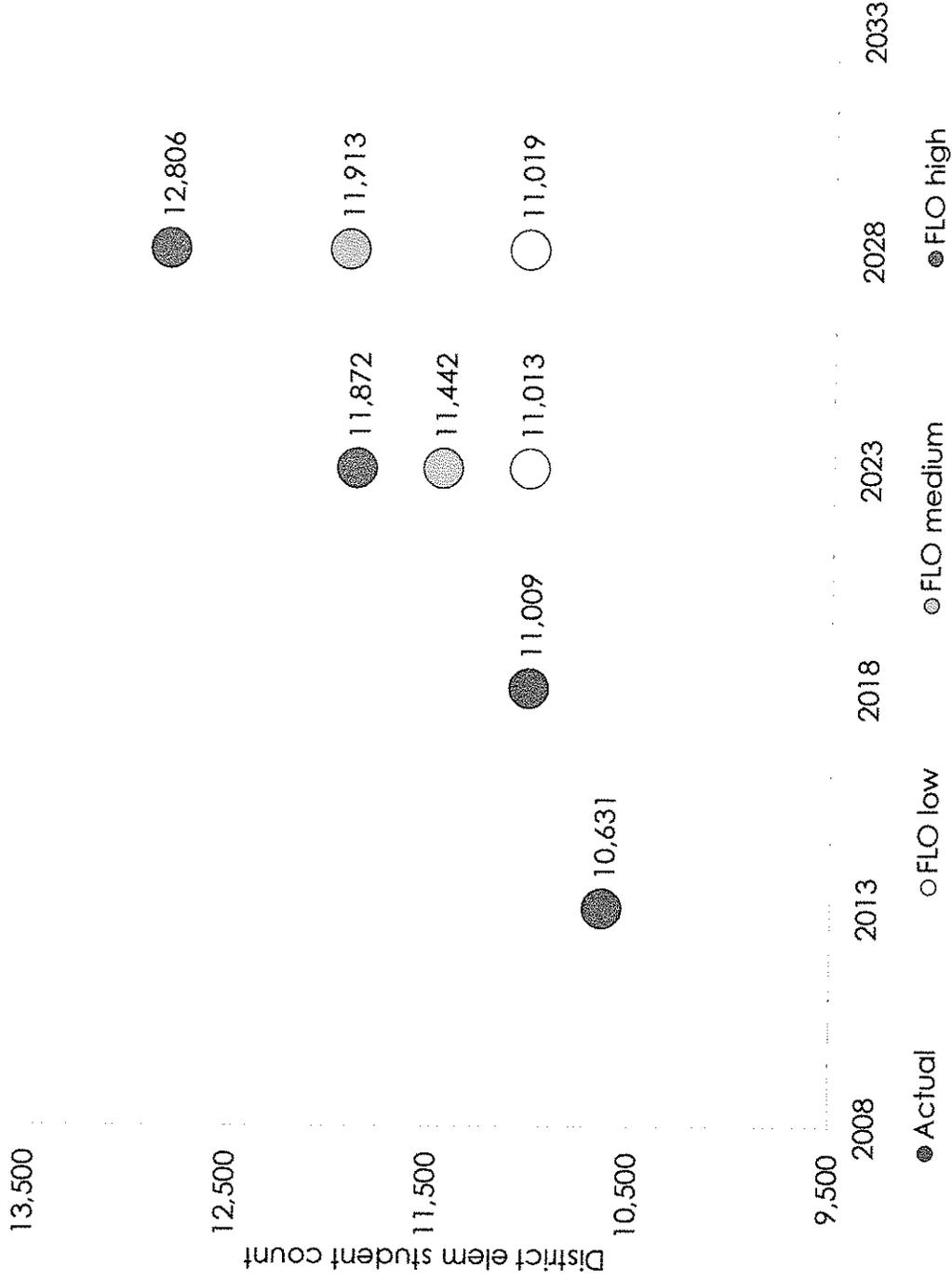
Total District October 1st building attendance enrollment forecasts (headcount) through 2028—low, medium, and high-growth series. Includes all schools, and students living both within and outside the District. Excludes PS, and high school ED CAP/Open Doors and full-time Running Start students.

Figure 5 – Building Attendance Enrollment Forecasts (Headcount) by Grade Group – Medium Growth Series (Preferred)



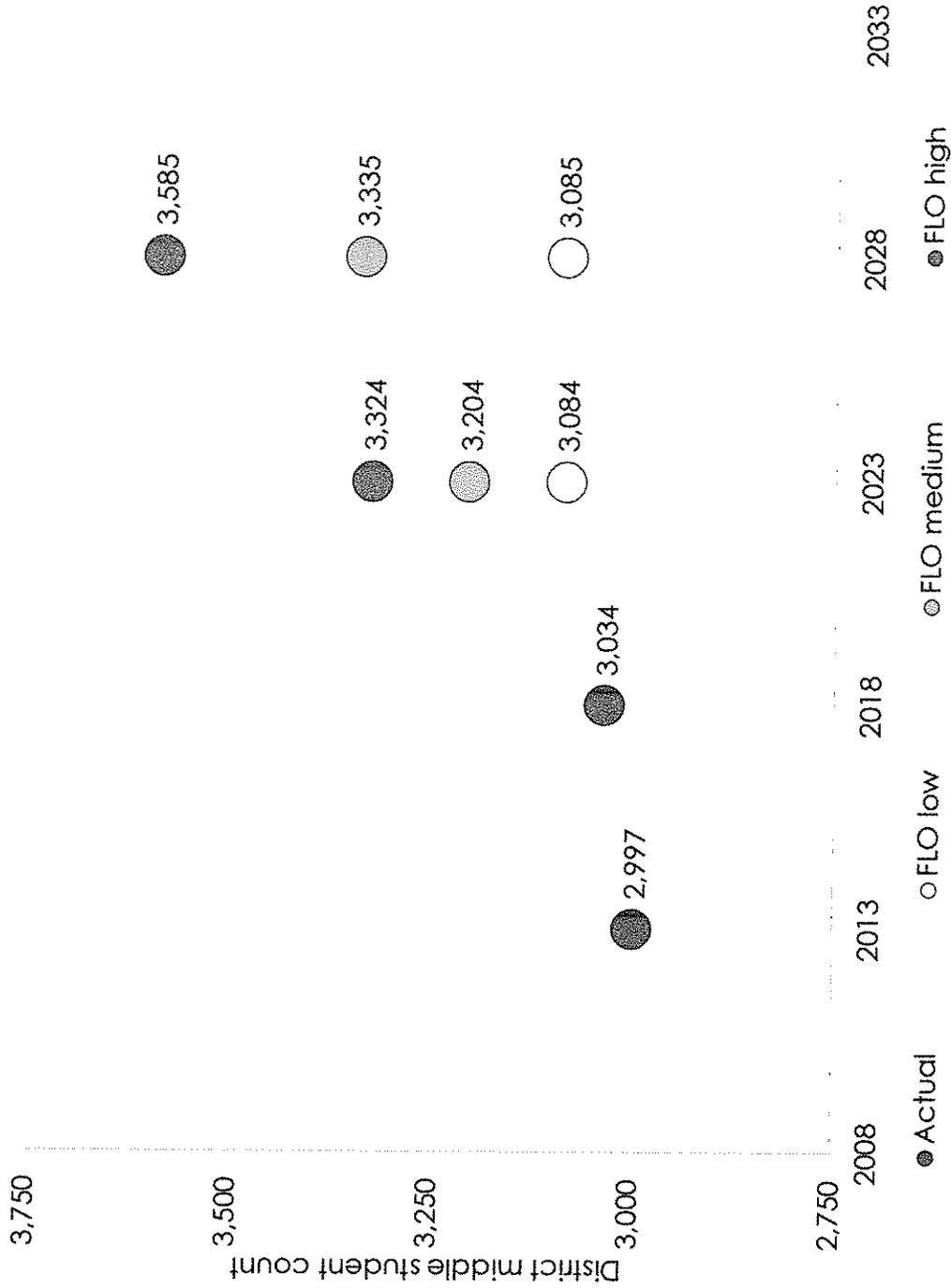
October 1st building attendance enrollment forecasts (headcount) through 2028 by grade group, medium-growth series. Includes all schools, and students living both within and outside the District. Excludes PS, and high school EDCAP/Open Doors and full-time Running Start students.

