



ALDERWOOD MIDDLE SCHOOL

2022 - 2027 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 13, 2022

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EDMONDS SCHOOL DISTRICT CAPITAL FACILITIES PLAN

TABLE OF CONTENTS

SECTION 1 – INTRODUCTION	1
PURPOSE OF THE CAPITAL FACILITIES PLAN	
OVERVIEW OF EDMONDS SCHOOL DISTRICT	
PLANNING OBJECTIVES	
SECTION 2 – STUDENT ENROLLMENT TRENDS AND PROJECTIONS	3
HISTORIC TRENDS	
FORECAST METHOD	
PROJECTED STUDENT ENROLLMENT 2019-2025	
2038 STUDENT ENROLLMENT PROJECTION	
STUDENT GENERATION RATES	
SECTION 3 – DISTRICT EDUCATIONAL FACILITY STANDARDS	7
EDUCATIONAL FACILITY CLASS SIZE AND CAPACITY FOR ELEMENTARY SCHOOLS	
EDUCATIONAL FACILITY CLASS SIZE AND CAPACITY FOR MIDDLE & HIGH SCHOOLS	
MINIMUM LEVELS OF SERVICE	
Elementary Schools, grades K-6	
Middle Schools, grades 7-8	
High Schools, grades 9-12	
SECTION 4 – CAPITAL FACILITIES INVENTORY	10
SCHOOLS	
PROGRAM IMPROVEMENTS AND POPULATION GROWTH	
MEASURES OF CAPACITY	
RELOCATABLE CLASSROOM FACILITIES (PORTABLES)	
LAND INVENTORY	
SECTION 5 – PROJECTED FACILITY NEEDS	19
FACILITY NEEDS THROUGH 2038	
SECTION 6 – PLANNED IMPROVEMENTS	19
CONSTRUCTION PROJECTS (SIX YEAR PLAN)	
RELOCATABLE CLASSROOM FACILITIES (PORTABLES) – (SIX-YEAR PLAN)	
SITE ACQUISITION AND IMPROVEMENTS	
SECTION 7 – CAPITAL FACILITIES FINANCING PLAN	22
GENERAL OBLIGATION BONDS	
STATE CONSTRUCTION ASSISTANCE PROGRAM (SCAP)	
SALES AND GROUND LEASE OF DISTRICT SURPLUS PROPERTY	
SECTION 8 – IMPACT FEES	23
APPENDIX A – FLO ANALYTICS REPORTS	
APPENDIX B – DETERMINATION OF NONSIGNIFICANCE	
APPENDIX C – SNOHOMISH COUNTY GENERAL POLICY PLAN	

LIST OF FIGURES

Figure 1 — Enrollment History	3
Figure 2 — Comparison of Student Enrollment Projections.....	5
Figure 3 — Inventory of School & Facility Locations	11

LIST OF TABLES

Table 1 — Comparison of Student Enrollment Projections.....	4
Table 2 — Projected Student Enrollment by Grade Span.....	5
Table 3 — Projected Student Enrollment through 2038	6
Table 4 — Elementary School Capacity Inventory	15
Table 5 — Middle School Capacity Inventory	16
Table 6 — High School Capacity Inventory	16
Table 7 — Relocatable Classroom Inventory	17
Table 8 — Inventory of Support Facilities	17
Table 9 — Inventory of Undeveloped Sites	18
Table 10— Inventory of Developed Sites	18
Table 11— Projected Maximum Available Student Capacity.....	19
Table 12— Construction Projects	20
Table 13— Capital Construction Finance Detail	21

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 twenty-two years (2044). It also meets the planning requirements of the State Growth Management Act (GMA), the County's GMA Comprehensive Plan and County Code (SCC 30.66C). A more detailed schedule and financing program for capital improvements over the next six years, (2022-2027) is also included.

In accordance with the Growth Management Act (GMA), this CFP contains the following elements:

- Minimum level of service (LOS) and how the District is meeting that LOS
- 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.
- A description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.
- Inventory of Existing Facilities
- 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.

Section 8 of this CFP addresses development fees, mitigation, and other sources of funding from developers. Impact fees are not anticipated during this 2022-2027 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. This may include changes to the Plan to reduce lands available for residential development and reductions in student enrollments. The County's update of its Plan is due in late 2024.

If impact fees are deemed desirable at some point, the District may request an amendment to this CFP during the 2022-24 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. It currently serves a total student population (headcount, including Kindergarten) of 19,653¹, as of October 2021 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 2020 Capital Facilities Plan. The current projections cycle is 2022 to 2027.

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 to assist in decision-making.

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

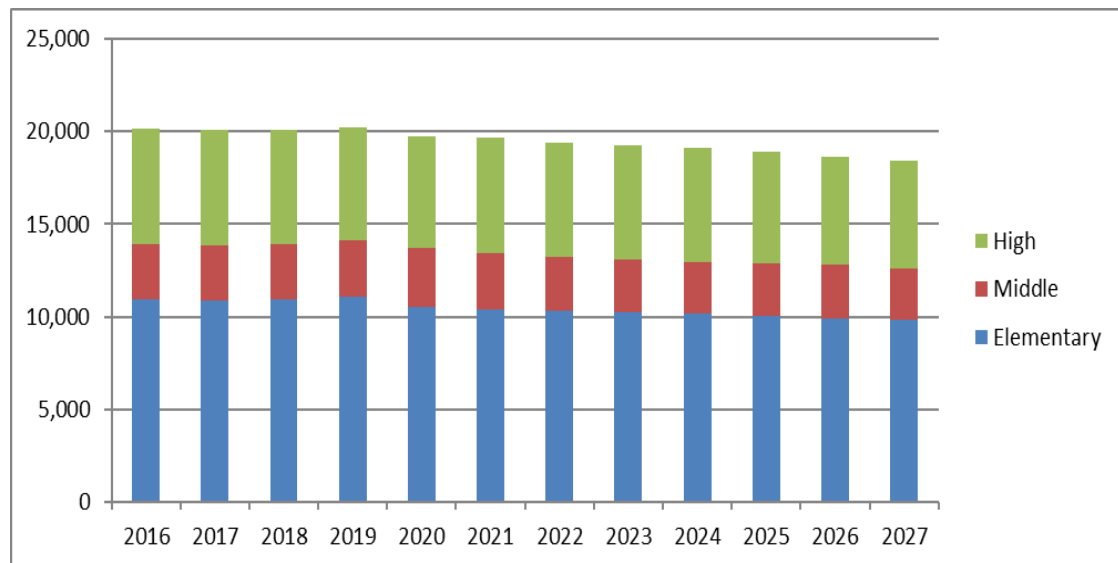
The District monitors proposed new residential growth (e.g. the County Plan update) for impacts and implications to its facility planning and educational programs. The District comments, as needed, on specific proposed new developments, to ensure appropriate provisions for students are factored into the development proposal.

As the Urban Growth Area builds out, 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.

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 when it gradually declined until 2012. Since then, enrollment has levelled off at between 19-20,000. Enrollment in October 2022 was 19,407.

Future Forecasts

In previous capital facility plans, one of three forecast methodologies were used: one from Edmonds School District (FloAnalytics)²; a second by a

Table 1 — Comparison of Student Enrollment Projections Edmonds School District 2021-2027							
Source	2021	2022	2023	2024	2025	2026	2027
Actual	19,653	19,407					
OSPI			19,243	19,094	18,885	18,603	18,415
FloAnalytics			21,180	21,353	21,562	21,353	21,562
Ratio Method			19,989	20,542	20,224	19,978	19,989
Average			20,212	20,224	20,224	19,978	19,989

former consultant to the District (Kendrick) and a third from the Washington State Office of Superintendent of Public Instruction (OSPI). In 2020 the current CFP estimated a growth in enrollment from 20,512 in 2020 to 21,562 in 2025, an increase of 5.1%. For this Capital Facilities Plan, the 2022 FLO Analytics and the OSPI enrollment forecasts have been averaged (Table 1). Table 2 shows the estimated grade level enrollments based on that average.

**Table 2 — Projected Student Enrollment by Grade Span
Edmonds School District 2021-2027**

Grade Span	Actual		Projected					Change 2021- 27	% Change
	2021	2022	2023	2024	2025	2026	2027		
Elementary (K-6)	10,394	10,288	10,772	10,776	10,731	10,618	10,643	249	2.40%
Middle School (7-8)	3,054	2,950	3,003	2,967	3,091	3,118	3,037	-17	-0.56%
High School (9-12)	6,205	6,169	6,436	6,481	6,402	6,243	6,309	104	1.68%
Total	19,653	19,407	20,211	20,224	20,224	19,979	19,989	336	1.71%

² Memorandum: FLO Analytics, to Lydia Sellie, February 11, 2022.

2044 Student Enrollment Projection

School districts monitor long range population growth trends as a general guide to future enrollment forecasting. While the accuracy of future projections diminishes the further out into the future they go, they do provide some indication of what buildings may be needed and what future land purchases may be needed as new residential development is built within their attendance areas. These forecasts are reviewed during each biennial CFP update and adjusted accordingly.

In 2021, Snohomish County adopted future population estimates through 2044 as part of its Growth Management Act (GMA) responsibilities and the Vision 2050 programs organized through the Puget Sound Regional Council (PSRC). The County and its cities must update their comprehensive plan, in 2024. The planning horizon year for that update is 2044.

Ratio Forecasting Method

The County's population estimate was used for the 2044 long range enrollment estimate, using a Ratio Method, where assumptions are made of what proportion of the official population forecasts will be students.

Past ratio trends (actual enrollments as a percentage of official Census or other records) were used as official data points using OSPI "actual" enrollments, decennial U.S. Census population totals with straight-line ratio projections between those data points. The official ratio trend was downward from 2000 to the present. The ratio of students (OSPI) to actual population (Census) in 2000 was 15.46%. The 2010 ratio was 13.05%; and in 2020 was 11.1%.

Table 3: Student/Population Ratios

	Population	Enrollment	Ratio
2021	176,754	19,653	9.87%
2027	202,610	19,989	9.87%
2028	206,202	20,542	9.96%
2044	263,674	30,323	11.50%

For future planning purposes, the District assumes that the trend will increase from the forecasted 2027 low point (9.9%) to 11.5% by 2044. This would reflect a current County policy of increasing densities in

the Urban Growth Area. Applying that ratio to the County's official 2044 population estimate of 263,674, the enrollment estimate for that year is 30,323 (Table 3).

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.

Table 4
Enrollment Estimates

Grade Span	2022 Actual Student Headcount	2027 Projected Student Headcount	2044 Projected Headcount
Elementary (K-6)	10,288	10,643	16,242
Middle School (7-8)	2,950	3,037	4,603
High School (9-12)	6,169	6,309	9,478
Total	19,407	19,989	30,323

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.

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.

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 3.

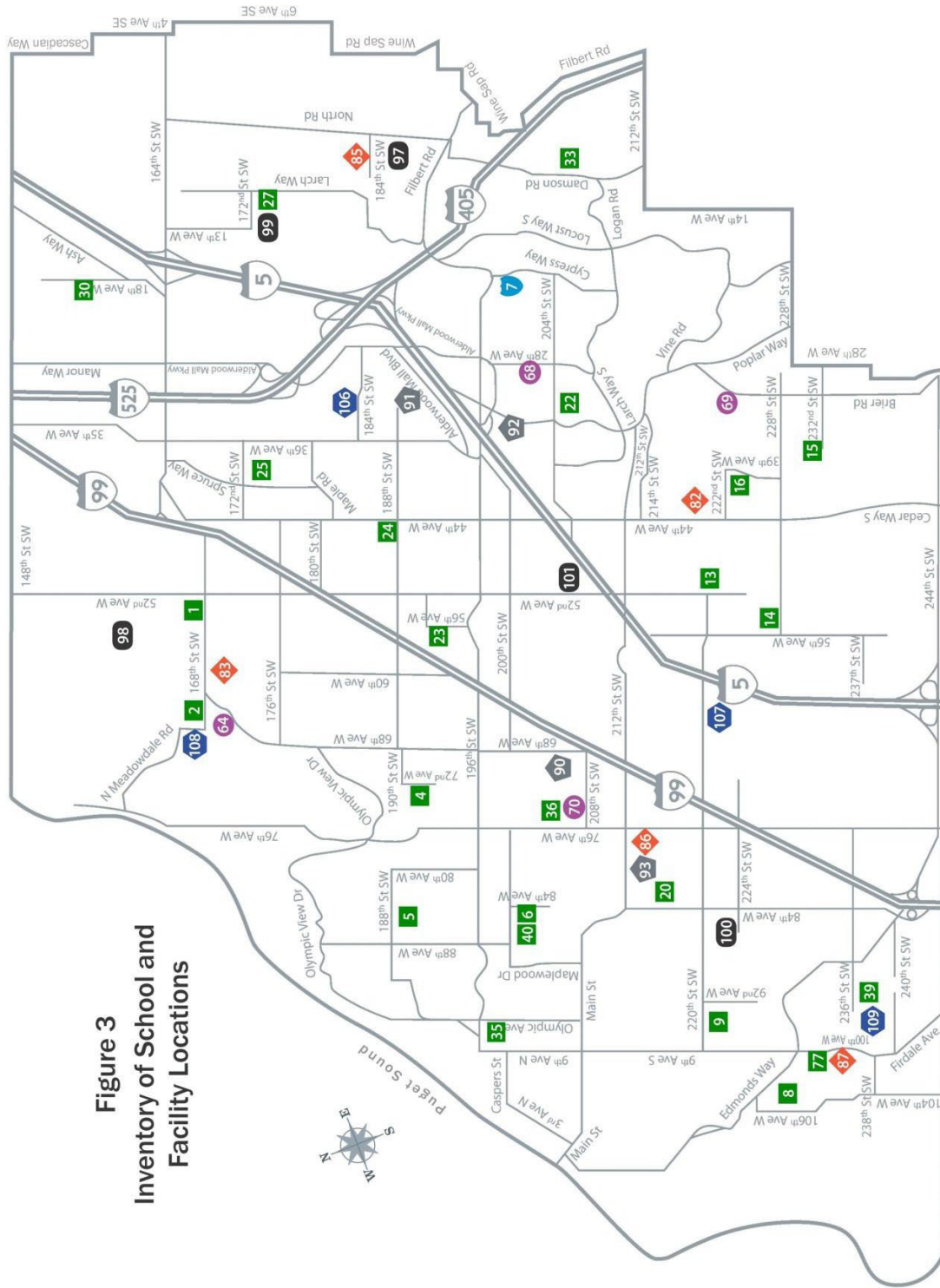
Schools

Edmonds School District currently operates:

- One school serving grade K
- 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 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.

Figure 3 - Inventory of School & Facility Locations



**Figure 3
Inventory of School and
Facility Locations**

Edmonds School District

	District Support Sites		Elementary Schools		Middle Schools
	90 - ESC - Educational Services Center		1 - Beverly Elementary		64 - Meadowdale Middle
	92 - Warehouse		2 - Meadowdale Elementary		69 - Brier Terrace Middle
	93 - Stadium		4 - Lynndale Elementary		70 - College Place Middle
	101 - New Transportation Maintenance		5 - Seaview Elementary		99 - Alderwood Middle
	Undeveloped Parcels		6 - Maplewood Center (K-12)		High Schools
	97 - Site 28		8 - Sherwood Elementary		82 - Mountlake Terrace High
	98 - Site 32		9 - Westgate Elementary		83 - Meadowdale High
	100 - Chase Lake Bog		13 - Mountlake Terrace Elementary		85 - Lynnwood High
	Developed Parcels		14 - Terrace Park School		86 - Edmonds-Woodway High
	68 - Alderwood Middle		15 - Brier Elementary		87 - Scriber Lake High
	106 - Former Lynnwood High School (leased)		16 - Cedar Way Elementary		
	108 - Meadowdale Playfields		20 - Chase Lake Community School		Early Childhood
	109 - Former Woodway Elementary		22 - Hazelwood Elementary		7 - Alderwood Early Childhood Center
			23 - Cedar Valley Community School		Recently Sold
			24 - Lynnwood Elementary		91 - Transportation/Maintenance, sold 2021
			25 - Spruce Elementary		95 - Esperance, sold 2015
			27 - Martha Lake Elementary		96 - Site 29, sold 2017
			30 - Oak Heights Elementary		105 - Civic Field, sold 2016
			33 - Hilltop Elementary		107 - Former Melody Hill Elementary, sold 2017
			35 - Edmonds Elementary		110 - Former Evergreen Elementary, sold 2016
			36 - College Place Elementary		111 - Former ESC, Educational Services Center, sold 2015
			39 - Madrona School (K-8)		
			40 - Maplewood Parent Cooperative (K-8)		
			77 - Edmonds Heights K-12		

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 (Individual Education Plan), 504, or English language Learners (ELL) by adding additional teaching staff. 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.

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.

Review 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 only available for Oak Heights and Spruce (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		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 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						
Total s	143.9	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.

*Edmonds Heights and Scriber Lake High programs are housed at Woodway Campus. Scriber Lake to be replaced by Innovative Learning Center. Funding is not currently available.

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. The useable life of a portable is 30 years.

As of September 1, 2022, there are a total of 51 relocatable classrooms to help with added enrollment, K-3 class reductions and all-day Kindergarten. Most portables are less than 30 years old; some are over 30 years, but still useable. There is no immediate need for replacements.

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	5		5	120
College Place Elementary		1	2	48
Edmonds-Woodway High	1		1	24
Hazelwood Elementary	1		1	24
Hilltop Elementary	2	1	4	96
Martha Lake	2		2	48
Meadowdale High	2	1	4	96
Oak Heights Elementary	7	1	9	216
Sherwood Elementary	5		5	120
Terrace Park	2		2	48
Westgate Elementary	2	1	4	96
Woodway Elementary	3		3	72
Woodway Campus*	4		2*	48
Totals	39	7	51	1,224

*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

Source: Facilities Operations Department, Edmonds School District

SECTION 5 -- PROJECTED FACILITY NEEDS

Facility Needs Through 2044

Projected permanent student capacity was derived by subtracting projected student enrollment for each of the six years in the forecast period from the existing 2022 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 Existing and Future Capacity: 2022-2044						
	2022 Enrollment	Surplus/ Deficit	2027 Projected	Surplus/ Deficit	2044 Enrollment	Surplus/ Deficit
Elementary (K-6)	10,288	-320	10,643	-675	16,242	-6,274
Middle School (7-8)	2,950	152	3,037	-239	4,603	-1,805
High School (9-12)	6,169	-1,069	6,309	-1,209	9,478	-4,378
Total	19,407	-1,541	19,989	-2,123	30,323	-12,457

The District does have schools that are in need of rebuilding or remodeling within the long-range (2044) 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 capacity at all three grade levels in negative territory.

SECTION 6 -- PLANNED IMPROVEMENTS

In February 2020, a 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.

A 2020 Capital / Tech Levy also passed. That Levy totaled \$96M; \$34.87M was facilities related. And in 2021 another Capital Levy passed totaling \$180M (\$70M for Oak Heights, \$45M for Spruce Phase 2 and \$65M for Renewal and Upgrade projects).

Construction Projects - (Six-Year Plan)

Pending passage of future Construction Bonds and/or Levies, the District could see construction of a number of new sites over the 2022 to 2027 period. The 2020 Enrollment Committee recommended changing grade configurations to relieve overcrowding at the elementary grade level. This approach, if used in the future 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.

Table 12 — Construction Projects

Proposed Projects	Estimated Completion Date	Student Capacity Change	Estimated Project Cost
Complete Spruce Phase 2 ²	2022	184	\$45,000,000
New Middle School	TBD	900	TBD
New College Place Middle	TBD	75	TBD
New Elementary School	TBD	550	TBD

New Oak Heights Elementary ¹⁻³	2026	TBD	\$70,000,000
New Beverly Elementary ¹⁻³	TBD	TBD	TBD
New Innovative Learning Center	TBD	TBD	TBD
Renewal & Upgrade Projects (Multi-Site)	2020-2026	0	\$65,000,000

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 '21 Levy	State Construction Assistance*	Other Property Revenue
Complete Spruce Phase 2	\$45,000,000	\$45,000,000	TBD	TBD
New Middle School	TBD	Future Bond	Not eligible	
New College Place Middle	TBD	Future Bond	TBD	TBD
New Elementary School	TBD	Future Bond	Not eligible	TBD
New Oak Heights Elementary	\$70,000,000	\$70,000,000	TBD	TBD
New Beverly Elementary	TBD	Future Bond	TBD	TBD
New Innovative Learning Center	TBD	Future Bond	Not eligible	TBD
Renewal & Upgrade Projects (Multi-Site)	\$65,000,000	\$65,000,000	Not eligible	TBD

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 2027 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-one 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 2044.

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 mitigation fees, 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

As with the current 2020 CFP, the District will not seek development impact fees in its updated 2022 Plan. 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.

Appendix A
FLO Analytics Reports

Enrollment and Student Generation Rates

(To be provided in Final Documents)



MEMORANDUM

To: Lydia Sellie
Executive Director of Business and Finance
Edmonds School District

Date: February 11, 2022
Project: F1152.08.002

From: Tyler Vick
Managing Director

Alex Brasch
Project Manager / Population Geographer

Ben Maloney
Demographer

RE: 2022–23 to 2031–32 Enrollment Forecasts Report—Edmonds School District

At the request of the Edmonds School District (District/ESD), FLO Analytics (FLO) has prepared forecasts of future student enrollment (2022–23 to 2031–32) for grades kindergarten (K) through 12. The study was completed through three main tasks: (1) Student Enrollment Assessment, (2) Demographic and Land Use Analyses, and (3) Student Enrollment Forecasting. The resulting forecasts are reported at various levels of geography and from different perspectives of enrollment (see Forecast Perspectives section below). Districtwide enrollment forecasts represent the total number of students living both within and outside the district boundary and attending district schools. These forecasts are provided as a district total and per grade group. More granular residence-based and building/program attendance forecasts have also been prepared, which provide the number of students by individual grade and grade group who are anticipated to reside within and attend each of the District's elementary-, middle-, and high-school attendance areas (AAs) and schools/programs.

STUDENT ENROLLMENT ASSESSMENT

To better understand recent enrollment trends, FLO analyzed historical and current fall membership included within the Monthly Enrollment Reports (P223 Headcount) provided by the District, as well as the ESD October 2021–22 Student Information System (SIS). We evaluated historical grade progression ratios (GPRs), participation in special or nontraditional programs, demographic characteristics of the student body (e.g., residence in single-family [SF] or multifamily [MF] housing), and differences in enrollment based on residence versus building attendance (i.e., transfer rates). All students contained within the Monthly Enrollment Reports (P223 Headcount) and ESD SIS were included in our analyses and enrollment forecasts, except for students attending EdCAP, full-time Running Start, and preschool (PS). This task also included mapping the existing AA configurations (Figure 1) and the distribution of the student body across the district and surrounding area based on student residences (Figure 2).

Figure 3 shows districtwide enrollment per individual grade based upon the Monthly Enrollment Reports (P223 Headcount) provided to FLO by the District. Prior to the 2020–21 school year, enrollment had steadily increased, expanding by 121 students from 2016–17 to 2019–20. Primarily due to the effects of COVID-19, enrollment declined markedly between the 2019–20 and 2020–21 school years, decreasing by 469 students. Grades K–6, 9–10, and 12 all experienced a contraction in enrollment from the prior year. Grades experiencing a decline in 2020–21 averaged 65 fewer

students compared to enrollment in 2019–20. In comparison, grade 7 enrolled 72 additional students in 2020–21; an increase over 2019–20 enrollment that can be directly attributed to a large cohort of grade 3 students in 2016–17. Grade 11 enrollment increased by 91 students in 2020–21, an expansion that can be attributed to a relatively large 2018–19 grade 8 cohort in conjunction with a significantly smaller 2019–20 grade 11 cohort. Districtwide enrollment continued to decline in 2021–22 (88 fewer students) with grades 1–2, 4–7, and 10–11 experiencing a contraction. Grades experiencing a decline averaged 57 fewer students compared to enrollment in 2020–21. However, every grade that experienced a decline in 2021–22 enrollment is associated with a cohort that underwent a contraction in 2020–21 enrollment. Enrollment in grades K, 3, 8–9, and 12 increased by an average of 74 additional students in 2021–22. With the exception of the modest increase in K enrollment, every grade that experienced an expansion in 2021–22 is associated with a cohort that either increased or marginally declined in 2020–21.

Figure 4 tabulates enrollment by grade group and school. From 2016–17 to 2019–20, elementary school (ES; grades K–6) enrollment increased by 140 students, while middle schools (MS; grades 7–8) contributed 55 additional students. Over the same period of time, high school (HS; grades 9–12) enrollment contracted by 88 students. Concerns regarding COVID-19 likely contributed to 2020–21 enrollment declines at ES (596 fewer students) and HS (33 students). MS enrollment increased by 87 students in 2020–21, an expansion partially sustained by the presence of a relatively large grade 7 cohort. Despite the eventual availability of the COVID-19 vaccine, ES (664 fewer students), MS (238 fewer students), and HS (60 fewer students) enrollment continued to decline in 2021–22. The continued decline is at least partially due to parents opting to enroll their children in District-run online programs such as Edmonds eLearning Academy and Edmonds K-8 Online Academy, two non-AA schools that experienced a considerable enrollment increase in 2021–22. Due to the pandemic, only Cedar Way ES (17), Hilltop ES (5), and Seaview ES (3) realized growth in enrollment over the past five years. At the MS grade group, Briar Terrace MS enrollment increased by 53 students whereas enrollment at Alderwood MS (30 fewer students), College Place MS (63 fewer students), and Meadowdale (56 fewer students) declined since 2016–17. With the exception of Mountlake Terrace HS, enrollment declined at every high school over the last five years.

Based on our analysis of districtwide transfers (Figure 5), a total of 782 students who live outside the district boundary transferred into District schools, representing 3.9 percent of enrollment. Overall, 4,765 students residing within the district boundary transferred to a school or program different from their residence school, which is based on the AA in which they live. This amounts to a districtwide intradistrict transfer rate of 24.9 percent. Transfers occur within all grade groups, but the largest percent of transfers occurs within the K–6 grade group, with an intradistrict transfer rate of 27.9 percent.

As depicted in the residence-attendance matrices (Figures 6 through 8) per grade group, transfer rates also differ per school/program. For instance, transfer-out rates for ES AAs range from 17.0 percent to 42.8 percent. From the perspective of building attendance, ES transfer in-rates range from 3.5 percent to 33.4 percent. Schools with higher transfer-in rates are typically due to a preference in programming and/or location. These transfer rates can help reveal patterns of student choice or quantify district policies. For instance, if a particular school with a high transfer-in rate began to experience overcrowding, the District may reconsider transfer policies or programming in order to alleviate enrollment issues. Transfer-in rates at the MS level range from 5.2 percent (Alderwood MS) to 24.1 percent (Brier Terrace MS) whereas transfer-out rates range from as 16.1 percent (Brier Terrace MS) to 31.4 percent (College Place MS). At the HS level, Transfer-in rates range from 6.6 percent (Meadowdale HS) to 23.0 percent (Edmonds-Woodway HS) while transfer-out rates range from 14.7 (Edmonds-Woodway HS) percent to 24.3 percent (Lynnwood HS).

DEMOGRAPHIC AND LAND USE ANALYSES

In order to incorporate overarching factors that underpin student enrollment, FLO reviewed and analyzed historical, current, and projected demographic characteristics of the region; trends of population change over time; current land use policies; and anticipated residential development. For these efforts, land use data (e.g., construction permits, zoning, comprehensive plans) and demographic information (e.g., births, female population of child-bearing age) are gleaned from a variety of sources, chief of which are the regional, county, and municipal planning departments that manage and track land use in the district. For more details, see the Data Sources section below.

To better understand current land use based on the aforementioned data as well as the potential for change, we conducted interviews with planners from Snohomish County and the municipalities of Brier, Edmonds, Lynnwood, Mountlake Terrace, and Woodway to discuss foreseeable residential growth (or decline) in the district through the 2031–32 forecast horizon. Key development data acquired through these meetings are presented in Figures 9–11. Figure 9 reports the estimated number of housing units by single-family and multifamily categories per the next two five-year periods, based on available data provided by local, county, or regional data sources. Figure 10 depicts the locations of SF and MF developments that are currently in construction or are expected to be built by 2031. Figure 11 includes details of acquired residential development data, such as data source, housing unit type, anticipated number of units per time period, and assorted notes.

Housing development within the district continues to remain steady, despite the short-lived delay of construction activities due to COVID-19 during the months of March and April 2020. Although the majority of housing is SF, based on anticipated residential development data, the proportion of MF housing is expected to continue increase over the forecast range due to efforts by Snohomish County and the municipalities to encourage increased density through up-zoning (i.e., increasing the number of units allowed per acre). All municipalities and the unincorporated areas of Snohomish County within the district are expected to experience residential development during the forecast horizon, albeit with differences in housing composition and number of units as detailed below.

Certified April 1, 2021 population estimates prepared by the Washington Office of Financial Management (OFM) report that the City of Lynnwood population to be 38,650, an increase of 7.8 percent over the 2011 population estimate (35,860). Lynnwood planners continue to indicate that a significant amount of planned development will consist of MF and mixed-use development planned, particularly on the east side of the city along the I-5 corridor. This high-growth area is predominantly fueled by the expected completion of Sound Transit's Lynnwood light-rail extension in 2024. There are two distinct clusters of MF development. The first is located near the Alderwood Mall and is comprised of the (1) Alderwood Avalon on the Old Sears Site, (2) Lynnwood Place II Buildings 1-4, and (3) Alderwood South & Alexan Alderwood Projects (located at the former Edmonds SD Bus Barn). The second is located south of 196th St SW, west of 48th Ave W, and east of I-5 and is comprised of (1) Northline Village, (2) Kinect@Lynnwood, and (3) Lynnwood 40th. In sum, these developments are expected to account for approximately 1,900 units (based on current plans) through the 2031 forecast horizon. While the majority are expected to be studio and single bedroom units, some will be two plus bedrooms and available for families. As new MF construction is developing on the east side of the city, the Whispering Pines affordable MF housing development (242 units) is expected to have been decommissioned at the time of this writing due to fire code violations. Unfortunately, replacement affordable housing is virtually non-existent, and families of affected students will likely have limited options for relocation within the city. SF development is less pronounced. A low number of SF units, scattered across the city, are expected throughout the ten-year period. Two subdivisions represent concentrations of SF development: Estates at Pinebrook (40 units) and Alexander 61 (16 units). The Lynnwood planners noted that ADU development is allowed but active construction is almost non-

existent as construction costs remain high. Similarly, the housing in the area is generally affordable, but prices have recently increased and will likely continue to do so over the short-term.

Mountlake Terrace continues to be a concentration of residential development with a focus on SF construction. Within the town center area east of I-5 near the transit center, there is a significant amount of housing planned for the ten-year period. Based on currently known data, planned MF development is limited to the nearly completed Terrace Station (100 units remaining). As of October 2019, recoding of the town center allows for specific areas to include 2-4, 4-8, or 8-12 story developments. SF residential development is also materializing throughout the city, with fourteen projects totaling approximately 252 units—the largest include the Creekside Meadows (56 units), Cedar Park Townhomes (52 units), and Willow Glenn Townhomes (40 units).

The City of Edmonds continues to be attractive to working families due its amenities and walkability, leading to a 10 percent increase in population over the last ten years. Most families continue to move into the south portion of the city, from Woodway to Lake Ballinger, and north to 212th Street SW. SF housing turnover is also occurring in and around the historic downtown, but this is less pronounced due to the higher housing costs. Approximately 132 SF permits are currently in the planning process (i.e., issued or finalized). These permits are scattered throughout the city on vacant or partially vacant parcels zoned for residential use, and a similar amount is expected every few years during the forecast horizon. The most residential development is slated to occur in the southeast portion of Edmonds along Highway 99, the majority of which will be MF and mixed-use, totaling approximately 600 units in the 2021–2031 period. While the majority are expected to be studio and single bedroom units, some will be two plus bedrooms and available for families. Notable planned development includes new MF construction at 23601 Highway 99 (251 units) which is slated to reach completion before the 2026–27 school year. Other notable MF development includes 192 units (unnamed) at 23326 Highway 99, and Compass Edmonds Community Phase II and III (60 and 24 units respectively). Edmonds planners note that higher home pricing near Puget Sound may be driving out families with school-age children. It is worth monitoring the relationship between housing prices and enrollment trends throughout the area.

Population growth within unincorporated Snohomish County continues to outpace incorporated areas with an increase of 22 percent since 2011 (304,435 to 371,300). The northern and eastern portions of the district that are comprised of unincorporated Snohomish County are expected to continue to experience a considerable amount residential development in the ten-year period. In total, roughly 950 SF units and 807 MF units are anticipated between 2021 and 2031. As noted last year, an all-time low number of permits were issued in April 2020 but construction soon resumed, and by October 2020, the number of permits were equal to the number of permits issued by that same month in 2019. Similarly, the first half of 2021 started on an accelerated trend then dipped around June, and permitting levels are back to where they were earlier in the year. While seven MF developments have been completed recently, three notable projects remain; Ravenswood (295 units), Ashway at Peasant Creek (259 units), and an unnamed development at 15331 Highway 99 (253 units). While known MF development appears to be slowing, SF development remains active. Notable SF development includes 88 units near 17622 Clover Rd, 78 units at 19909 Cypress Way, and 72 units at 6716 Fisher Rd.

Brier and Woodway continue to expect to see a comparatively low-level of scattered SF developments. The City of Brier is zoned almost entirely SF and little vacant land exists for further substantial development. Moreover, there are no plans to up-zone (i.e., allow more density per acre) or pursue expansion of the Urban Growth Area (UGA) in the near future. Outside of a few smaller SF construction projects (10 and 13 units), Brier planners generally anticipate one to two new SF units per year on remaining vacant lots, as well as a few lot divisions that may result in one to five SF units annually,

resulting in approximately two to seven units annually throughout the ten-year period. Similarly, there are very few vacant lots available for residential development in the City of Woodway. Planners anticipate only five to ten new SF units in the next ten years; however, this could increase to approximately 40 SF units if a pending subdivision of 30 SF units makes it through environmental review.