Figure 6 – Elementary School Building Attendance Enrollment Forecasts (Headcount) – Low, Medium (Preferred), and High-Growth Series



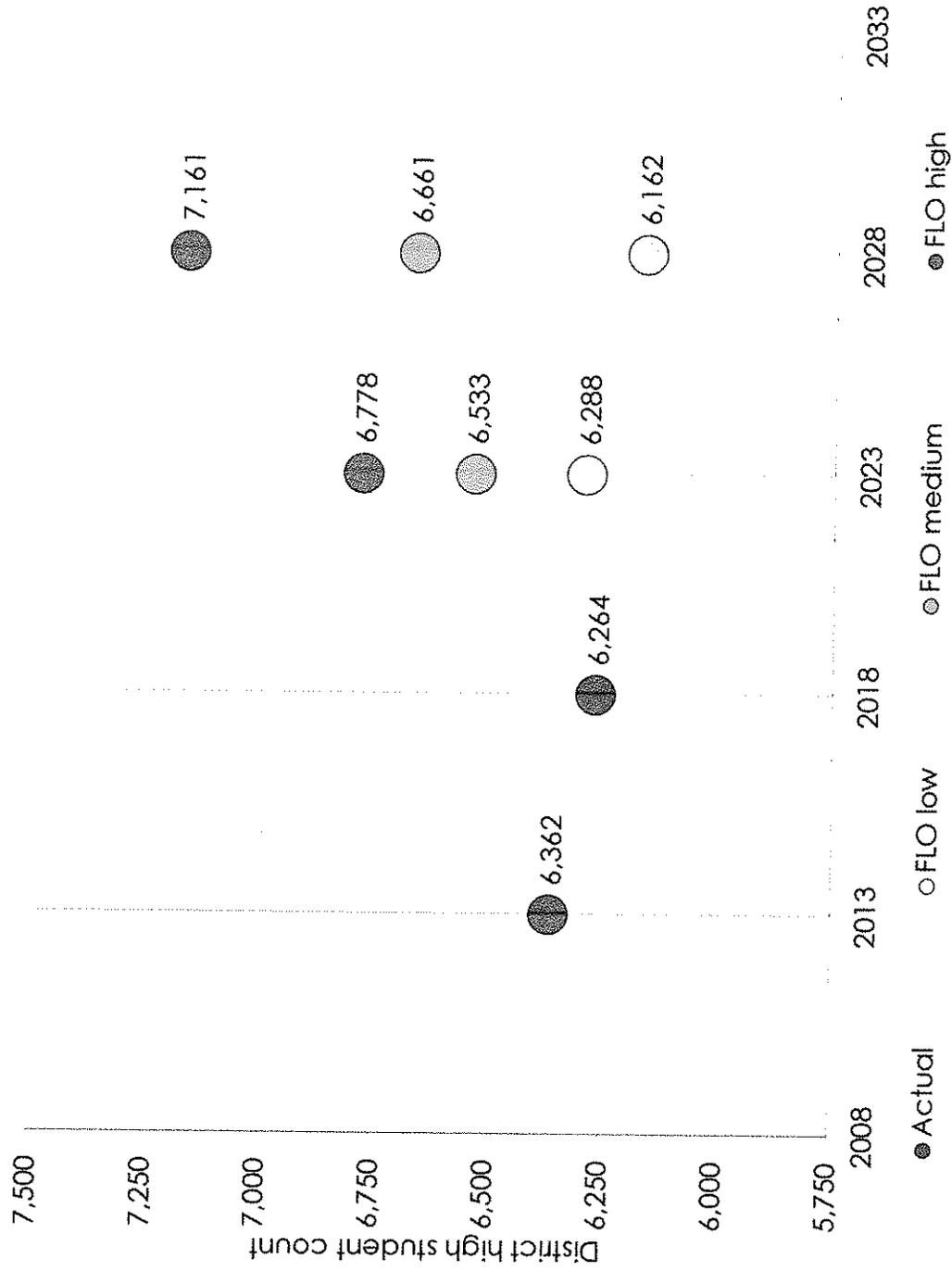
Elementary school October 1st building attendance enrollment forecasts (headcount) for 2023 and 2028—low, medium, and high-growth series. Includes all schools, and students living both within and outside the District. Excludes PS.