Based on overarching population and housing trends, as well as current and projected rates of development, we estimate the number of housing units by type that may be constructed within the 2021 to 2026 and 2026 to 2031 periods (Figure 9). Within the first five-year period, we anticipate residential development amounting to 3,685 units, followed by 3,396 units in the second five-year period. These estimates are the result of the rate of development witnessed over the past five years, forecasted population growth within the district, and sentiment conveyed by planners from the municipalities of Brier, Edmonds, Lynnwood, Mountlake Terrace, Woodway and Snohomish County. Although SF housing will continue to be the largest contributor to student yields, we expect the majority of new housing development to be MF.

Housing type is an important indicator of the number of students who can be expected to be yielded from a housing unit. For instance, on average, SF housing units generate more students per unit than MF housing units. Factors that contribute to student generation rates (or yields) include the size of housing units, the number of bedrooms, housing costs, and neighborhood demographics. We assessed residential housing units throughout the district and determined that, of students enrolled in district schools in 2021–22, 73.2 percent reside in SF housing units, 24.5 percent in MF housing units, and 2.3 percent either living outside the area of analysis (Snohomish County) or in unspecified housing units that we were unable to classify as SF or MF.

FLO defines SF and MF housing in accordance with the U.S. Census American Community Survey (ACS) Subject Definitions and other sources of demographic research and population forecasts (e.g., Portland State University Population Research Center). SF housing includes one-unit structures that are fully detached from other housing, as well as attached dwellings (e.g., row houses and townhouses). In the case of attached units, in order to be classified as a SF structure each must be separated from the adjacent unit by a ground-to-roof wall, and units must not share heating/air-conditioning systems or utilities. MF housing is defined as residential buildings containing two or more housing units that do not have a ground-to-roof wall and/or have common facilities (attic, basement, heating, plumbing, etc.). Average student generation rates vary by geographic location in the district and by housing subtypes (e.g., SF detached, townhome, duplex, multiunit apartments). We determine student generation rates for district subregions, typically U.S. Census block groups, which contribute to districtwide averages per SF and MF housing unit types. Based on currently available residential housing data, average student generation rates in the district were estimated to be 0.39 students per SF housing unit and 0.18 students per MF housing unit (Figure 12).

The number of students enrolled in a district is largely influenced by the number of school-aged children residing within the district boundary. We compare historical birth data (i.e., live births within the county) from the Washington State Department of Health (DOH) to historical K class sizes to determine annual “K percent of births” values (i.e., the number of kindergarteners who enroll with the District divided by the number of live births within the county five years prior). These values, in combination with age-group-specific population projections of childbearing-aged women residing in the county, allow us to forecast the number of anticipated births in the county, and thus the number of kindergarteners anticipated in future school years. Figure 13 depicts the number of live births within the county, K class sizes that include all enrolled students, and resulting ratios of kindergarteners to births, including both historical values and our forecasts. Similar to surrounding counties, births within the county steadily increased from 2012 (9,206) to 2016 (10,014). Since then, County births have

steadily declined every year through 2019 (9,638 births). Snohomish County 2020 birth data is unavailable at the time of this writing which necessitated the creation of a 2020 birth forecast (391 fewer births) by FLO. K enrollment increased from 1,532 students in 2017 to 1,608 students in 2019 then declined precipitously in 2020 (1,452 students) in response to the effects of COVID-19 before increasing (1,520 students) in 2021. K enrollment forecasts are further discussed in the Births to Kindergarten section.

The progression of students from one grade to the next is a significant determinant of future enrollment, and therefore plays a significant role in our forecasting process. We assess how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, when 150 kindergarteners in 2017 become 140 1st graders in 2018, the GPR is 0.93. GPRs quantify how cohort sizes change as students' progress to subsequent grades by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than 1 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district or students choosing to transfer into the district from other districts (public or private). Conversely, a GPR value less than 1 indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts, or students not advancing to the next grade.

Figure 14 depicts the GPRs for all students enrolled in the District from 2017–18 to 2021–22. The two- and three-year GPR averages shown incorporate the 2020–21 and 2021–22 GPRs and were not used in the forecasting process. In order to mitigate the irregular effect of COVID-19 on the grade transitions from 2019–20 to 2020–21 and 2020–21 to 2021–22, a set of forecasted GPRs was developed. These are also included in Figure 14. From 2017–18 to 2019–20, nearly every GPR was near or above 1.00 for all grade transitions, with the exception of the grade 10–11 transition, which is primarily caused by the availability of Running Start and other alternative programs. The contraction in enrollment due to COVID-19 is the likely reason that nearly every GPR decreased in 2020–21. The largest contractions were within the K–6 grade group where the largest enrollment contractions were experienced. While overall enrollment declined slightly in 2021–22 (88 fewer students), a few cohorts added enrollment as students began to return to the District, leading to a higher average districtwide GPR in 2021–22 (0.99) than in 2020–21 (0.98). As further discussed in the COVID-19 Assumptions section, the forecasted GPRs for the preferred medium-growth scenario assume a return to the pre-pandemic levels as a starting basis and were then further adjusted slightly to account for an expected increase in enrollment compared to recent years in response to a higher anticipated rate of in-migration due to new housing.

ENROLLMENT FORECASTS

Summary

- Between the 2021–22 and 2031–32 school years, districtwide enrollment (headcount) is forecasted to increase from 19,905 to 20,641, or by 3.7 percent. Figure 15 shows the annual districtwide building attendance forecasts for the low-, medium- (preferred), and high-growth scenarios. Figures 16 through 24 use the medium-growth scenario to represent future enrollment, as it represents the most likely enrollment outcomes based on currently available data and our analysis. The COVID-19 Assumptions section discusses relevant assumptions for this year's low-, medium- (preferred), and high-growth scenarios.

- Figure 16 disaggregates the districtwide building attendance forecasts by grade group.
 - K–5 enrollment from 10,484 to 11,152 (6.4 percent increase)
 - 6–8 enrollment from 3,105 to 3,177 (2.3 percent increase)
 - 9–12 enrollment from 6,316 to 6,312 (0.0 percent decrease)
- In comparison to the previous two figures, Figure 17 provides annual districtwide residence-based forecasts per individual grade. These forecasts represent the number of students expected to reside in the district (for more details, see the Forecast Perspectives section below). The individual grade forecasts are summed to form grade group totals and adding the students who reside outside the district produces annual building attendance forecasts per grade group. Relatively larger HS cohorts matriculating out of the system, while being replaced by smaller cohorts entering the grade group, will act to keep districtwide enrollment relatively flat through 2026–27 (60 additional students). However, smaller cohorts exiting the District in conjunction with the expectation of larger K cohorts, will act to amplify enrollment gains between 2026–27 and 2031–32 (676 additional students).
- Based on the geographic distribution of students, the residence-based forecasts are aggregated to grade group AAs. Figures 18 through 20 provides annual forecasts of students residing in each of the ES, MS, and HS AAs, respectively.
- Building/program attendance forecasts are derived from the residence-based forecasts, using an analysis of the rates of intradistrict transfer for specific grades (e.g., Figures 5–8), rates of out-of-district student enrollment, and district policies concerning transfers and student placement. Figure 21 provides annual districtwide building attendance forecasts per individual grade (for the preferred, or medium-growth, scenario). Figures 22 through 24 provides annual forecasts by individual grade of students attending each of the ES, MS, and HS buildings/programs, respectively.
- Figures 25 and 26 provide annual districtwide building attendance forecasts per individual grade for the high- and low-growth scenarios, respectively. The COVID-19 Assumptions section of this report discusses assumptions for the low-, medium- (preferred), and high-growth scenarios.

DETAILED RESULTS

Births to Kindergarten

As previously mentioned, the relationship between the number of births occurring in the district and future K class sizes is vitally important to forecasting student enrollment. An increasing number of births will typically correlate to increases in enrollment and vice versa. Figure 13 shows the relationship between K enrollment and related births five years prior. County births gradually increased from 2012 to 2016 (9,206 to 10,014). In response, K enrollment steadily increased from 2017 (1,532) to 2019 (1,608). While 2015 experienced 244 more births than in 2014, 2020–21 K enrollment saw 156 fewer K students than in 2019–20, a contraction that is mainly due to concerns regarding COVID-19. Although K enrollment recovered modestly in 2021 (68 additional students), the K percent of Births metric increased only slightly (14.9 percent to 15.2 percent) as 2016 births represented a marked increase over 2015 (275 additional births). County births regressed in 2017 (173 fewer births than in 2016), 2018 (9,728 births), and in 2019 (9,638). However, we are anticipating a gradual return to pre-pandemic K percent of births, leading to the expectation that K enrollment will gradually increase between 2021–22 (1,520) and 2024–25 (1,560). Births are expected to continue to decline in 2020 (Washington 2020 birth data is unavailable as of the time of this writing), leading to a contraction in

K enrollment in 2025–26 (33 fewer K students). As a result of the economic uncertainty surrounding COVID-19 and the overall downward regression in births since 2016, we expect births to moderately decline in 2021. However, 2026–27 K enrollment is forecasted to remain flat (1,528 students) instead of decline due to the expectation that the K percent of births will continue to increase to pre-pandemic levels. With indications that the impacts surrounding COVID-19 may continue to gradually alleviate, along with an expanding population of women of child-bearing age, we anticipate that births will return to levels on par with 2020 (9,247 forecasted births) in 2022 (9,214 forecasted births) before steadily increasing through 2026 (by an average of 80 additional births per year). This will lead to a steady expansion in K enrollment between 2027–28 and 2031–32.

Districtwide Enrollment Forecasts

As noted in Figures 15, 16, and 21, districtwide enrollment is forecasted to increase from 19,905 in 2021–22 to 20,641 in 2031–32. While there is some year-to-year variation in forecasted enrollment, we do expect a slight enrollment increase (60 additional students) over the first half of the forecast period (2021–22 to 2026–27) followed by a more rapid increase between 2026–27 and 2031–32 (676 additional students). This difference is mainly due to the presence of smaller cohorts in the upper grades counteracting the enrollment gains expected in the lower grades. As these smaller cohorts exit the system, enrollment is expected to increase more rapidly through the second half of the forecast period.

This growth is due in part to the expectation that the population of the Cities of Lynnwood, Mountlake Terrace, Edmonds, Brier, Woodway and the surrounding unincorporated area will continue to expand at recent rates for the foreseeable future. The other key underlying factor is that as the population of the area increases, the population of women of childbearing age is expected to expand as well. While age-specific fertility rates may not rebound to a significant degree, preceded by the expectation of a more pronounced decline in 2020 and 2021, the presence of an increasing population of women of childbearing age will act to offset a generally tepid fertility rate to some degree and is expected lead to a gradual increase in births through 2026 and, ultimately, the aforementioned K enrollment expansion.

Over the second half of the forecast period, we expect building attendance to grow at a more accelerated pace, from 19,965 in 2026–27 to 20,641 in 2031–32. The accelerated growth is primarily attributed to our projection that County births will steadily expand after an expected lull in births in 2020 and 2021 along with the expectation that smaller cohorts currently enrolled in the District will continue to filter out of the system. Additionally, as noted in the Demographic and Land Use Analyses section (and Figure 9), we expect the housing market to only modestly slow between 2026 and 2031 (3,396 units) when compared to period between 2021 and 2026 (3,685 units). The expectation of a more robust K enrollment in 2023–24 and 2024–25 (and after 2026–27), along with forecast GPRs representing a steady increase in cohort size, is expected to counteract any slowing in construction activity and smaller forecasted K classes (2025–26 and 2026–27).

From a grade group perspective, most enrollment gains over the forecast period will be realized in the ES grades (Figure 16). Much of this gain can be attributed to the expectation of a series of more robust K classes entering the District in 2023–24 and 2024–25 along with a steady increase in K enrollment after the potential lull in 2025–26 and 2026–27. A steady expansion of ES grade group enrollment is expected to lead to a fairly even rate of development between the first and second half of the forecast period. Enrollment is anticipated to increase by 317 additional students between 2021–22 and 2026–27 followed by 351 additional students between 2026–27 and 2031–32.

Enrollment as the MS level is expected to slightly decrease through 2026–27 (32 fewer students), before enrolling 104 additional students over the second half of the forecast (Figure 16). MS enrollment is anticipated to decline between 2022–23 and 2024–25 (204 fewer students) then increase by 125 students in 2025–26 in response to a comparatively large grade 7 cohort entering

the grade group as a significantly smaller cohort leaves to enter the HS grade group. With the exception of the 2027–28 school year (76 fewer students – in response to a small grade 7 cohort), MS enrollment is expected to continuously expand through 2031–32, leading to 3,177 students by the end of the forecast period.

The HS grade group is expected to enroll nearly the same number of students in 2031–32 as in 2021–22, albeit with fluctuations throughout the forecast period (Figure 16). HS enrollment will remain generally flat through 2024–25 then decline by 107 students in 2025–26 and 123 students in 2026–27 as relatively larger cohorts matriculate and exit the system. However, HS enrollment is expected to steadily increase thereafter as larger cohorts begin to enter and move through the grade group. HS grade group enrollment is anticipated to increase an average of 44 students per year between 2026–27 and 2031–32, leading to the expectation of an increase of 221 students over the second half of the forecast period that will offset the enrollment losses expected over the first half of the forecast.

METHODS

Demographic Terms

While both projections and forecasts represent future enrollment, the methods of prediction differ. Enrollment projections are based on past and current patterns of change and the expectation that these trends will continue. For example, historical enrollment data for an ES shows an increase from 250 students in 2017, to 265 students in 2018, and to 275 students in 2019. The average rate of change observed over the past three years could be used to prepare a projection of enrollment in 2020, if the trend of growth is expected to continue without change or deviation. In other words, a projection does not predict future trends or what will occur, but rather indicates what would happen if the past and current trends that underpin the projection continue. In this sense, projections are strictly mathematical.

In comparison, forecasts are based on past and current patterns of change, but also incorporate predictions of how trends may change in the future. So that practitioners may evaluate a range of potential outcomes, it is common for multiple sets of projections to be prepared, which capture a range of scenarios, such as decreasing enrollment due to declining fertility rates or rapid enrollment growth due to residential development and in-migration. Sets of projections differ based on the modification of one or more variables, including birth rates, student generation/yield rates per housing type, and rates of residential housing development. Forecasts represent the set of projections that is deemed most likely to materialize, based on the analysis and decision-making of practitioners. In this sense, forecasts represent the art of the science of demography.

Forecast Perspectives

There are two basic types of student enrollment forecasts:

1. Building/program attendance forecasts represent the number of students expected to attend a specific school building or program. Districts often refer to these values as “actual” enrollments or the number of “students in desks”. Building/program attendance forecasts account for out-of-district students, intradistrict transfers, special programs, etc.
2. Residence forecasts represent the number of students expected to reside in a certain region, whether it be the district as a whole or individual AAs. Residence forecasts are generally more accurate than building/program attendance forecasts because the former are not subject to the variability of student choice, school district policies, movement of program locations, and constraints on inter- and intradistrict transfers imposed by building capacities.

Residence forecasts are rooted in student location and, therefore, with the proper granularity, can be allocated to boundaries other than the current AAs. For instance, our residence forecasts are produced at the granular geographic level of U.S. Census block group, of which there are 131 in the district. These small-area forecasts can be accurately aggregated to larger geographies, such as prospective AA boundaries. Despite these advantages, residence forecasts do not always suit district needs.

Building/program attendance forecasts are often more useful, albeit less reliable, because they reflect realized enrollment by capturing the inter- and intradistrict transfers. At the districtwide level, the building/program attendance forecasts are always higher than the forecast of students residing in the AAs. This is due to the segment of students who live outside the district boundary but attend district schools. When comparing building/program attendance and residence-based forecasts for an individual school, it is important to recognize that there will be some variation between each.

Forecasting Methodologies

Initial Steps

Our first step in preparing enrollment forecasts is to perform a detailed assessment of historical enrollment trends (i.e., 2016–17 to 2021–22), as well as the geographic distribution of the 2021–22 student body. The results of this enrollment assessment feed into our enrollment forecasts, which use a combination of the demographic cohort-component model and the enrollment rate method. In the former, the components of population change (i.e., births, deaths, and migration) are used to forecast population for the district by age and sex, while the latter advances each age cohort through successive grade levels.

Enrollment Rate Method

In terms of linking historical enrollment trends to future enrollment forecasts, the enrollment rate method is first used to assess the percentage of five-year-olds living within the district boundary in the 2021–22 school year who were enrolled in K at district schools. This is referred to as the K enrollment (or “capture”) rate. Separate enrollment rates are similarly computed for each of the other age/grade cohorts present in 2021–22 (i.e., 1st through 12th grades). These cohort-specific enrollment rates—modified based on certain assumptions (e.g., dropout rates in HS)—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 2021–22 3rd-grade enrollment rate of eight-year-olds heavily informs the 8th-grade capture rate of the projected district population of 13-year-olds in 2026–27.

This is a widely prescribed forecasting method and is especially useful in one-year forecasts and districts without much year-to-year cohort variability. With minor refinements, our forecasts apply the average of the K–5 capture rates for the 2021–22 cohorts to new cohorts matriculating into K in the 2022–23 school year and later.

Projecting Net Migration

Another way historical enrollment data is used is by leveraging knowledge of the geographic distribution of the 2021–22 student population in order to calculate enrollment rates at the subdistrict level. To do this, FLO divided the district into regions, each with a sufficient number of students at each grade level to permit statistical calculations. These subdistrict, cohort-specific enrollment rates were applied as a baseline to new district school-age children projected to be added because of 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 2021/2026 U.S. Demographics, were prepared at an even finer

geographic resolution (U.S. Census block groups) and at units that are generally socioeconomically distinct from each other.

The Esri 2021/2026 U.S. Demographics dataset is prepared using recent growth trends derived from U.S. Census and state/local sources and, in tracking growth, accounts for regional land use and comprehensive plans, publicly available development data (e.g., permits), housing inventory, and U.S. Postal Service carrier route additions. Prior to use, FLO reviews these data and confirms proper assumptions and incorporation of local data sources, particularly with respect to any publicly available residential development data, making modifications as warranted.

The benefit of this approach is that the geographic analysis performed allows for a granular forecasting of how many of the eligible new children in the district will enroll in district schools over the next five years. This 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 than gradual changes in birth rate, for example) but can vary greatly throughout a region.

At the end of each five-year period, the attendance-area numbers are modified as needed to ensure that they are consistent with districtwide numbers, which are computed using only districtwide population and historical enrollment numbers. In this way, the districtwide numbers “control” the attendance-area-level numbers.

Longer-term Forecasts (Ten-Year)

Our ten-year forecasts assume that recent trends in migration patterns, similar to those between 2021–22 and 2026–27, hold steady through the forecast period. Similar assumptions are estimated for the buildable land inventory and their build-out rates within the district boundaries.

2020 to 2026 births, which inform K classes beginning with the 2025–26 school year, were projected based on a review of historic live births to mothers residing within the district boundary, forecasted population of females of child-bearing age throughout Snohomish County, and state trends in fertility.

In terms of capture rate, the grade-specific rates computed from the 2021–22 student enrollment assessments are used. Also, as with the shorter-term projections, a set of forecast GPRs is enforced at the district level. It is important to note that the forecast GPRs used do not incorporate 2020–21 and 2021–22 data due to the irregular effects of COVID-19.

COVID-19 Assumptions

While the effects of enrollment declines in 2020–21 and, to a lesser degree, 2021–22 have already been experienced by the District, we anticipate additional impacts from COVID-19 may surface over the coming years (i.e., a decline in 2021 births/2026–27 K enrollment). This is addressed through our preparation of two additional forecast scenarios: a high-growth scenario and a low-growth scenario. Where the preferred (medium-growth) scenario assumes a gradual increase in births, a K percent of birth ratio that incrementally increases to pre-pandemic trends by 2026–27, a moderated decline in 2021 births, and is consistent with known housing construction; the high-growth scenario assumes an accelerated pace of housing, additional births, and students that did not enroll in 2020–21 and 2021–22 gradually returning to the District to some degree. The low-growth scenario assumes the opposite of the high-growth scenario (i.e., fewer births, a steeper 2021 birth decline, etc.). The low-growth scenario represents the least likely forecast outcome, but it still remains a possibility, especially if births continue to lag past the forecasted downturn in 2021.

One contributing factor to the overall lack of return of missing 2020–21 students may have been the absence of vaccine availability for school-age children until after October 1st. This might have been a particularly important consideration for parents at the time they were making registration decisions

for the upcoming school year, as the highly contagious delta variant had been dominant in the U.S. since early July and the timeframe for vaccine rollout for children was still unknown. Vaccines were not available for children ages 5–11—representing the majority of the missing 2020–21 student population of 951—until early November.

There simply is not data available to tell us where all these students went, or why. As reported by the National Education Association (<https://www.nea.org/advocating-for-change/new-from-nea/finding-lost-students-pandemic>), national research estimates that as many as 3 million students disappeared between March 1st (just before most districts nationally closed school buildings and switched to remote learning) and October 1st, 2020. While comparable research has not yet been completed regarding October 1st, 2021 enrollment, based on FLO's conversations with other districts of comparable size in the Pacific Northwest, the tepid return, if at all, of 2020–21 missing students thus far is not unique.

Some of the missing students may also have been lost to alternative pathways of education. One such path is homeschooling, with the possibility that in the stress and confusion of the pandemic some parents may not have properly notified ESD of this decision. Another option is online public schools that were established pre-pandemic and may have been more appealing than Edmonds Online Academy (EOA) K-8 that ESD has offered in response to the pandemic. One potential example is the Washington Virtual Academy (WAVA). Private schools represent yet another alternative path that families may have chosen, especially in cases where they may have returned to in-person instruction before public schools in the surrounding area.

Finally, regarding 2021 births, as recently reported by the Brookings Institution (<https://www.brookings.edu/research/early-evidence-of-missing-births-from-the-covid-19-baby-bust/>), complete data for the year are not yet available. This is the case both nationally as well as locally in Oregon and Snohomish County. While January and February 2021 monthly totals nationally were significantly lower than the same months in 2020, the March through June 2021 monthly totals have been higher than in 2020. However, as noted by Brookings, data are not yet available on births that would have been conceived during the 2020/21 winter wave of the COVID-19 pandemic. While we forecasted a drop in district births from the forecasted total of 9,247 in 2020 to 9,069 in 2021 (2 percent decline), we assume little to no impact from COVID-19 on 2022 births and on. It is also more important to consider this in the context of the sustained, substantial decline in general fertility rates in Washington since the Great Recession (2008), which we have. The modest growth in annual births we forecasted is due only to our projection that the growth rate of the population of women of child-bearing age in the district will offset continued declines in fertility rate for the foreseeable future.

Data Sources

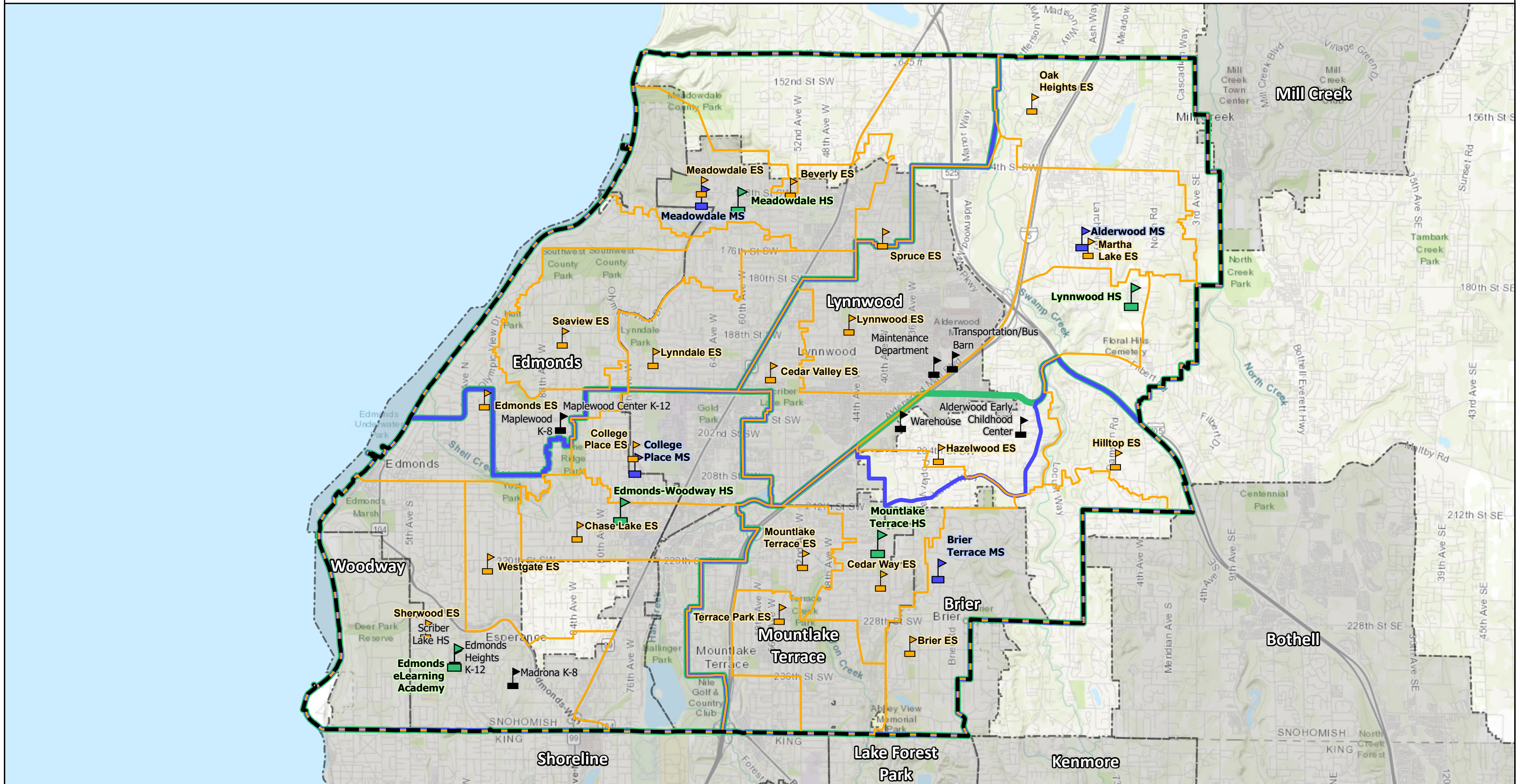
FLO used the following data sources to inform our student enrollment forecasts:

- ESD SIS (October 2021), AAs, district boundary, and school locations
- ESD Monthly Enrollment Report P223 Headcount (2016–2017 to 2021–22)
- Washington State Department of Health (WA DOH) birth data
- Washington State Office of Financial Management forecasts
- U.S. Census and American Community Survey (ACS) enumerations and estimates
- Esri 2021/2026 U.S. Demographics
- FLO-conducted interviews with planners from Snohomish County, Brier, Edmonds, Lynnwood, Mountlake Terrace, and Woodway

- County and/or municipal parcels, zoning, comprehensive plans, specific area plans, and building permits
- 2020 Statewide Urban Growth Areas and 2020 City Limits from Washington State Department of Ecology

Accuracy

Enrollment projections and forecasts are expected values based on assessment of current and past data, and as such, should be considered a planning tool, rather than steadfast numbers for the allocation of future resources. Unlike measurable data, such as the results of a survey, projections and forecasts do not allow for the estimation of a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared projections or forecasts that were conducted using similar data and methodologies. Finally, when considering confidence and accuracy, the appropriate use of projections and forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. It is important that stakeholders “monitor and manage” the changing conditions that will affect future populations, and that projections or forecasts be updated either at a regular frequency or when deviation of actual enrollment from the projections or forecasts is significant and/or develops into a sustained trend.



Student Density

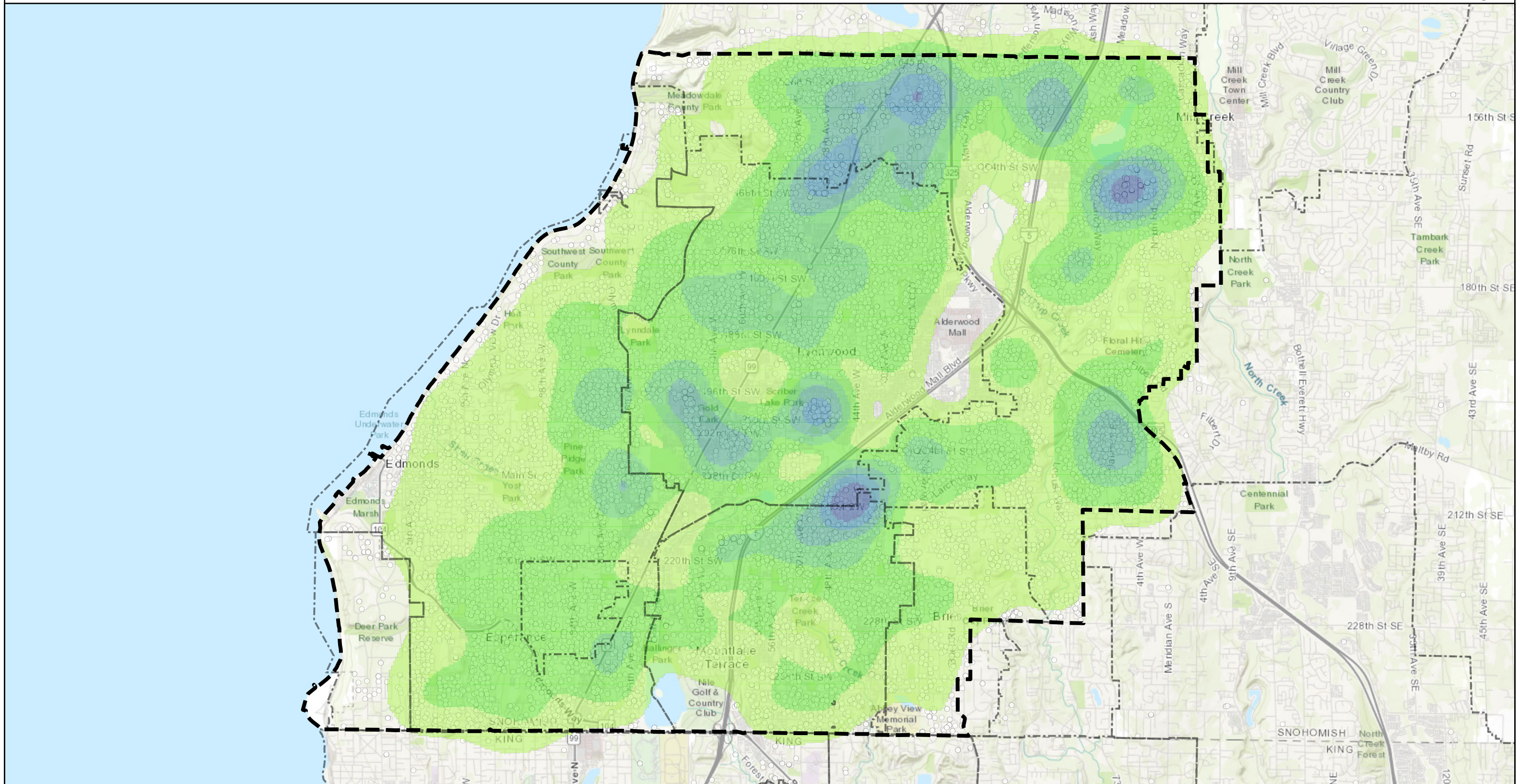
















Figure 2

Figure 3: Historical and Current Enrollment per Grade

District-wide Totals

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22	
K	1,599	1,532	1,575	1,608	1,452	1,520		-79
1	1,597	1,568	1,557	1,613	1,539	1,478		-119
2	1,558	1,612	1,528	1,569	1,564	1,531		-27
3	1,640	1,555	1,600	1,523	1,515	1,546		-94
4	1,544	1,642	1,547	1,601	1,487	1,476		-68
5	1,506	1,528	1,634	1,572	1,549	1,417		-89
6	1,534	1,526	1,562	1,683	1,542	1,516		-18
7	1,523	1,493	1,516	1,571	1,643	1,498		-25
8	1,521	1,530	1,503	1,536	1,552	1,607		86
9	1,594	1,570	1,599	1,580	1,567	1,599		5
10	1,606	1,624	1,558	1,634	1,566	1,559		-47
11	1,565	1,511	1,543	1,458	1,549	1,507		-58
12	1,554	1,575	1,551	1,514	1,468	1,651		97
District Total	20,341	20,266	20,273	20,462	19,993	19,905		-436

Edmonds School District Monthly Enrollment Report (P223 Headcount) October 2016–17 to 2021–22 enrollment per grade. Enrollment values exclude EdCAP, full-time Running Start, and PS. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively. Sparklines are colored blue, gray, or orange to illustrate 5-year decline, stasis, or growth. Abrupt changes in enrollment are likely due to deliberate student placement or attendance boundary changes.