Figure 7 – Middle School Building Attendance Enrollment Forecasts (Headcount) – Low, Medium (Preferred), and High-Growth Series



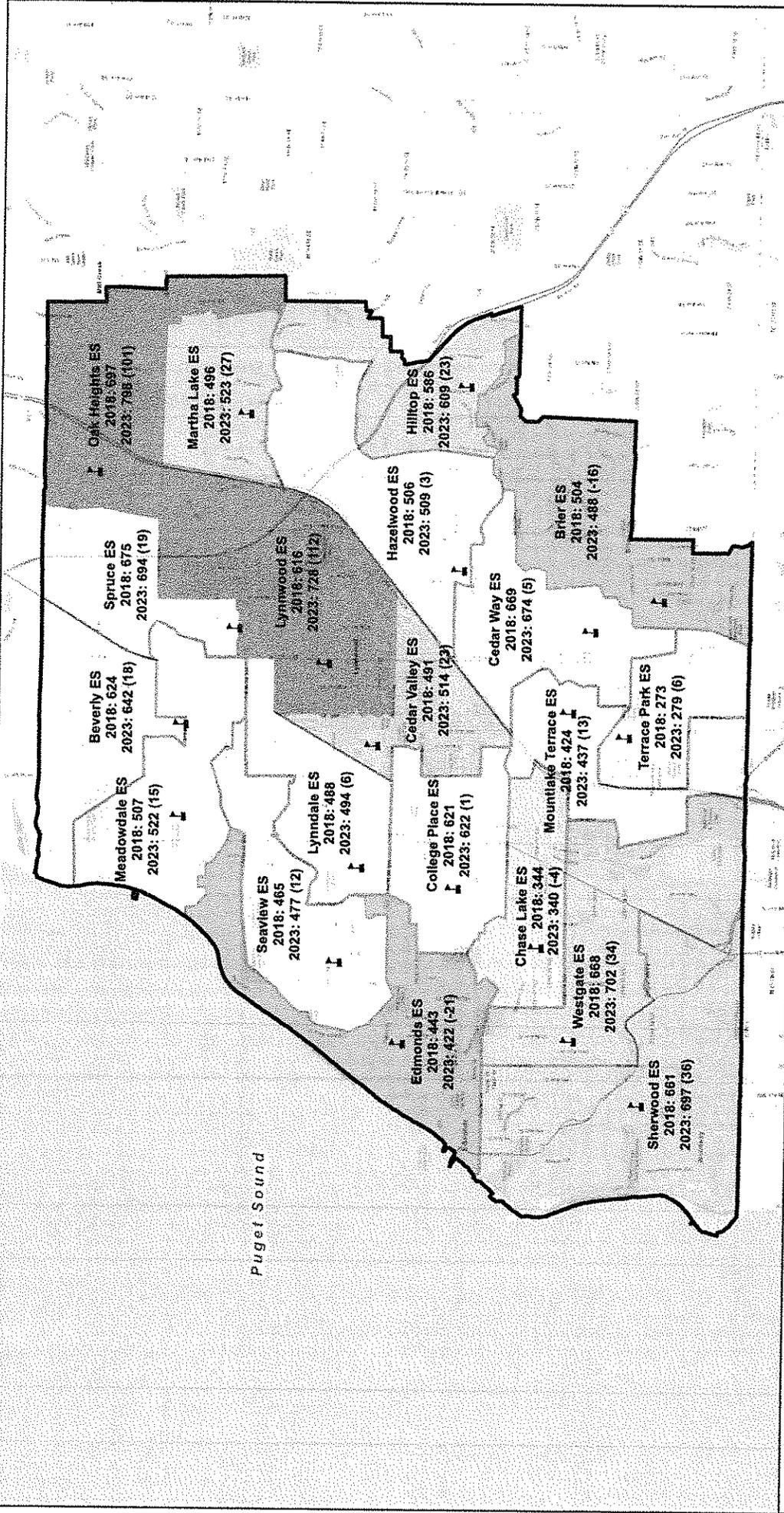
Middle school October 1st building attendance enrollment forecasts for 2023 and 2028—low, medium, and high-growth series. Includes all schools, and students living both within and outside the District.

Figure 8 – High School Building Attendance Enrollment Forecasts (Headcount) – Low, Medium (Preferred), and High-Growth Series



High school October 1st building attendance enrollment forecasts (headcount) for 2023 and 2028—low, medium, and high-growth series. Includes all schools, and students living both within and outside the District. Excludes EDCAP/Open Doors and full-time Running Start students.

5-year Enrollment Forecasts - Elementary School



School Location
 Elementary School Attendance Areas
 District Boundary
 2018-2023 Magnitude of Change
 -15 to 0
 1 to 20
 31 to 50
 > 50
 < -15