Figure 4: Historical and Current Enrollment per School and Grade Group

Elementary School (K-6)

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
Beverly ES	588	583	567	529	498	432	-156
Brier ES	441	455	441	465	414	404	-37
Cedar Valley ES	470	440	442	469	430	363	-107
Cedar Way ES	486	564	560	584	551	503	17
Chase Lake ES	356	374	409	423	413	350	-6
College Place ES	491	499	514	504	466	447	-44
Edmonds ES	364	334	350	318	280	254	-110
Hazlewood ES	507	488	464	453	422	395	-112
Hilltop ES	517	525	545	556	515	522	5
Lynndale ES	414	438	428	452	405	379	-35
Lynnwood ES	603	525	525	564	547	520	-83
Martha Lake ES	501	468	455	467	442	389	-112
Meadowdale ES	508	533	514	493	491	458	-50
Mountlake Terrace ES	427	402	402	427	422	416	-11
Oak Heights ES	616	626	617	611	594	520	-96
Seaview ES	397	402	438	436	424	400	3
Sherwood ES	484	531	534	552	506	407	-77
Spruce ES	569	543	576	563	494	460	-109
Terrace Park ES	336	315	296	296	289	257	-79
Westgate ES	494	505	538	547	510	409	-85
Woodway Center *	0	0	0	0	0	164	164
ES Total	9,569	9,550	9,615	9,709	9,113	8,449	-1,120

Middle School (7-8)

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
Alderwood MS	760	828	816	794	822	730	-30
Brier Terrace MS	628	637	683	680	700	681	53
College Place MS	522	461	433	482	528	459	-63
Meadowdale MS	768	743	734	777	770	712	-56
MS Total	2,678	2,669	2,666	2,733	2,820	2,582	-96

High School (9-12)

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
Edmonds-Woodway HS	1,593	1,567	1,546	1,516	1,445	1,502	-91
Lynnwood HS	1,340	1,335	1,377	1,381	1,350	1,313	-27
Meadowdale HS	1,572	1,568	1,495	1,478	1,460	1,445	-127
Mountlake Terrace HS	1,282	1,318	1,289	1,324	1,411	1,346	64
HS Total	5,787	5,788	5,707	5,699	5,666	5,606	-181

Figure 4: Historical and Current Enrollment per School and Grade Group

Non-attendance Area (AA) Schools/Programs

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
Challenge ES	336	331	316	324	344	344	8
Edmonds eLearning Academy	83	66	95	120	123	344	261
Edmonds Heights K-12	540	498	532	577	636	536	-4
Edmonds Online Academy †	0	0	0	0	0	814	814
Madrona K-8	629	632	603	607	611	585	-44
Maplewood K-8 Co-Op	450	490	473	488	485	443	-7
Scriber Lake HS	269	242	266	205	195	202	-67
Non-AA Total	2,307	2,259	2,285	2,321	2,394	3,268	961

Totals

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
District Total	20,341	20,266	20,273	20,462	19,993	19,905	-436

Edmonds School District Monthly Enrollment Report (P223 Headcount) October 2016–17 to 2021–22 enrollment per school and grade group. Enrollment values exclude EdCAP, full-time Running Start, and PS. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively. Sparklines are colored blue, gray, or orange to illustrate 5-year decline, stasis, or growth. Abrupt changes in enrollment are likely due to deliberate student placement or attendance boundary changes.

* Opened in the 2021–22 school year to service kindergarten students for Sherwood ES and Westgate ES

† Opened in the 2021–22 school year to service students in grades K–8

Figure 5: 2021–2022 District-wide Transfer Rates

Grade Group	Enrollment In-District	Enrollment from Out-of-District	Enrollment Total	Transfers Intra-district	Transfers Total	Transfer Rate Intra-district	Transfer Rate from Out-of-District	Transfer Rate Total
K-6	10,171	313	10,484	2,842	3,155	27.9%	3.0%	30.1%
7-8	2,976	129	3,105	679	808	22.8%	4.2%	26.0%
9-12	5,976	340	6,316	1,244	1,584	20.8%	5.4%	25.1%
District-wide	19,123	782	19,905	4,765	5,547	24.9%	3.9%	27.9%

Edmonds School District October 2021–22 SIS enrollment. Enrollment values omit EdCAP, full-time Running Start, and PS.

Figure 6: 2021–2022 Elementary School Enrollment Patterns
Residence-Attendance Matrix

<div>School of Attendanc</div> <div>Attendance Area</div>	Residence Count	Beverly ES	Brier ES	Cedar Valley ES	Cedar Way ES	Chase Lake ES	College Place ES	Edmonds ES	Hazelwood ES	Hilltop ES	Lynndale ES	Lynnwood ES	Martha Lake ES	Meadowdale ES	Mountlake Terrace ES	Oak Heights ES	Seaview ES	Sherwood ES	Spruce ES	Terrace Park ES	Westgate ES	Challenge ES	Edmonds Heights K-12	Edmonds K-8 Online Academy	Madrona K-8	Maplewood K-8 Co Op	Woodway Center	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Beverly ES	527	392	1	2	1	4	2	2	0	0	7	3	0	9	2	2	2	2	2	2	1	7	15	39	13	17	0	74.4%	135	25.6%
Brier ES	460	0	363	1	5	1	0	0	2	10	1	1	0	0	4	0	0	0	0	3	0	20	7	12	15	14	1	78.9%	97	21.1%
Cedar Valley ES	408	0	0	307	3	3	2	1	4	2	2	6	0	4	5	1	0	2	0	4	6	6	4	30	7	9	0	75.2%	101	24.8%
Cedar Way ES	656	3	4	4	465	14	1	0	7	6	0	5	3	1	18	1	0	1	3	4	3	28	18	37	15	15	0	70.9%	191	29.1%
Chase Lake ES	321	0	0	0	1	233	4	3	0	0	1	1	0	0	8	1	0	0	1	0	3	6	4	28	17	7	3	72.6%	88	27.4%
College Place ES	567	1	2	12	4	22	417	7	2	1	5	1	2	3	5	0	7	5	4	3	4	10	7	24	6	11	2	73.5%	150	26.5%
Edmonds ES	390	0	0	0	0	8	4	223	3	0	0	0	0	2	0	0	5	3	0	3	8	18	15	9	33	53	3	57.2%	167	42.8%
Hazelwood ES	473	1	7	6	2	3	0	0	353	1	0	2	1	0	4	0	2	0	1	3	2	15	15	19	24	12	0	74.6%	120	25.4%
Hilltop ES	570	0	2	1	0	0	0	0	2	473	0	0	0	1	0	1	1	0	0	3	0	27	3	28	19	9	0	83.0%	97	17.0%
Lynndale ES	448	3	2	2	0	2	3	6	1	0	333	2	0	5	0	1	4	0	3	4	0	14	2	23	22	16	0	74.3%	115	25.7%
Lynnwood ES	646	1	1	3	2	5	0	0	3	5	1	465	1	7	2	1	2	0	3	5	1	23	9	56	20	30	0	72.0%	181	28.0%
Martha Lake ES	470	1	1	1	0	3	3	0	2	4	2	0	348	0	0	0	0	0	0	6	0	25	3	57	5	9	0	74.0%	122	26.0%
Meadowdale ES	518	13	0	0	0	4	1	1	1	0	3	7	0	397	1	0	4	0	3	1	0	21	5	31	10	15	0	76.6%	121	23.4%
Mountlake Terrace ES	444	0	2	3	3	7	4	0	0	0	1	2	0	0	350	0	0	2	0	6	3	11	5	25	9	11	0	78.8%	94	21.2%
Oak Heights ES	697	4	1	4	1	6	0	0	5	6	3	4	13	1	1	502	1	0	1	5	0	26	6	67	26	14	0	72.0%	195	28.0%
Seaview ES	462	1	0	0	0	4	2	4	1	0	2	0	0	3	0	0	356	0	0	0	2	9	12	13	26	27	0	77.1%	106	22.9%
Sherwood ES	615	1	1	0	0	3	0	3	0	1	1	0	0	1	0	0	0	372	0	4	4	31	17	22	64	21	69	60.5%	243	39.5%
Spruce ES	606	3	4	5	9	8	0	0	1	4	6	7	2	7	1	3	5	4	428	3	0	14	6	56	23	7	0	70.6%	178	29.4%
Terrace Park ES	263	0	5	1	2	1	0	0	0	0	0	0	0	1	6	0	0	2	0	185	0	13	3	26	12	5	1	70.3%	78	29.7%
Westgate ES	630	0	0	0	1	14	2	1	1	0	2	0	0	4	2	0	2	9	1	3	367	18	15	26	53	27	82	58.3%	263	41.7%
K-6 Subtotals	10,171	424	396	352	499	345	445	251	388	513	370	506	370	446	409	513	391	402	450	247	404	342	171	628	419	329	161	72.1%	2,842	27.9%
Out of District	313	8	8	11	4	5	2	3	7	9	9	14	19	12	7	7	9	5	10	10	5	2	99	25	16	4	3	--	313	--
K-6 Totals	10,484	432	404	363	503	350	447	254	395	522	379	520	389	458	416	520	400	407	460	257	409	344	270	653	435	333	164	--	3,155	--
Transfer In Student Total	3,155	40	41	56	38	117	30	31	42	49	46	55	41	61	66	18	44	35	32	72	42	344	270	653	435	333	164	--	--	--
Transfer In Rate	30.1%	9.3%	10.1%	15.4%	7.6%	33.4%	6.7%	12.2%	10.6%	9.4%	12.1%	10.6%	10.5%	13.3%	15.9%	3.5%	11.0%	8.6%	7.0%	28%	10.3%	100%	100%	100%	100%	100%	100%	--	--	--

Edmonds School District October 2021–22 SIS enrollment. Enrollment values omit EdCAP, full-time Running Start, and PS. Residence counts are based on current attendance area boundaries, as of the 2021–22 school year.

**Figure 7: 2021–2022 Middle School Enrollment Patterns
Residence-Attendance Matrix**

School of Attendance Attendance Area	Residence Count	Alderwood MS	Brier Terrace MS	College Place MS	Meadowdale MS	Edmonds Heights K-12	Edmonds K-8 Online Academy	Madrona K-8	Maplewood K-8 Co-Op	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Alderwood MS	890	692	72	9	10	8	52	23	24	77.8%	198	22.2%
Brier Terrace MS	616	8	517	10	5	12	27	22	15	83.9%	99	16.1%
College Place MS	608	4	36	417	6	18	29	69	29	68.6%	191	31.4%
Meadowdale MS	862	10	37	15	671	15	43	33	38	77.8%	191	22.2%
7-8 Subtotals	2,976	714	662	451	692	53	151	147	106	77.2%	679	22.8%
Out of District	129	16	19	8	20	49	10	3	4	--	129	--
7-8 Totals	3,105	730	681	459	712	102	161	150	110	--	808	--
Transfer In Student Total	808	38	164	42	41	102	161	150	110	--	--	--
Transfer In Rate	26.0%	5.2%	24.1%	9.2%	5.8%	100%	100%	100%	100%	--	--	--

Edmonds School District October 2021–22 SIS enrollment. Enrollment values omit EdCAP, full-time Running Start, and PS. Residence counts are based on current attendance area boundaries, as of the 2021–22 school year.

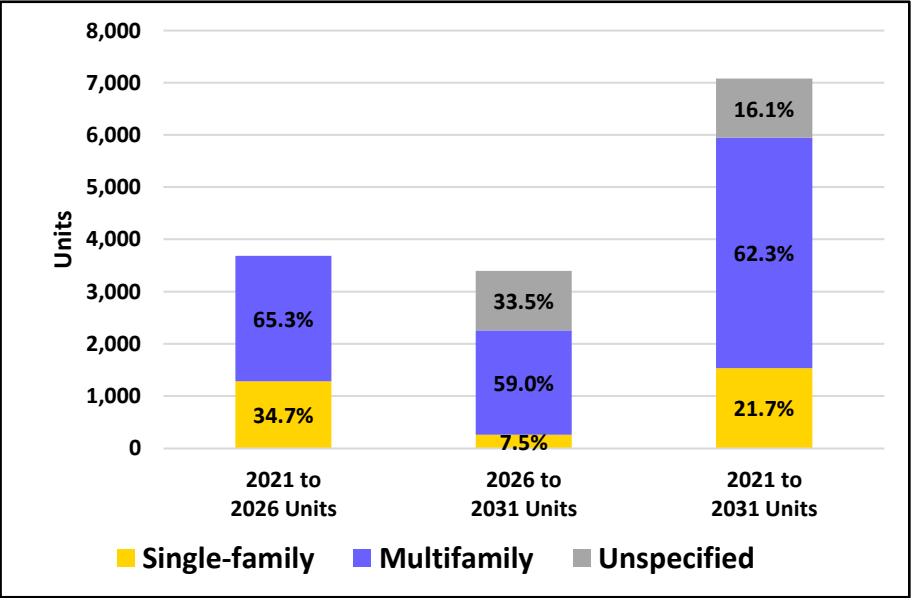
Figure 8: 2021–2022 High School Enrollment Patterns
Residence-Attendance Matrix

<div> <div>School of Attendance</div> <div>Attendance Area</div> </div>	Residence Count	Edmonds Woodway HS	Lynnwood HS	Meadowdale HS	Mountlake Terrace HS	Edmonds eLearning Academy	Edmonds Heights K-12	Scriber Lake HS	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Edmonds Woodway HS	1,356	1,157	6	15	57	51	25	45	85.3%	199	14.7%
Lynnwood HS	1,563	71	1,183	31	119	105	15	39	75.7%	380	24.3%
Meadowdale HS	1,731	131	19	1,350	67	91	25	48	78.0%	381	22.0%
Mountlake Terrace HS	1,326	96	47	10	1,042	65	24	42	78.6%	284	21.4%
9-12 Subtotals	5,976	1,455	1,255	1,406	1,285	312	89	174	79.2%	1,244	20.8%
Out of District	340	47	58	39	61	32	75	28	--	340	--
9-12 Totals	6,316	1,502	1,313	1,445	1,346	344	164	202	--	1,584	--
Transfer In Student Total	1,584	345	130	95	304	344	164	202	--	--	--
Transfer In Rate	25.1%	23.0%	9.9%	6.6%	22.6%	100%	100%	100%	--	--	--

Edmonds School District October 2021–22 SIS enrollment. Enrollment values omit EdCAP, full-time Running Start, and PS. Residence counts are based on current attendance area boundaries, as of the 2021–22 school year.

Figure 9: 2021–2031 Residential Development Totals

Housing Type	2021 to 2026 Units	2026 to 2031 Units	2021 to 2031 Units
Single-family	1,280	256	1,536
Multifamily	2,405	2,003	4,408
Unspecified	0	1,137	1,137
Total	3,685	3,396	7,081



Total number of anticipated housing units by type within the enrollment forecast horizon. Percentages represent each housing type's proportion of the total number of units.

Residential Development

Point data in the map represents specific information provided by local, county, or regional data sources. Developments with less than five units are not labeled. Unspecified housing--third-party residential development data (e.g., potential in-fill, buildable lands inventory estimates) that cannot be categorized as SF or MF--is represented by the number of anticipated units per U.S. Census block group.

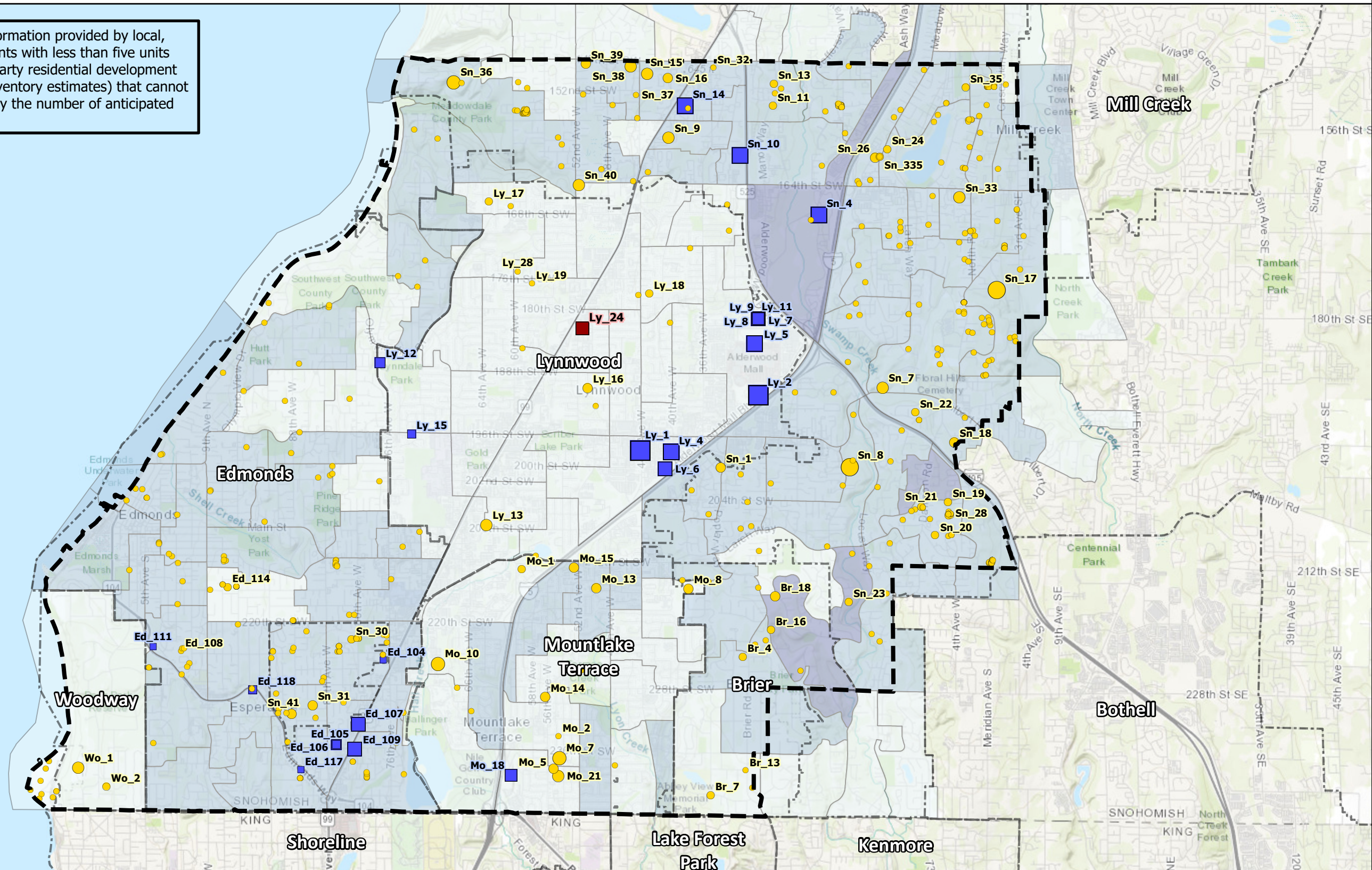


Figure 11: 2021–2031 Residential Development Details

Map ID	Jurisdiction	Source	Type	Total Units	Current-year to 5-year Units	5-year to 10-year Units	Current-year to 10-year Units	Beyond 10-year Units	Notes
Ly_1	Lynnwood	Lynnwood	MF	1,300	130	1,170	1,300	0	Site is north of the new light rail station; continuing to make slow progress; full build-out in the 5 to 10 year time frame
Ly_2	Lynnwood	Lynnwood	MF	383	19	364	383	0	Currently in permitting
Ly_4	Lynnwood	Lynnwood	MF	359	341	18	359	0	Redevelopment of commercial area; building permits approved
Ly_5	Lynnwood	Lynnwood	MF	328	312	16	328	0	Under Construction
Sn_10	Snohomish County	Snohomish County	MF	295	295	0	295	0	PROJECT INCLUDES ROAD ESTABLISHMENT OF ADMIRALTY WAY TO SOUTH PROPERTY LINE OF PROJECT Clearing/Grading for 295 unit multi-family community set to urban center standards on 6.2 acres. **Docs are in 19-103565 PRO**
Sn_4	Snohomish County	Snohomish County	MF	259	104	155	259	0	EPERMIT Description of Work: This project proposes to develop an approximately 5.3 ac site into a 259 unit multi-level residential apartment community comprised of 3 buildings. We are also applying for a vault permit, wall permit, and forest practice
Sn_14	Snohomish County	Snohomish County	MF	253	127	127	253	0	EPERMIT Description of Work: Pre-application meeting for construction of three apartment buildings to total 253 units.
Ed_109	Edmonds	Long-range Planner	MF	240	216	24	240	0	Design application in 2020; building permit in 2021 is likely; construction to tentatively wrap-up in 2023; Only 40-44 units will be 2br
Ly_6	Lynnwood	Lynnwood	MF	239	239	0	239	0	East of the Northline Village development
Ed_107	Edmonds	Long-range Planner	MF	192	173	19	192	0	Mostly 1-bedroom; geared towards younger folks.
Ly_7	Lynnwood	Lynnwood	MF	163	163	0	163	0	Permits to do site work are active, but no construction permits for podium or towers yet
Ly_8	Lynnwood	Lynnwood	MF	139	139	0	139	0	Permits to do site work are active, but no construction permits for podium or towers yet
Ly_9	Lynnwood	Lynnwood	MF	117	117	0	117	0	Permits to do site work are active, but no construction permits for podium or towers yet
Mo_18	Mountlake Terrace	GIS Specialist	MF	100	100	0	100	0	Under Construction
Sn_17	Snohomish County	Snohomish County	SF	88	88	0	88	0	EPERMIT Description of Work: Subdivide 15.99 acres into 88 residential lots using PRD planning methods; clearing, grading & associated infrastructure
Ly_11	Lynnwood	Lynnwood	MF	84	84	0	84	0	Permits to do site work are active, but no construction permits for podium or towers yet
Sn_8	Snohomish County	Snohomish County	SF	78	55	23	78	0	EPERMIT Description of Work: Shirah Townhomes is being proposed as a 78 unit townhome subdivision with concurrent rezone and boundary line adjustment using Snohomish County codes. The project may be developed in up to two phases.
Sn_36	Snohomish County	Snohomish County	SF	72	22	50	72	0	new proposal for 72 unit PRD development
Ed_106	Edmonds	Long-range Planner	MF	60	0	60	60	0	Removed units from Compass Housing projects, phase 1 and 2. Project no longer being considered
Mo_10	Mountlake Terrace	GIS Specialist	SF	56	56	0	56	0	Under Construction
Mo_7	Mountlake Terrace	GIS Specialist	SF	52	31	21	52	0	Land Use Review
Ly_12	Lynnwood	Lynnwood	MF	42	42	0	42	0	Have not yet started construction, but anticipated to start in 2020
Mo_21	Mountlake Terrace	GIS Specialist	SF	40	16	24	40	0	Land Use Review
Ly_13	Lynnwood	Lynnwood	SF	40	40	0	40	0	Entitlements phase - not approved yet
Sn_38	Snohomish County	Snohomish County	SF	30	27	3	30	0	Expiration date extended 120 days per Emergency Ordinance 20-027 AIRPORT INFLUENCE AREA DISCLOSURE NOTICE RECORDED AFN 202001170343 Land Disturbing Activity for construction of a 30 unit townhome development on 2.2 acres zoned MR. One year expiration no
Wo_1	Woodway	Long-term Planner	SF	30	15	15	30	0	Currently under review; town has refunded the development the deposit; developer has until 20201231 to continue without having to restart the process anew; development is still likely within the next 10 years
Sn_15	Snohomish County	Snohomish County	SF	28	20	8	28	0	ALL DOCS UNDER 20 111872 PRO Twenty-eight (28) townhouse unit-lot subdivision with supporting infrastructure, new private drive aisle road, driveways, utilities, stormwater flow control and treatment (underground detention vault), landscaping and urban f
Sn_40	Snohomish County	Snohomish County	SF	28	14	14	28	0	EPERMIT Description of Work: The Applicant is proposing a 29-unit townhouse unit lot subdivision on property zoned as MR with Future Land Use designation of Urban High Density Residential.

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Map IDs correspond to labels depicted on Figure 10.

Figure 11: 2021–2031 Residential Development Details

Map ID	Jurisdiction	Source	Type	Total Units	Current-year to 5-year Units	5-year to 10-year Units	Current-year to 10-year Units	Beyond 10-year Units	Notes
Sn_9	Snohomish County	Snohomish County	SF	28	20	8	28	0	EPERMIT Description of Work: The proposal is to subdivide the existing lot into 28 unit lots, and to construct 28 townhome units in 5 buildings. The existing home and its accessory buildings are to be removed. The new homes will take access from a drive
Ly_15	Lynnwood	Lynnwood	MF	26	0	26	26	0	Submitted June 2021, under review.
Sn_7	Snohomish County	Snohomish County	SF	26	26	0	26	0	EPERMIT Description of Work: Development of a 26 unit single family residential project
Sn_33	Snohomish County	Snohomish County	SF	26	26	0	26	0	26 unit townhome project with 5 buildings and associated private drive aisle, utility, and stormwater facilities.
Ed_105	Edmonds	Long-range Planner	MF	24	0	24	24	0	Removed units from Compass Housing projects, phase 1 and 2. Project no longer being considered
Sn_39	Snohomish County	Snohomish County	SF	23	23	0	23	0	EPERMIT Description of Work: Unit lot subdivision of previously approved site plan. 23 lots total with 7 tracts on .6 acres. SPA and LDA both approved and were done by paper submittal. This PRO houses PSD docs only.
Mo_5	Mountlake Terrace	GIS Specialist	SF	19	19	0	19	0	Land Use Approved
Ed_118	Edmonds	Long-range Planner	MF	18	18	0	18	0	One single family home will be demolished. Eighteen unit apartment complex to replace.
Mo_15	Mountlake Terrace	GIS Specialist	SF	18	7	11	18	0	Land Use Approved
Sn_18	Snohomish County	Snohomish County	SF	18	13	5	18	0	On-site grading for the PRD of Danver s Place. Construction of 18 units with assoicated road and utility installation.
Mo_14	Mountlake Terrace	GIS Specialist	SF	16	6	10	16	0	Land Use Approved
Mo_8	Mountlake Terrace	GIS Specialist	SF	16	4	12	16	0	Civil Review
Sn_1	Snohomish County	Snohomish County	SF	16	12	4	16	0	EPERMIT Description of Work: The proposal is to construct 16 townhome units in 3 buildings, with associated utilities. Existing home to be removed.
Sn_41	Snohomish County	Snohomish County	SF	15	15	0	15	0	EPERMIT Description of Work: The development proposes fifteen (15) single-family dwelling units, open space and the necessary site development improvements, i.e. grading, utilities and roadway improvements. The enclosed construction drawings depict the
Sn_16	Snohomish County	Snohomish County	SF	14	10	4	14	0	EPERMIT Description of Work: Rezone R8400 to MR and develop (zero Lot Line) 14 Unit lot Subdivision with Concurrent LDA.
Sn_31	Snohomish County	Snohomish County	SF	14	7	7	14	0	EPERMIT Description of Work: The proposal is to construct 14 single family dwelling units onsite.
Ly_16	Lynnwood	Lynnwood	SF	13	13	0	13	0	Building permits submitted.
Br_18	Brier	Brier	SF	13	13	0	13	0	13 lot subdivision; Subdivision; Housing construction has started. 6 units occupied expect completion in 2022
Ed_111	Edmonds	Long-range Planner	MF	12	12	0	12	0	One SF unit will be demolished. Twelve townhomes to replace.
Mo_13	Mountlake Terrace	GIS Specialist	SF	12	12	0	12	0	Civil Review
Sn_26	Snohomish County	Snohomish County	SF	11	6	6	11	0	Construct 11 dwelling unit townhomes or single-family attached units.
Wo_2	Woodway	Long-term Planner	SF	10	5	5	10	0	Assume 5-10 SF units constructed in 10 years on random vacant lots throughout town
Ed_117	Edmonds	Long-range Planner	MF	10	10	0	10	0	Four Housing units will be demolished. Ten townhomes to replace.
Br_7	Brier	Brier	SF	10	10	0	10	0	Project is being revisited City had a pre-app for a 10ish lot subdivision.
Sn_24	Snohomish County	Snohomish County	SF	9	9	0	9	0	Expiration date extended 120 days per Emergency Ordinance 20-027 Site plan review using Urban Residential Design Standards for a 9-lot short plat.
Sn_13	Snohomish County	Snohomish County	SF	9	9	0	9	0	Expiration date extended 120 days per Emergency Ordinance 20-027 EPERMIT Description of Work: 9-unit SFDU project approved under PFN 16-110052 SPA Stormwater Facility Easement AFN: 201907260310
Sn_20	Snohomish County	Snohomish County	SF	9	7	2	9	0	9 lot Unit Lot Subdivision utilizing URDS. Rezone from R-8400 to R-7200. ACUP for ULS in R-7200 zone.
Sn_335	Snohomish County	Snohomish County	SF	8	8	0	8	0	Permit Type: Townhouse; Status: Issued; Description: New 8 unit townhouse building
Sn_30	Snohomish County	Snohomish County	SF	8	4	4	8	0	EPERMIT Description of Work: Edmonds 222nd SFDU is an 8-unit SFDU development located at 8020 222nd St SW in Snohomish County. The proposal also includes the submittal of a Land Disturbing Activity Permit to allow for the construction of a drive aisle t
Mo_1	Mountlake Terrace	GIS Specialist	SF	8	8	0	8	0	Land Use Review

Record represents a unique single-family (SF) or multifamily (MF) residential developments, unless noted as sum of developments with < 5 units or Unspecified (UN) developments sourced from Esri.

Map IDs correspond to labels depicted on Figure 10.

Figure 11: 2021–2031 Residential Development Details

Map ID	Jurisdiction	Source	Type	Total Units	Current-year to 5-year Units	5-year to 10-year Units	Current-year to 10-year Units	Beyond 10-year Units	Notes
Br_16	Brier	Brier	SF	8	8	0	8	0	8 lot subdivision
Sn_28	Snohomish County	Snohomish County	SF	8	8	0	8	0	EPERMIT Description of Work: 8 Single Family Detached Units
Ed_114	Edmonds	Long-range Planner	SF	7	7	0	7	0	Three SF units will be demolished. 10 new SF to replace.
Ed_104	Edmonds	Long-range Planner	MF	7	7	0	7	0	
Ly_17	Lynnwood	Lynnwood	SF	7	7	0	7	0	Preliminary approval received, however owner selling property. Neighborhood dispute re: project.
Ly_18	Lynnwood	Lynnwood	SF	7	7	0	7	0	Plat not recorded
Sn_19	Snohomish County	Snohomish County	SF	7	4	3	7	0	EPERMIT Description of Work: Applicant is looking to permit 7 single family dwelling units in the LDMR zoning using the site plan process. There is an existing house which will stay and become one of the units in the site plan approval process. Applicant
Sn_35	Snohomish County	Snohomish County	SF	6	3	3	6	0	EPERMIT Description of Work: 6-lot short plat proposing four duplex lots and two single-family residential lots. The parcel (00509500005401) and project site's western and southern boundary lines boarder Martha Lake Airport Park preventing any furthe
Sn_11	Snohomish County	Snohomish County	SF	6	6	0	6	0	Site Plan Application for 6 Single Family Detached Units within 3 Duplexes.
Sn_23	Snohomish County	Snohomish County	SF	6	6	0	6	0	EPERMIT Description of Work: Six lot single-family residential short plat (utilizing the lot size averaging code previsions) with supporting infrastructure, new public road, driveways, utilities, stormwater flow control and treatment (open infiltration p
Br_4	Brier	Brier	SF	6	6	0	6	0	7 lot subdivision; 6 new sfr; Prelim approval, but no construction yet
Sn_22	Snohomish County	Snohomish County	SF	6	3	3	6	0	6-Lot Short Subdivision - Detached SFR Duplex Units 1/8/18 RMF - files routed to records room, TR file to Jeanne-Marie
Sn_21	Snohomish County	Snohomish County	SF	6	5	1	6	0	The proposal is to subdivide the property into 3 lots followed by the construction of one duplex per lot, for a total of 6 units. The site will be accessed via a 20 drive aisle and a 5 sidewalk which will be contained in a 25 easement
Sn_37	Snohomish County	Snohomish County	SF	5	5	0	5	0	EPERMIT Description of Work: The proposal is to construct 5 townhomes on .53 acres with associated utilities. The existing home and driveway will be removed. The access to the site will be from 44th Ave W
Ed_108	Edmonds	Long-range Planner	SF	5	5	0	5	0	
Mo_2	Mountlake Terrace	GIS Specialist	SF	5	5	0	5	0	Civil Review
Ly_28	Lynnwood	Lynnwood	SF	5	5	0	5	0	Preliminary approval received.
Ly_19	Lynnwood	Lynnwood	SF	5	5	0	5	0	Entitlements phase - not approved yet
Sn_32	Snohomish County	Snohomish County	SF	5	5	0	5	0	Expiration date extended 120 days per Emergency Ordinance 20-027 **ALL DOCUMENTS UNDER 19-103954 PRO** Construct 5 townhomes in one building with accompanying utilities on 0.26 acres of land.
Br_13	Brier	Brier	SF	5	5	0	5	0	6 lot subdivision; Subdivision; Prelim approval, Construction began 2021 on hold for winter.
Ly_24	Lynnwood	Lynnwood	MF	-242	-242	0	-242	0	Whispering Pines affordable MF housing development (242 units) is expected have been decommissioned at the time of this writing due to fire code violations.
NA	Snohomish County	Assorted	SF	338	331	7	338	0	Sum of developments with less than 5 units in 2021-2031period or developments sourced from Esri
NA	Snohomish County	Assorted	UN	2,279	0	683	683	1,596	Sum of developments with less than 5 units in 2021-2031period or developments sourced from Esri
NA	Edmonds	Assorted	SF	120	120	0	120	0	Sum of developments with less than 5 units in 2021-2031period or developments sourced from Esri
NA	Edmonds	Assorted	UN	808	0	323	323	485	Sum of developments with less than 5 units in 2021-2031period or developments sourced from Esri
NA	Mountlake Terrace	Assorted	SF	10	8	2	10	0	Sum of developments with less than 5 units in 2021-2031period or developments sourced from Esri
NA	Mountlake Terrace	Assorted	UN	235	0	70	70	165	Sum of developments with less than 5 units in 2021-2031period or developments sourced from Esri
NA	Lynnwood	Assorted	SF	26	26	0	26	0	Sum of developments with less than 5 units in 2021-2031period or developments sourced from Esri
NA	Brier	Assorted	SF	16	16	0	16	0	Sum of developments with less than 5 units in 2021-2031period or developments sourced from Esri
NA	Brier	Assorted	UN	87	0	61	61	27	Sum of developments with less than 5 units in 2021-2031period or developments sourced from Esri
TOTALS				9,353	3,685	3,396	7,081	2,272	

Record represents a unique single-family (SF) or multifamily (MF) residential developments, unless noted as sum of developments with < 5 units or Unspecified (UN) developments sourced from Esri.
Map IDs correspond to labels depicted on Figure 10.