0 0.25 0.5 1 Miles

Figure 9

5-year Enrollment Forecasts - Middle School

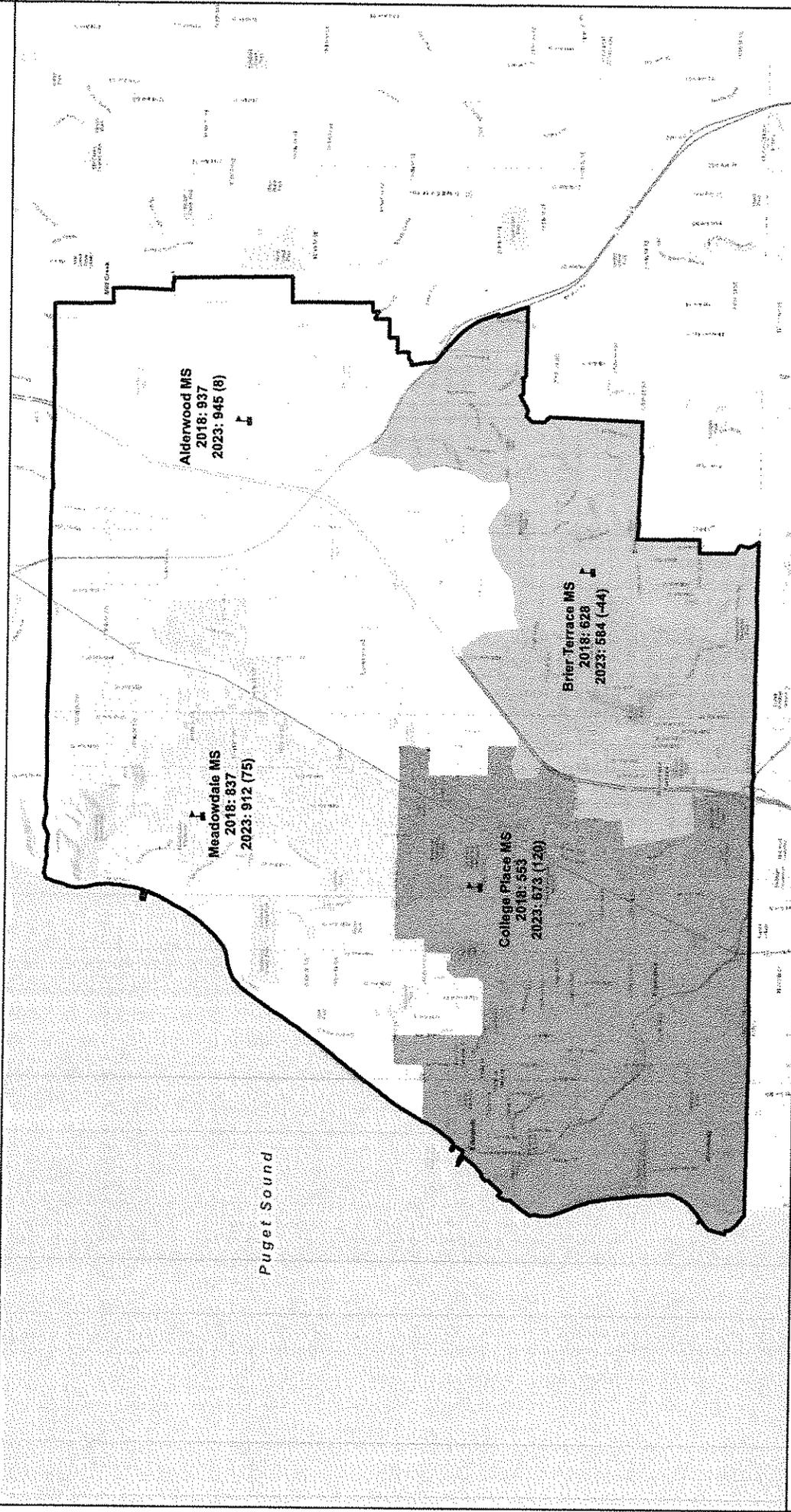


Figure 10

5-year Enrollment Forecasts - High School

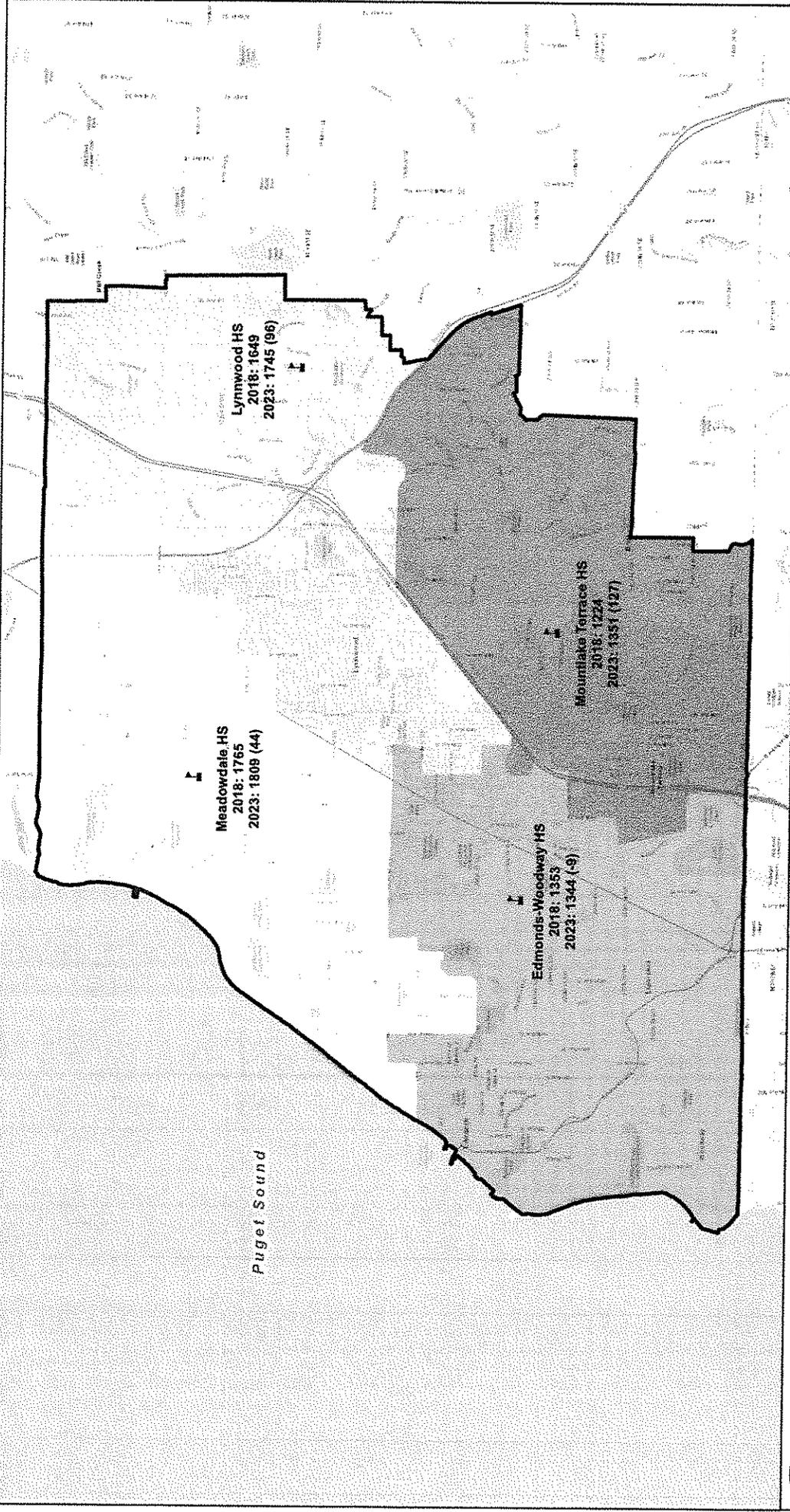


Figure 11

Figure 12 – Elementary School Attendance Area Residence-Based Forecasts (Headcount)

Attendance Areas

Attendance Area	Building Attend.	Students Residing* →						
	2018	2018	2019	2020	2021	2022	2023	2028
Beverly ES	567	624	635	650	647	644	642	683
Brier ES	441	504	513	493	481	486	488	497
Cedar Valley ES	442	491	503	502	505	515	514	549
Cedar Way ES	560	669	675	666	668	658	674	657
Chase Lake ES	409	344	350	350	348	344	340	355
College Place ES	514	621	609	608	612	601	622	627
Edmonds ES	350	443	434	430	431	428	422	440
Hazelwood ES	464	506	509	508	503	509	509	524
Hilltop ES	545	586	585	595	595	605	609	634
Lynndale ES	428	488	481	472	475	477	494	506
Lynnwood ES	525	616	642	662	700	709	728	799
Martha Lake ES	455	496	505	513	516	509	523	553
Meadowdale ES	514	507	509	512	520	518	522	545
Mountlake Terrace ES	402	424	429	416	428	426	437	462
Oak Heights ES	617	697	731	751	769	784	798	859
Seaview ES	438	465	466	472	475	480	477	470
Sherwood ES	534	661	663	670	669	678	697	716
Spruce ES	576	675	689	670	684	695	694	731
Terrace Park ES	296	273	278	272	277	276	279	302
Westgate ES	538	668	675	685	704	698	702	719
K-6	9,615	10,758	10,881	10,897	11,006	11,040	11,169	11,629

*An additional 263 elementary school students residing out-of-district were also enrolled on October 1st, 2018

Non-Attendance Area Buildings/Programs

Building/Program	Building Attend. 2018
Challenge (@TP)	316
Edmonds Heights K-12	249
E-Learning	0
Madrona K-8	462
Maplewood K-8	361
Other	6
K-6	1,394

Annual elementary school attendance area residence-based forecasts through 2028. Shown are 2018 actual counts of District students residing in each attendance area (October 3rd, 2018 SIS), as well as October 1st projections for each subsequent year. Excludes PS. Also included are October 1st, 2018 building attendance numbers (OSPI) for each school (including schools and programs without attendance areas), which are independent of the attendance area residence numbers. By definition, the attendance area residence numbers do not include students living outside the District, whereas the 2018 building attendance numbers do. Note that the OSPI (9,615+1,394=11,009) and SIS (10,758+263=11,021) totals differ slightly due to the timing of the respective data reporting/exporting efforts.

Figure 13 – Middle School Attendance Area Residence-Based Forecasts (Headcount)

Attendance Areas

Attendance Area	Building Attend.	Students Residing* →						
		2018	2019	2020	2021	2022	2023	2028
Alderwood MS	816	937	898	887	916	927	945	1,029
Brier Terrace MS	683	628	600	636	660	615	584	598
College Place MS	433	553	633	687	660	684	673	697
Meadowdale MS	734	837	876	909	905	895	912	917
7-8	2,666	2,955	3,007	3,118	3,141	3,121	3,114	3,241

*An additional 85 middle school students residing out-of-district were also enrolled on October 1st

Non-Attendance Area Buildings/Programs

Building/Program	Building Attend.
Edmonds Heights K-12	100
E-Learning	8
Madrona K-8	14
Maplewood K-8	112
Other	7
7-8	368

Annual middle school attendance area residence-based forecasts through 2028. Shown are 2018 actual counts of District students residing in each attendance area (October 3rd, 2018 SIS), as well as October 1st projections for each subsequent year. Also included are October 1st, 2018 building attendance numbers (OSPI) for each school (including schools and programs without attendance areas), which are independent of the attendance area residence numbers. By definition, the attendance area residence numbers do not include students living outside the District, whereas the 2018 building attendance numbers do. Note that the OSPI (2,666+368=3,034) and SIS (2,955+85=3,040) totals differ slightly due to the timing of the respective data reporting/exporting efforts.

Figure 14 – High School Attendance Area Residence-Based Forecasts (Headcount)

Attendance Areas

Attendance Area	Building Attend.	Students Residing* →						
	2018	2018	2019	2020	2021	2022	2023	2028
Edmonds-Woodway HS	1,546	1,353	1,293	1,252	1,292	1,309	1,344	1,412
Lynnwood HS	1,377	1,649	1,721	1,744	1,763	1,750	1,745	1,876
Meadowdale HS	1,495	1,765	1,755	1,727	1,742	1,779	1,809	1,829
Mountlake Terrace HS	1,289	1,224	1,231	1,265	1,267	1,348	1,351	1,254
9-12	5,707	5,992	5,999	5,988	6,064	6,186	6,249	6,372

*An additional 272 high school students residing out-of-district were also enrolled on October 1st

Non-Attendance Area Buildings/Programs

Building/Program	Building Attend.
Edmonds Heights K-12	183
E-Learning	95
Scriber Lake	266
Other	12
9-12	556

Annual high school attendance area residence-based forecasts through 2028. Shown are 2018 actual counts of District students residing in each attendance area (October 3rd, 2018 SIS), as well as October 1st projections for each subsequent year. Excludes EDCAP/Open Doors and full-time Running Start students. Also included are October 1st, 2018 building attendance numbers (OSP1) for each school (including schools and programs without attendance areas), which are independent of the attendance area residence numbers. By definition, the attendance area residence numbers do not include students living outside the District, whereas the 2018 building attendance numbers do. Note that the OSP1 (5,707+556=6,263) and SIS (5,992+272=6,264) totals differ slightly due to the timing of the respective data reporting/exporting efforts.

Figure 15 – District Grade Totals, Attendance Area Residence-Based Forecasts (Headcount)