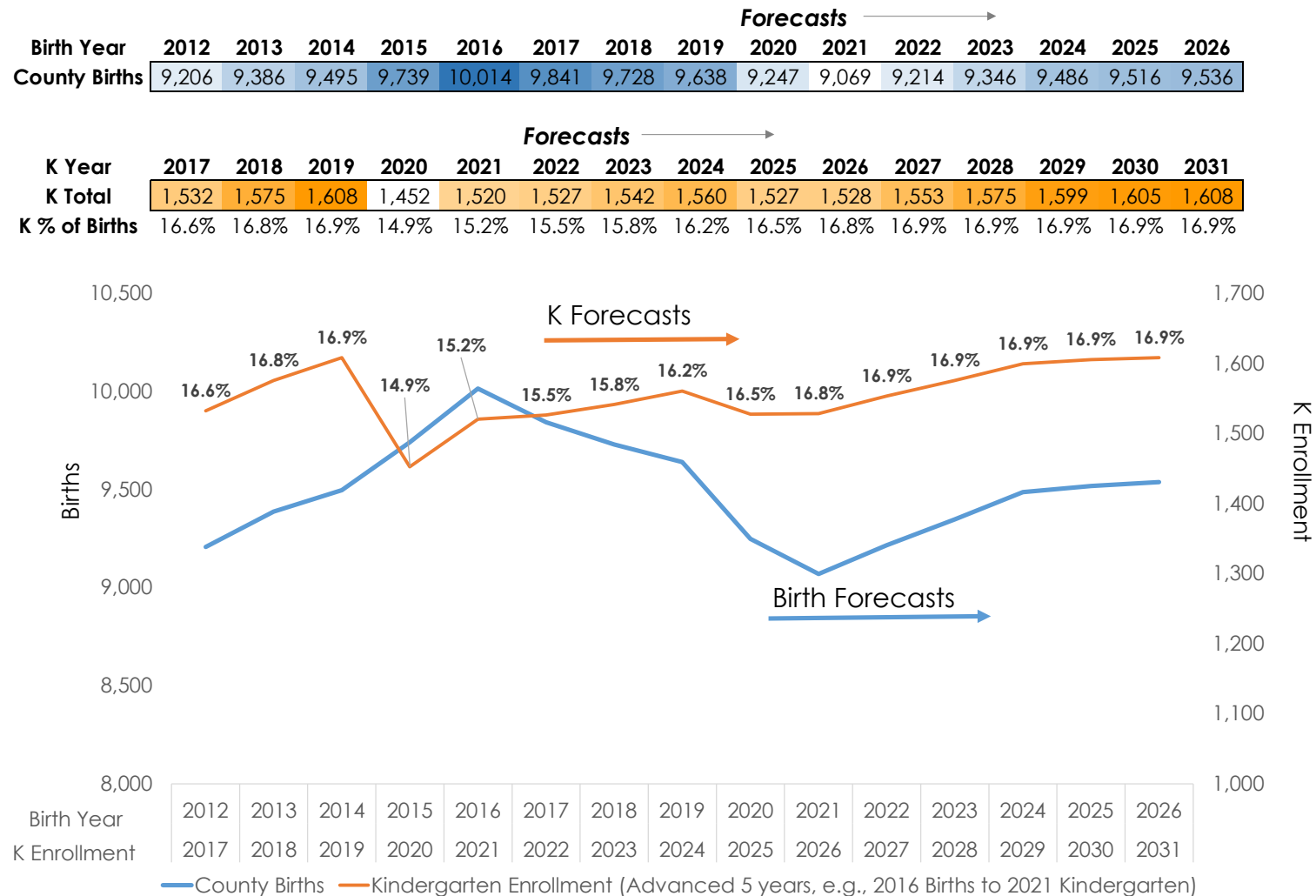
Figure 12: Student Generation Rates

Summary of Generation Rates Used for New Development	K-12 Students per Single-Family (SF) Unit	K-12 Students per Multifamily (MF) Unit
Overall Average Rates	0.39	0.18
Highest Rate Used for a Development	0.73	0.39
Lowest Rate Used for a Development	0.20	0.11

While overall average student generation rates used in preparing the forecasts were 0.39 K-12 students/SF unit and 0.18 K-12 students/MF unit, the specific rates used for each development were carefully determined on an individual basis. Broadly speaking, we merge as much information as possible when determining rates to apply to each development. Information considered includes:

- 1) existing students per housing unit for SF and MF within individual neighborhoods
- 2) development-specific expectations provided by planners (e.g., housing targeting families)
- 3) educated assumptions about new or changing housing development trends.

Figure 13: County Birth Rates



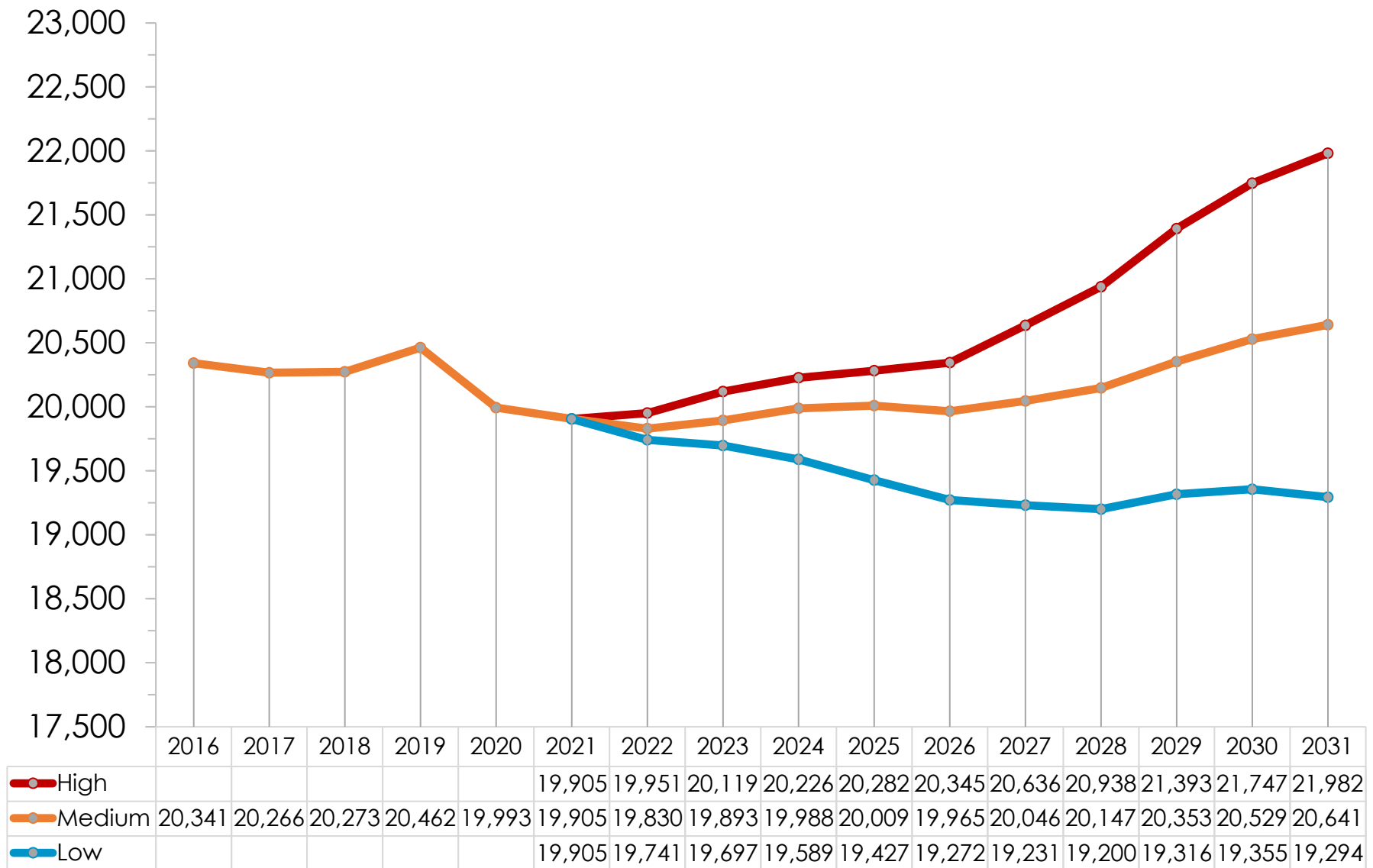
WA DOH 2012 to 2019 historical live births to mothers residing in Snohomish County, as well as Edmonds School District Monthly Enrollment Report (P223 Headcount) October K enrollment for the 2017–18 to 2021–22 school years. The metric “K % of Births” is calculated by dividing each K class by the live birth total five years earlier (e.g., 2019 K class divided by 2014 births). 2020–25 births, which inform K classes beginning with the 2025–26 school year, were projected based on a review of the historical birth data. Forecasts of future K class sizes were then developed by employing forecasts of trends in “K % of Births”. Note that birth values reported by WA DOH represent the January 1st through December 31st calendar year, and therefore do not align directly with K enrollment 5 years later (i.e., August cutoff for being age 5 to enroll in K in the fall).

Figure 14: Grade Progression Ratios

Grade Progression	2017-18	2018-19	2019-20	2020-21	2021-22	3-year Avg	2-year Avg	Fcst GPR
K-1	0.98	1.02	1.02	0.96	1.02	1.00	0.99	1.01
1-2	1.01	0.97	1.01	0.97	0.99	0.99	0.98	0.99
2-3	1.00	0.99	1.00	0.97	0.99	0.98	0.98	0.99
3-4	1.00	0.99	1.00	0.98	0.97	0.98	0.98	0.99
4-5	0.99	1.00	1.02	0.97	0.95	0.98	0.96	0.99
5-6	1.01	1.02	1.03	0.98	0.98	1.00	0.98	1.01
6-7	0.97	0.99	1.01	0.98	0.97	0.98	0.97	0.98
7-8	1.00	1.01	1.01	0.99	0.98	0.99	0.98	1.00
8-9	1.03	1.05	1.05	1.02	1.03	1.03	1.03	1.03
9-10	1.02	0.99	1.02	0.99	0.99	1.00	0.99	1.01
10-11	0.94	0.95	0.94	0.95	0.96	0.95	0.96	0.94
11-12	1.01	1.03	0.98	1.01	1.07	1.02	1.04	1.00

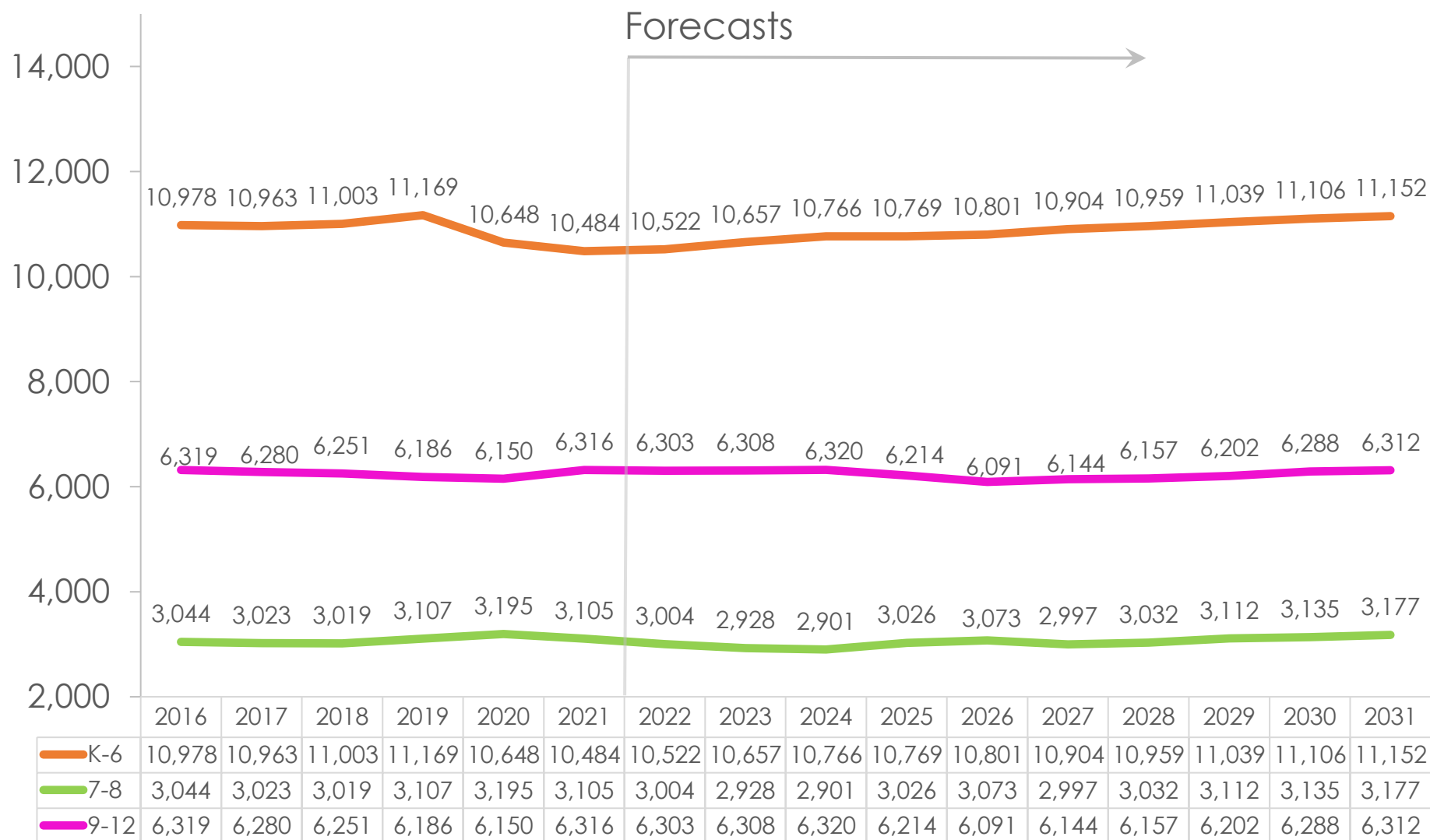
2017–18 to 2021–22 Grade Progression Ratios (GPR) based on Edmonds School District Monthly Enrollment Report (P223 Headcount) October enrollment. GPRs are calculated as the ratio of enrollment in a specific grade in a given year, to the enrollment of the same age cohort in the previous year. For instance, when 150 kindergarteners in 2017 become 140 first graders in 2018, a GPR of 0.93 is yielded. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and new students join existing cohorts. A GPR value greater than 1.0 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district, students choosing to transfer into the district from other districts (public or private). Conversely, a GPR value less than 1.0 indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts, or students not advancing to the next grade.

Figure 15: Districtwide Building Attendance Enrollment Forecasts: Low, Medium, and High Scenarios



Edmonds School District Monthly Enrollment Report (P223 Headcount) October 2016–17 to 2021–22 enrollment and FLO 2022–23 to 2031–32 enrollment forecasts. Enrollment values include all students living within and outside the district boundary, except for students attending EdCAP, full-time Running Start, and PS.

**Figure 16: Building Attendance Enrollment Forecasts by Grade Group:
Medium (Preferred) Scenario**




Edmonds School District Monthly Enrollment Report (P223 Headcount) October 2016–17 to 2021–22 enrollment and FLO 2022–23 to 2031–32 enrollment forecasts. Enrollment values include all students living within and outside the district boundary, except for students attending EdCAP, full-time Running Start, and PS.