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K	1,560	1,600	1,599	1,621	1,614	1,637	1,665	1,690	1,689	1,683	1,678
1	1,528	1,574	1,602	1,601	1,623	1,618	1,639	1,667	1,691	1,691	1,685
2	1,500	1,518	1,578	1,592	1,590	1,613	1,608	1,629	1,657	1,679	1,679
3	1,564	1,498	1,517	1,578	1,589	1,586	1,612	1,606	1,626	1,654	1,675
4	1,501	1,566	1,496	1,515	1,579	1,587	1,586	1,612	1,603	1,624	1,652
5	1,594	1,505	1,570	1,498	1,517	1,587	1,593	1,591	1,617	1,606	1,626
6	1,511	1,620	1,535	1,600	1,529	1,542	1,617	1,622	1,621	1,647	1,633
7	1,490	1,505	1,604	1,523	1,585	1,515	1,523	1,599	1,604	1,604	1,628
8	1,465	1,502	1,514	1,618	1,536	1,599	1,524	1,533	1,609	1,613	1,613
9	1,541	1,511	1,545	1,564	1,669	1,587	1,653	1,578	1,585	1,662	1,666
10	1,503	1,548	1,517	1,556	1,573	1,671	1,593	1,661	1,584	1,597	1,673
11	1,485	1,431	1,471	1,440	1,486	1,482	1,582	1,512	1,574	1,506	1,505
12	1,463	1,509	1,455	1,505	1,458	1,509	1,505	1,602	1,533	1,600	1,528
K-6	10,758	10,881	10,897	11,006	11,040	11,169	11,320	11,418	11,506	11,584	11,629
7-8	2,955	3,007	3,118	3,141	3,121	3,114	3,047	3,132	3,213	3,217	3,241
9-12	5,992	5,992	5,988	6,064	6,186	6,249	6,334	6,354	6,276	6,365	6,372
K-12	19,705	19,887	20,004	20,211	20,347	20,533	20,701	20,903	20,994	21,166	21,242
Residing in District (Residence-Based)											
Out-of-District											
K-6	263	266	266	269	270	273	277	279	281	283	284
7-8	85	86	90	90	90	90	88	90	92	93	93
9-12	272	273	272	275	281	284	288	289	285	289	289
K-12	620	625	628	635	641	647	652	658	659	665	667
Total Attendance (Building Attendance)											
K-6	11,021	11,147	11,164	11,275	11,310	11,442	11,597	11,697	11,787	11,867	11,913
7-8	3,040	3,093	3,208	3,232	3,210	3,204	3,135	3,222	3,306	3,310	3,335
9-12	6,264	6,272	6,260	6,340	6,467	6,533	6,622	6,643	6,561	6,654	6,661
K-12	20,325	20,512	20,632	20,846	20,988	21,180	21,353	21,561	21,653	21,831	21,909

Shading Key:

2018-2020 = The 2018-19 numbers included above are from the 10/3/18 SIS, and differ slightly from the official Oct. 1st enrollment counts (OSP), which appear elsewhere in this report.

Annual District attendance area residence-based forecasts grade totals through 2028. Shown are 2018 actual counts of District students residing in each attendance area (October), as well as October 1st projections for each subsequent year. Forecasts of out-of-District students by grade group are also included, as well as building attendance forecasts by grade group (the sum of residence-based and out-of-District). Excludes PS, and high school EDCAP/Open Doors and full-time Running Start students.

**Figure 16 – 2018-2019 Elementary School Enrollment Patterns
Residence-Attendance Matrix**

School of Attendance Attendance Area	Residence Count	Beverly ES	Brier ES	Cedar Valley ES	Cedar Way ES	Chase Lake ES	College Place ES	Edmonds ES	Hazelwood ES	Hilltop ES	Lyndale ES	Lynnwood ES	Martha Lake ES	Meadowdale ES	Mountlake Terrace ES	Oak Heights ES
Beverly ES	624	501	2	4	1	5	1	3	2	0	7	2	0	0	26	1
Brier ES	504	0	381	0	4	5	0	0	5	22	0	1	0	1	2	0
Cedar Valley ES	491	2	3	398	4	8	11	3	5	2	3	3	0	10	7	1
Cedar Way ES	669	0	5	3	505	15	3	0	27	4	3	3	0	1	8	0
Chase Lake ES	344	0	1	1	0	270	6	6	0	0	2	1	0	2	4	0
College Place ES	621	0	5	10	6	22	480	18	2	2	4	0	1	4	3	0
Edmonds ES	443	1	1	0	1	7	3	284	4	0	1	0	0	4	3	0
Hazelwood ES	506	2	10	1	5	5	1	3	384	4	2	3	12	1	1	0
Hilltop ES	586	0	5	0	1	4	0	1	5	499	0	1	1	1	3	0
Lynnwood ES	488	5	2	2	4	4	4	4	0	0	385	1	0	8	0	0
Lynnwood ES	616	3	0	5	4	6	0	1	4	0	1	488	1	2	5	4
Martha Lake ES	496	4	1	0	4	0	1	0	6	5	3	0	429	1	1	0
Meadowdale ES	507	22	2	3	0	0	0	2	4	0	1	0	0	402	2	1
Mountlake Terrace ES	424	1	5	0	1	13	0	0	0	0	0	3	0	3	343	0
Oak Heights ES	697	7	2	0	2	2	0	0	3	3	0	6	3	1	0	601
Seaview ES	465	3	0	0	1	2	0	10	1	0	1	0	0	6	0	1
Sherwood ES	661	0	3	0	0	11	0	5	0	0	0	0	0	0	0	0
Spruce ES	675	3	1	7	10	2	0	0	3	2	6	7	0	16	4	0
Terrace Park ES	273	0	2	0	1	2	0	1	2	0	0	2	0	1	5	1
Westgate ES	668	0	0	1	2	16	1	5	0	0	4	0	0	1	6	0
K-6 Subtotals	10,758	554	431	435	556	399	511	346	457	543	423	521	447	495	396	610
Out of District	263	15	10	8	4	10	3	4	8	2	5	4	8	16	6	7
K-6 Totals	11,021	569	441	443	560	409	514	350	465	545	428	525	455	511	402	617
Attending Non-Resident Total	2,565	68	60	45	55	139	34	66	81	46	43	37	26	109	59	16
Transfer In Rates	23.3%	12.0%	13.6%	10.2%	9.8%	34.0%	6.6%	18.9%	17.4%	8.4%	10.0%	7.0%	5.7%	21.3%	14.7%	2.6%

All values based on the 10/03/2018 Student Information System.
Residence counts are based on current attendance area boundaries, as of the 2018-19 school year.

**Figure 16 – 2018-2019 Elementary School Enrollment Patterns
Residence-Attendance Matrix**

School of Attendance Attendance Area	Seaview ES	Sherwood ES	Spruce ES	Terrace Park ES	Westgate ES	Challenge	Contracted School	Edmonds Heights	Madrona	Maplewood Co Op	Unassigned School	Non-Residence Attendance Total	Transfer Out Rates
Beverly ES	5	1	7	5	2	10	0	10	16	12	0	123	19.7%
Brier ES	0	3	0	5	1	22	0	18	12	22	0	123	24.4%
Cedar Valley ES	8	1	1	1	0	7	0	2	4	7	0	93	18.9%
Cedar Way ES	3	3	0	9	3	27	0	13	19	15	0	164	24.5%
Chase Lake ES	3	3	0	1	4	4	0	6	20	10	0	74	21.5%
College Place ES	6	2	1	5	7	7	1	7	13	15	0	141	22.7%
Edmonds ES	3	6	0	2	0	28	0	11	38	48	0	159	35.9%
Hazelwood ES	4	0	0	1	4	13	0	13	23	14	0	122	24.1%
Hilltop ES	2	0	0	6	0	25	0	0	17	11	0	87	14.8%
Lynndale ES	12	1	0	1	1	8	1	7	16	22	0	103	21.1%
Lynnwood ES	4	1	4	2	2	18	0	5	21	34	1	128	20.8%
Martha Lake ES	1	0	0	5	0	22	0	0	6	7	0	67	13.5%
Meadowdale ES	9	0	1	2	2	9	0	6	18	21	0	105	20.7%
Mountlake Terrace ES	0	4	0	9	3	12	0	5	17	5	0	81	19.1%
Oak Heights ES	2	0	1	2	1	17	0	7	28	9	0	96	13.8%
Seaview ES	364	0	1	4	1	14	0	11	18	27	0	101	21.7%
Sherwood ES	1	486	0	2	8	20	0	17	70	37	1	175	26.5%
Spruce ES	3	3	552	3	5	10	2	2	23	10	1	123	18.2%
Terrace Park ES	0	2	0	212	1	13	0	7	18	3	0	61	22.3%
Westgate ES	2	13	0	7	492	28	0	12	50	27	1	176	26.3%
K-6 Subtotals	432	529	568	284	537	314	4	159	447	356	4	--	--
Out of District	6	5	12	13	3	2	0	91	16	5	0	--	--
K-6 Totals	438	534	580	297	540	316	4	250	463	361	4	--	--
Attending Non-Resident Total	74	48	28	85	48	316	4	250	463	361	4	--	--
Transfer In Rates	16.9%	9.0%	4.8%	28.6%	8.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	--

All values based on the 10/03/2018 Student Information System.

Residence counts are based on current attendance area boundaries, as of the 2018-19 school year.

**Figure 17 – 2018-2019 Middle School Enrollment Patterns
Residence-Attendance Matrix**

School of Attendance Attendance Area	Residence Count	School of Attendance										Non-Residence Attendance Total	Transfer Out Rates
		Alderwood MS	Brier Terrace MS	College Place MS	Meadowdale MS	Contracted School	Edmonds eLearning Academy	Edmonds Heights	Madrona	Maplewood Co Op	Unassigned School		
Alderwood MS	937	790	57	11	18	3	1	11	26	20	0	147	15.7%
Brier Terrace MS	628	10	560	9	4	2	2	13	14	14	0	68	10.8%
College Place MS	553	4	29	394	8	1	2	16	56	42	1	159	28.8%
Meadowdale MS	837	4	31	14	698	1	1	14	39	35	0	139	16.6%
7-8 Subtotals	2,955	808	677	428	728	7	6	54	135	111	1	---	---
Out of District	85	10	7	6	7	0	2	46	6	1	0	---	---
7-8 Totals	3,040	818	684	434	735	7	8	100	141	112	1	---	---
Attending Non-Resident Total	598	28	124	40	37	7	8	100	141	112	1	---	---
Transfer In Rates	19.7%	3.4%	18.1%	9.2%	5.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	---	---

All values based on the 10/03/2018 Student Information System.
Residence counts are based on current attendance area boundaries, as of the 2018-19 school year.

**Figure 18 – 2018-2019 High School Enrollment Patterns
Residence-Attendance Matrix**

School of Attendance Attendance Area	Residence Count	School of Attendance										Non-Residence Attendance Total	Transfer Out Rates
		Edmonds HS	Woodway HS	Lynwood HS	Meadowdale HS	Mountlake Terrace HS	Contracted School	Edmonds Career Access	Edmonds eLearning Academy	Edmonds Heights	Scriber Lake		
Edmonds-Woodway HS	1,511	1,255	7	19	52	4	56	25	33	60	0	256	16.9%
Lynwood HS	1,695	85	1,311	42	119	3	29	17	29	59	1	384	22.7%
Meadowdale HS	1,852	146	36	1,440	72	4	30	27	33	64	0	412	22.2%
Mountlake Terrace HS	1,312	88	60	20	1,024	2	21	17	32	48	0	288	22.0%
9-12 Subtotals	6,370	1,574	1,414	1,521	1,267	13	136	86	127	231	1	--	--
Out of District	437	37	40	28	61	0	131	9	95	36	0	--	--
9-12 Totals	6,807	1,611	1,454	1,549	1,328	13	267	95	222	267	1	--	--
Attending Non-Resident Total	1,421	1,611	143	109	304	13	267	95	222	267	1	--	--
Transfer In Rates	20.9%	100.0%	9.8%	7.0%	22.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

***Running Start students are included in the above table based on their school of attendance as coded within the SIS, regardless of partial or full-time participation in the program. This is in contrast to other portions of this report that omit full-time participating students.

All values based on the 10/03/2018 Student Information System.

Residence counts are based on current attendance area boundaries, as of the 2018-19 school year.

Figure 19 – Total District-wide Forecast Error, Prior Forecasts Prepared by FLO

School Year	Actual Enroll.	K-12 Medium-Growth Series Enrollment Forecasts by Base Year															
		'15-'16	'16-'17	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	'23-'24	'24-'25	'25-'26	'26-'27				
2015-16	20,249																
2016-17	20,420	20,464															
2017-18	20,304	20,645	20,432														
2018-19	20,307	20,717	20,670	20,461													
2019-20	-	20,975	20,950	20,630													
2020-21	-	21,271	21,273	20,845													
2021-22	-	21,405	21,498	21,116													
2022-23	-	21,585	21,637	21,311													
2023-24	-	21,843	21,794	21,657													
2024-25	-	21,955	22,000	21,748													
2025-26	-	22,047	22,128	21,895													
2026-27	-	-	22,206	21,974													
2027-28	-	-	-	22,153													
School Year	Percent Error in Medium-Growth Series Enrollment Forecasts by Base Year																
2016-17	'15-'16	'16-'17	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	'23-'24	'24-'25	'25-'26	'26-'27					
	0.2%																
2017-18	1.7%	0.6%															
2018-19	2.0%	1.8%	0.8%														
2019-20	-	-	-														
2020-21	-	-	-														
2021-22	-	-	-														
2022-23	-	-	-														
2023-24	-	-	-														
2024-25	-	-	-														
2025-26	-	-	-														
2026-27	-	-	-														
2027-28	-	-	-														

Comparison of actual and forecasted total District October enrollment for prior years, with calculated percent error. All numbers exclude PS and EDCAP/Open Doors and full-time Running Start students. Note that the base year 2016–17 forecasts have been amended to exclude high school full-time Running Start students, which were inadvertently included in the December 9, 2016 report.