Figure 17: Residence-Based Enrollment Forecasts by Individual Grade

Grade		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
	K	1,485	1,482	1,496	1,514	1,481	1,482	1,506	1,529	1,552	1,557	1,561
	1	1,439	1,511	1,508	1,523	1,542	1,509	1,510	1,535	1,557	1,580	1,585
	2	1,481	1,435	1,508	1,505	1,520	1,539	1,507	1,508	1,532	1,554	1,577
	3	1,505	1,479	1,435	1,507	1,505	1,520	1,540	1,509	1,510	1,533	1,554
	4	1,424	1,496	1,470	1,427	1,499	1,497	1,513	1,533	1,502	1,503	1,526
	5	1,372	1,414	1,486	1,460	1,419	1,490	1,489	1,506	1,526	1,495	1,496
	6	1,465	1,390	1,436	1,508	1,481	1,441	1,512	1,513	1,531	1,552	1,521
	7	1,439	1,438	1,365	1,412	1,483	1,456	1,415	1,487	1,489	1,508	1,529
	8	1,537	1,441	1,441	1,368	1,417	1,489	1,458	1,418	1,493	1,497	1,516
	9	1,524	1,596	1,494	1,494	1,419	1,472	1,546	1,509	1,471	1,550	1,556
	10	1,490	1,536	1,608	1,507	1,507	1,432	1,482	1,557	1,521	1,484	1,567
	11	1,417	1,408	1,452	1,520	1,425	1,426	1,353	1,400	1,471	1,438	1,405
	12	1,545	1,424	1,415	1,460	1,528	1,433	1,432	1,359	1,405	1,477	1,444
Residing in District (Residence-Based)	K-6	10,171	10,208	10,339	10,445	10,448	10,478	10,578	10,632	10,710	10,774	10,819
	7-8	2,976	2,880	2,806	2,780	2,901	2,945	2,873	2,906	2,982	3,005	3,045
	9-12	<u>5,976</u>	<u>5,963</u>	<u>5,969</u>	<u>5,980</u>	<u>5,879</u>	<u>5,763</u>	<u>5,813</u>	<u>5,825</u>	<u>5,868</u>	<u>5,950</u>	<u>5,972</u>
	K-12	19,123	19,051	19,114	19,205	19,227	19,187	19,265	19,363	19,560	19,728	19,836
Out-of-District	K-6	313	314	318	321	322	322	326	327	330	332	333
	7-8	129	125	122	121	126	128	125	126	129	130	132
	9-12	<u>340</u>	<u>339</u>	<u>340</u>	<u>340</u>	<u>334</u>	<u>328</u>	<u>331</u>	<u>331</u>	<u>334</u>	<u>339</u>	<u>340</u>
	K-12	782	778	779	782	782	778	781	785	793	800	805
Total Attendance (Building Attendance)	K-6	10,484	10,522	10,657	10,766	10,769	10,801	10,904	10,959	11,039	11,106	11,152
	7-8	3,105	3,004	2,928	2,901	3,026	3,073	2,997	3,032	3,112	3,135	3,177
	9-12	<u>6,316</u>	<u>6,303</u>	<u>6,308</u>	<u>6,320</u>	<u>6,214</u>	<u>6,091</u>	<u>6,144</u>	<u>6,157</u>	<u>6,202</u>	<u>6,288</u>	<u>6,312</u>
	K-12	19,905	19,830	19,893	19,988	20,009	19,965	20,046	20,147	20,353	20,529	20,641

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (medium-growth, or preferred, scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS.


Figure 18: Residence-Based Enrollment Forecasts by Elementary School Attendance Area

Attendance Area	Students Residing* 						
	2021	2022	2023	2024	2025	2026	2031
Beverly ES	533	539	536	549	553	570	589
Brier ES	461	462	474	478	471	472	488
Cedar Valley ES	418	424	428	446	447	447	514
Cedar Way ES	665	648	648	648	643	637	650
Chase Lake ES	328	333	328	330	325	326	329
College Place ES	563	558	571	578	570	564	560
Edmonds ES	404	403	399	403	402	393	404
Hazelwood ES	467	481	477	483	490	490	508
Hilltop ES	550	562	573	563	577	583	602
Lynndale ES	445	447	457	459	452	451	450
Lynnwood ES	627	624	646	668	689	701	726
Martha Lake ES	477	478	491	505	510	505	502
Meadowdale ES	529	529	524	535	530	523	537
Mountlake Terrace ES	450	442	450	451	450	441	465
Oak Heights ES	663	666	683	685	681	692	718
Seaview ES	424	427	423	422	410	409	422
Sherwood ES	630	632	640	625	615	623	646
Spruce ES	657	683	694	719	722	740	781
Terrace Park ES	256	251	255	255	257	253	252
Westgate ES	621	620	642	643	653	659	674
K-6	10,171	10,208	10,339	10,445	10,448	10,478	10,819

*313 elementary school students residing out-of-district.

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (medium-growth, or preferred, scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS.

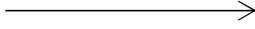
Figure 19: Residence-Based Enrollment Forecasts by Middle School Attendance Area

Attendance Area	Students Residing* 					
	2021	2022	2023	2024	2025	2031
Alderwood MS	887	863	823	808	831	931
Brier Terrace MS	604	581	558	540	573	589
College Place MS	610	616	605	616	660	650
Meadowdale MS	875	819	821	816	836	875
7-8	2,976	2,880	2,806	2,780	2,901	3,045

**129 middle school students residing out-of-district.*

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (medium-growth, or preferred, scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS.

Figure 20: Residence-Based Enrollment Forecasts by High School Attendance Area

Attendance Area	Students Residing* 						
	2021	2022	2023	2024	2025	2026	2031
Edmonds-Woodway HS	1,361	1,276	1,266	1,284	1,219	1,239	1,263
Lynnwood HS	1,545	1,531	1,552	1,559	1,532	1,498	1,646
Meadowdale HS	1,749	1,771	1,785	1,754	1,745	1,685	1,699
Mountlake Terrace HS	1,321	1,385	1,366	1,383	1,382	1,341	1,364
9-12	5,976	5,963	5,969	5,980	5,879	5,763	5,972

**340 high school students residing out-of-district.*

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (medium-growth, or preferred, scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS.

Figure 21: Building Attendance Enrollment Forecasts by Individual Grade

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
K	1,520	1,527	1,542	1,560	1,527	1,528	1,553	1,575	1,599	1,605	1,608
1	1,478	1,556	1,554	1,569	1,588	1,555	1,557	1,581	1,604	1,628	1,633
2	1,531	1,480	1,553	1,551	1,566	1,585	1,554	1,555	1,579	1,601	1,624
3	1,546	1,524	1,481	1,553	1,551	1,566	1,587	1,555	1,557	1,580	1,602
4	1,476	1,540	1,515	1,473	1,545	1,543	1,560	1,580	1,549	1,550	1,573
5	1,417	1,459	1,531	1,505	1,465	1,536	1,535	1,552	1,573	1,543	1,543
6	1,516	1,435	1,481	1,554	1,527	1,487	1,559	1,560	1,578	1,599	1,569
7	1,498	1,501	1,426	1,472	1,546	1,520	1,477	1,550	1,554	1,573	1,595
8	1,607	1,504	1,502	1,429	1,480	1,553	1,520	1,481	1,557	1,562	1,582
9	1,599	1,681	1,579	1,579	1,503	1,554	1,629	1,592	1,554	1,635	1,641
10	1,559	1,621	1,693	1,592	1,591	1,514	1,565	1,640	1,605	1,569	1,652
11	1,507	1,493	1,537	1,605	1,509	1,508	1,436	1,483	1,554	1,522	1,490
12	1,651	1,508	1,500	1,545	1,611	1,515	1,515	1,442	1,489	1,562	1,529
K-6	10,484	10,522	10,657	10,766	10,769	10,801	10,904	10,959	11,039	11,106	11,152
7-8	3,105	3,004	2,928	2,901	3,026	3,073	2,997	3,032	3,112	3,135	3,177
9-12	6,316	6,303	6,308	6,320	6,214	6,091	6,144	6,157	6,202	6,288	6,312
K-12	19,905	19,830	19,893	19,988	20,009	19,965	20,046	20,147	20,353	20,529	20,641

Total Attendance
(Building Attendance)

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (medium-growth, or preferred, scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS.

Figure 22: Building Attendance Enrollment Forecasts by Elementary School/Program

Building/Program	Building Attendance →						
	2021	2022	2023	2024	2025	2026	2031
Beverly ES	432	478	474	486	492	505	524
Brier ES	404	417	426	432	425	428	443
Cedar Valley ES	363	402	408	424	425	424	486
Cedar Way ES	503	530	532	530	527	522	536
Chase Lake ES	350	385	384	387	382	383	389
College Place ES	447	463	474	480	474	467	466
Edmonds ES	254	267	263	269	267	259	270
Hazelwood ES	395	417	414	419	425	427	445
Hilltop ES	522	539	552	542	557	561	583
Lynndale ES	379	403	410	416	408	407	409
Lynnwood ES	520	552	574	595	613	625	652
Martha Lake ES	389	450	465	479	483	479	478
Meadowdale ES	458	498	497	506	504	498	514
Mountlake Terrace ES	416	434	442	445	444	434	460
Oak Heights ES	520	556	573	573	570	581	605
Seaview ES	400	372	369	368	357	357	371
Sherwood ES	407	437	446	432	425	433	452
Spruce ES	460	579	590	612	615	630	666
Terrace Park ES	257	273	278	278	278	276	279
Westgate ES	409	430	447	447	457	462	477
Woodway Center *	164	158	160	163	159	160	166
Edmonds K-8 Online †	653	21	22	22	22	22	24
Challenge ES	344	337	337	337	337	337	337
Edmonds Heights K-12	270	312	312	312	312	312	312
Madrona K-8	435	453	453	453	453	453	453
Maplewood K-8 Co-Op	333	356	356	356	356	356	356
K-6	10,484	10,522	10,657	10,766	10,769	10,801	11,152

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (medium-growth, or preferred, scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS. Slight differences may exist between the grade group total reported above and the value reported in the "Building Attendance Enrollment Forecasts by Individual Grade" figure. This is due to rounding during the allocation of students to schools/programs.

* Opened in the 2021–22 school year to service K students for Sherwood ES and Westgate ES

† Students attending the Edmonds K-8 Online Academy in 2021–22 are forecasted to attend their school of residence in 2022–23 to 2031–32; the denoted values represent the students forecasted to attend the Edmonds K-8 Online Academy that live outside the district boundary (i.e., students that do not have a school of residence)

Figure 23: Building Attendance Enrollment Forecasts by Middle School/Program

Attendance Area	Building Attendance →						
	2021	2022	2023	2024	2025	2026	2031
Alderwood MS	730	755	717	704	727	757	818
Brier Terrace MS	681	668	641	622	662	671	689
College Place MS	459	491	479	489	530	517	524
Meadowdale MS	712	711	712	707	728	748	767
Edmonds K-8 Online †	161	9	8	8	9	9	10
Edmonds Heights K-12	102	107	107	107	107	107	107
Madrona K-8	150	148	148	148	148	148	148
Maplewood K-8 Co-Op	110	116	116	116	116	116	116
7-8	3,105	3,004	2,928	2,901	3,026	3,073	3,177

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (medium-growth, or preferred, scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS. Slight differences may exist between the grade group total reported above and the value reported in the "Building Attendance Enrollment Forecasts by Individual Grade" figure. This is due to rounding during the allocation of students to schools/programs.

† Students attending the Edmonds K-8 Online Academy in 2021–22 are forecasted to attend their school of residence in 2022–23 to 2031–32; the denoted values represent the students forecasted to attend the Edmonds K-8 Online Academy that live outside the district boundary (i.e., students that do not have a school of residence)

Figure 24: Building Attendance Enrollment Forecasts by High School/Program

Attendance Area	Building Attendance →						
	2021	2022	2023	2024	2025	2026	2031
Edmonds-Woodway HS	1,502	1,467	1,458	1,475	1,412	1,417	1,454
Lynnwood HS	1,313	1,332	1,348	1,355	1,329	1,296	1,427
Meadowdale HS	1,445	1,517	1,530	1,502	1,494	1,439	1,459
Mountlake Terrace HS	1,346	1,426	1,412	1,428	1,418	1,378	1,413
Edmonds Heights K-12	164	164	164	164	164	164	164
Edmonds Online Academy	344	196	196	196	196	196	196
Scriber Lake HS	202	201	201	201	201	201	201
9-12	6,316	6,303	6,308	6,320	6,214	6,091	6,312

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (medium-growth, or preferred, scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS. Slight differences may exist between the grade group total reported above and the value reported in the "Building Attendance Enrollment Forecasts by Individual Grade" figure. This is due to rounding during the allocation of students to schools/programs.

Figure 25: Building Attendance Enrollment Forecasts by Individual Grade: High Scenario

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
K	1,520	1,542	1,563	1,587	1,558	1,564	1,591	1,613	1,645	1,650	1,654
1	1,478	1,576	1,589	1,610	1,634	1,605	1,623	1,651	1,673	1,705	1,710
2	1,531	1,512	1,607	1,620	1,641	1,665	1,648	1,666	1,694	1,716	1,749
3	1,546	1,462	1,450	1,540	1,552	1,572	1,608	1,591	1,608	1,634	1,655
4	1,476	1,589	1,500	1,488	1,579	1,592	1,624	1,660	1,644	1,660	1,687
5	1,417	1,524	1,650	1,557	1,544	1,639	1,663	1,697	1,736	1,718	1,734
6	1,516	1,406	1,513	1,638	1,546	1,533	1,636	1,662	1,697	1,735	1,718
7	1,498	1,521	1,416	1,523	1,651	1,560	1,551	1,657	1,687	1,723	1,764
8	1,607	1,488	1,506	1,404	1,516	1,640	1,551	1,547	1,656	1,687	1,724
9	1,599	1,610	1,498	1,517	1,414	1,520	1,644	1,563	1,561	1,671	1,703
10	1,559	1,602	1,603	1,492	1,510	1,410	1,520	1,642	1,566	1,566	1,677
11	1,507	1,579	1,606	1,606	1,494	1,514	1,419	1,529	1,653	1,580	1,579
12	1,651	1,539	1,618	1,645	1,643	1,531	1,558	1,459	1,573	1,701	1,628
K-6	10,484	10,611	10,872	11,039	11,053	11,170	11,394	11,540	11,695	11,819	11,908
7-8	3,105	3,009	2,922	2,927	3,168	3,200	3,102	3,205	3,344	3,410	3,488
9-12	<u>6,316</u>	<u>6,331</u>	<u>6,325</u>	<u>6,260</u>	<u>6,061</u>	<u>5,974</u>	<u>6,141</u>	<u>6,193</u>	<u>6,353</u>	<u>6,518</u>	<u>6,586</u>
K-12	19,905	19,951	20,119	20,226	20,282	20,345	20,636	20,938	21,393	21,747	21,982

Total Attendance
(Building Attendance)

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (high-growth scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS.

Figure 26: Building Attendance Enrollment Forecasts by Individual Grade: Low Scenario

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
K	1,520	1,527	1,534	1,543	1,503	1,496	1,514	1,527	1,549	1,554	1,557
1	1,478	1,557	1,555	1,561	1,570	1,529	1,520	1,538	1,551	1,573	1,577
2	1,531	1,494	1,569	1,566	1,572	1,581	1,538	1,528	1,545	1,559	1,580
3	1,546	1,445	1,416	1,486	1,483	1,489	1,496	1,454	1,444	1,461	1,473
4	1,476	1,571	1,465	1,435	1,505	1,503	1,507	1,513	1,471	1,461	1,477
5	1,417	1,507	1,612	1,503	1,472	1,544	1,539	1,543	1,550	1,507	1,496
6	1,516	1,391	1,479	1,582	1,475	1,444	1,513	1,508	1,512	1,519	1,476
7	1,498	1,505	1,385	1,472	1,577	1,471	1,435	1,504	1,501	1,505	1,511
8	1,607	1,474	1,476	1,360	1,449	1,548	1,438	1,407	1,475	1,471	1,475
9	1,599	1,592	1,469	1,471	1,355	1,436	1,534	1,426	1,396	1,461	1,457
10	1,559	1,588	1,571	1,449	1,449	1,335	1,415	1,509	1,405	1,376	1,439
11	1,507	1,565	1,577	1,560	1,436	1,438	1,324	1,401	1,496	1,393	1,363
12	1,651	1,526	1,589	1,601	1,582	1,457	1,458	1,341	1,421	1,517	1,411
K-6	10,484	10,491	10,630	10,677	10,579	10,586	10,626	10,611	10,623	10,632	10,637
7-8	3,105	2,979	2,861	2,831	3,025	3,019	2,873	2,911	2,976	2,976	2,987
9-12	<u>6,316</u>	<u>6,271</u>	<u>6,207</u>	<u>6,081</u>	<u>5,822</u>	<u>5,667</u>	<u>5,731</u>	<u>5,678</u>	<u>5,718</u>	<u>5,747</u>	<u>5,670</u>
K-12	19,905	19,741	19,697	19,589	19,427	19,272	19,231	19,200	19,316	19,355	19,294

Total Attendance
(Building
Attendance)

Edmonds Monthly Enrollment Report (P223 headcount) October 2021–22 enrollment and FLO 2022–23 to 2031–31 enrollment forecasts (low-growth scenario). Enrollment values exclude students attending EdCAP, full-time Running Start, and PS.

Appendix B
Determination of Nonsignificance

DETERMINATION OF NONSIGNIFICANCE
Edmonds School District Capital Facilities Plan 2022-2027

DESCRIPTION OF PROPOSAL: This threshold determination pertains to environmental impacts associated with the Edmonds School Board adoption of its Capital Facilities Plan 2022-2027 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 August 9, 2022.

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

PUBLISHED: The Everett Herald – July 25, 2022

There is no agency appeal.

DocuSigned by:

 27A139AF3E78403...
 Chris Cullison
 Director of Budget & Finance

(Date) 7/21/2022

Appendix C

Snohomish County General Policy Plan (Appendix F)

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.