Figure 20 – Grade Groups Forecast Error, Prior Forecasts Prepared by FLO

Grade Group	2018-19 Actual Enroll.	2018-19 Medium-Growth Series Enrollment Forecasts by Base Year											
		2017-18 (1 yr.)		2016-17 (2 yr.)		2015-16 (3 yr.)		2014-15 (4 yr.)					
		Forecast	Error	Forecast	Error	Forecast	Error	Forecast	Error				
K-6	11,009	11,149	1.3%	11,346	3.1%	11,194	1.7%	-	-	-	-	-	-
7-8	3,034	2,991	-1.4%	3,121	2.9%	3,078	1.5%	-	-	-	-	-	-
9-12	6,264	6,321	0.9%	6,203	-1.0%	6,445	2.9%	-	-	-	-	-	-
Total	20,307	20,461	0.8%	20,670	1.8%	20,717	2.0%	-	-	-	-	-	-
Mean Absolute Percent Error			1.2%		2.3%		2.0%						

Comparison of actual and projected total District October enrollment for prior years, with calculated percent error. All numbers exclude PS and high school EDCAP/Open Doors and full-time Running Start students. Note that the base year 2016—17 projections have been amended to exclude high school full-time Running Start students, which were inadvertently included in the December 9, 2016 report.

Appendix B
Determination of Nonsignificance

DETERMINATION OF NONSIGNIFICANCE
Edmonds School District Capital Facilities Plan

DESCRIPTION OF PROPOSAL: This threshold determination pertains to environmental impacts associated with the Edmonds School Board adoption of its Capital Facilities Plan 2020-2025 and its incorporation into the Snohomish County Growth Management Comprehensive Plan pursuant to the requirements of Snohomish County Code 30.66C. Following adoption of the updated Capital Facilities Plan, it is anticipated that it will also be incorporated by reference into the comprehensive plans of the cities of Lynnwood, Edmonds, Mountlake Terrace, Brier, and the Town of Woodway. Adoption of the Capital Facilities Plan does not involve actual construction of schools or other facilities. These will be reviewed in more detail at the time of their proposed construction.

PROPONENT: Edmonds School District No. 15

LOCATION OF PROPOSAL: The Edmonds School District covers an area of approximately 36 square miles and includes the incorporated cities of Edmonds, Brier, Lynnwood, and Mountlake Terrace, as well as the Town of Woodway and some unincorporated areas of south Snohomish County. The District is generally bounded by King County on the south, Puget Sound on the west, 148th Street Southwest on the north, and Everett and Northshore School Districts on the east.

LEAD AGENCY: Edmonds School District No. 15

The lead agency for this Capital Facilities Plan adoption has determined that it does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This determination assumes compliance with State law and ordinances related to general environmental protection. This decision was made after review of a completed environmental checklist and other information on file with the lead agency. This information is available to the public on request.

This DNS is issued under WAC 197-11-340(2). The lead agency will not act on this plan adoption proposal for 14 days from the date below. Comments may be submitted to the Responsible Official as named below. Board adoption is scheduled for September 8, 2020.

RESPONSIBLE OFFICIAL:	Lydia Sellie
POSITION/TITLE:	Executive Director of Business & Finance
ADDRESS:	Edmonds School District No. 15 20420 – 68 th Avenue West Lynnwood, WA 98036-7400
PHONE:	425-431-7334

PUBLISHED: The Everett Herald – August 7, 2020

There is no agency appeal.

Appendix C

Snohomish County General Policy Plan

Appendix F
REVIEW CRITERIA FOR SCHOOL DISTRICT CAPITAL FACILITY PLANS

Required Plan Contents

1. Future Enrollment Forecasts by Grade Span, including:
 - a 6-year forecast (or more) to support the financing program;
 - a description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.

2. Inventory of Existing Facilities, including:
 - the location and capacity of existing schools;
 - a description of educational standards and a clearly defined minimum level of service such as classroom size, school size, use of portables, etc.;
 - the location and description of all district-owned or leased sites (if any) and properties;
 - a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.; and
 - information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.

3. Forecast of Future Facility Needs, including:
 - identification of new schools and/or school additions needed to address existing deficiencies and to meet demands of projected growth over the next 6 years; and
 - the number of additional portable classrooms needed.

4. Forecast of Future Site Needs, including:
 - the number, size, and general location of needed new school sites.

5. Financing Program (6-year minimum Planning Horizon)
 - estimated cost of specific construction and site acquisition and development projects proposed to address growth-related needs;
 - projected schedule for completion of these projects; and
 - proposed sources of funding, including impact fees (if proposed), local bond issues (both approved and proposed), and state matching funds.

6. Impact Fee Support Data (where applicable), including:
 - an explanation of the calculation methodology, including description of key variables and their computation;
 - definitions and sources of data for all inputs into the fee calculation, indicating that it:
 - a) is accurate and reliable and that any sample data is statistically valid;
 - b) accurately reflects 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 unit types: single-family, multifamily/studio or 1-bedroom, and multi-family/2-bedroom or more.

Plan Performance Criteria

1. School facility plans must meet the basic requirements set down in RCW 36.70A (the Growth Management Act). Districts proposing to use impact fees as a part of their financing program must also meet the requirements of RCW 82.02.
2. Where proposed, impact fees must utilize a calculation methodology that meets the conditions and tests of RCW 82.02.
3. Enrollment forecasts should utilize established methods and should produce results which are not inconsistent with the OFM population forecasts used in the county comprehensive plan. Each plan should also demonstrate that it is consistent with the 20-year forecast in the land use element of the county's comprehensive plan.
4. The financing plan should separate projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects which address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.
5. Plans should use best-available information from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. District-generated data may be used if it is derived through statistically reliable methodologies.
6. 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.
7. Repealed effective January 2, 2000.

Plan Review Procedures

1. District capital facility plan updates should be submitted to the County Planning and Development Services Department for review prior to formal adoption by the school district.
2. Each school district planning to expand its school capacity must submit to the county an updated capital facilities plan at least every 2 years. Proposed increases in impact fees must be submitted as part of an update to the capital facilities plan, and will be considered no more frequently than once a year.
3. Each school district will be responsible for conducting any required SEPA reviews on its capital facilities plan prior to its adoption, in accordance with state statutes and regulations.
4. School district capital facility plans and plan updates must be submitted no later than 180 calendar days prior to their desired effective date.
5. District plans and plan updates must include a resolution or motion from the district school board adopting the plan before it will become effective.