



Lake Washington
School District

Boundary Process: Capacity and Enrollment Realignment

August 17, 2026
School Board Study Session

Problem Statement

Lake Washington School District is experiencing shifts in student enrollment due to demographic changes, declining birth rates, and evolving housing patterns. These changes are creating misalignment between where students live, the capacity of school facilities, and how district resources are distributed across schools.

The district must evaluate how to best align school boundaries, facility capacity, and program delivery to ensure equitable access to high-quality educational opportunities while responsibly stewarding public resources and planning for long-term enrollment trends.

Potential Realignment Strategies

The District will evaluate a range of strategies before determining whether school consolidation or closure should advance for further consideration. Strategies may be used independently or in combination and may include:

- **Attendance boundary adjustments.** Redistribute enrollment among schools while considering proximity, feeder patterns, walkability, transportation, diversity, and long-term stability.
- **Highly capable program placement.** Evaluate locations and configurations that provide program continuity, appropriate facilities, operational stability, and access for students and families.
- **Portable classroom reduction or relocation.** Remove or relocate portables where permanent capacity can appropriately accommodate students and programs.
- **Repurposing or consolidating space.** Use available space for District programs, services, partnerships, or other educational purposes when doing so advances system needs.
- **School consolidation or closure.** Combine school communities or discontinue operation of a school when other strategies would not adequately address sustained excess capacity or long-term system needs.

Scope and Timeline

During the 2026–27 school year, the District will conduct a comprehensive review of school enrollment and capacity, school attendance boundaries, highly capable program placement, reliance on portable classrooms, and the potential consolidation or closure of one or more schools. Any approved changes are anticipated to take effect in September 2028. The extended implementation period will provide time for community engagement, decision-making, transition planning, staffing, facility preparation, and support for affected students and families.

Strategic Framework Values

**Equity &
Inclusion**

**Future
Readiness**

**Collaborative
Engagement**

**Innovative
Learning &
Practices**

**Whole-Student
Development**

**Lifelong
Learning**

**Accountability
& Integrity**

**Sustainability
& Stewardship**

Outcomes



The Board understands the data related to enrollment trends, factors, and strategies to align student enrollment with school capacity.



The Board understands the scope and timeline of Phase 1 and Phase 2 of the process related to aligning student enrollment with school capacity.



The Board understand next steps of the boundary process.

Policy Connections

BOARD POLICY

Identifies the Board's values, ways of being, and expected student outcomes.

ADMINISTRATIVE POLICY

Policies and procedures that specify the manner with which the district operates.

Administrative Policy Connection:

Policy 3131 - District Attendance Area Transfers

Designation of Attendance Areas:

The superintendent shall recommend attendance area configurations to the District's Board of Directors.

Such configurations shall include a statement about the impact on area/s under consideration and will include information such as socio-economic changes, implications for students with disabilities, implications for students receiving English Language services, density, and transportation.

Generally, each student in the District is required to attend the school designated for the geographic attendance area in which the student and parent/guardian resides.

Residency is defined in LWSD Administrative Procedure 3110P.

The District aims to provide program and ancillary services as close to a student's attendance area school as possible. Parents will receive information about the location of programs or services when these are not located at the neighborhood school.

Values communicated related to seeking funding for school construction



Alignment with our mission and vision



High-quality education for students



Excellent schools as part of excellent communities



Effective use of community funding to meet the needs of students



Effective use of space



Partnerships to develop innovative and unique solutions



Transparency in school funding

Goals Relating to School Space and Capacity

All schools implement LWSD's standard of service as described in the Educational Specification

All schools educate students using permanent capacity with portable capacity used in critical situations

All schools have student enrollment that utilize 80-89% of the school's permanent capacity

All schools use school space for innovative strategies that increase positive student outcomes

LWSD uses innovative solutions to provide school space in/on non-traditional sites/locations

LWSD uses partnerships to accomplish school space/capacity and athletic/activity goals

Work to Date – Informed by:



Board Study Sessions, August 18, 2025; December 8, 2025, March 14, 2026



Long-Range Enrollment Forecast – shared at February 23, 2026 Board Meeting



Facility Advisory Committee

Capacity and Enrollment Realignment Factors

Enrollment

**Capacity
utilization**

**Sustainable
Staffing
models**

**Budget
outlook**

Portable usage

**Program
stability**

**Sustainable
school
pathways**



Enrollment

ENROLLMENT STORY PRE-PANDEMIC

- From 2008 through 2019 LWSD enrollment grew 31% – over 7,300 students
- In a 5-year period LWSD grew from 6th largest district in the state to the 2nd largest in the state
- Since 2016 we have:
 - Opened 3 new schools (Clara Barton and Ella Baker Elementary, Timberline Middle)
 - Rebuilt and enlarged 5 schools (3 elementary, 2 high schools)
 - Built additions on 10 schools (4 elementary, 3 middle, 3 high schools)
 - Opened preschool programs at Old Redmond School House

ENROLLMENT STORY POST-PANDEMIC

- From 2019 to 2025 LWSD enrollment declined by 3.1% – 945 students
- Lake Washington declined less than most neighboring districts
- 2024 Construction Levy is focused on updating aging schools
 - Will be rebuilding and enlarging 4 schools (2 elementary, 2 middle) by 2031
- Since 2019 elementary enrollment has declined by 2,300 students
- Since 2019 middle school enrollment has stayed relatively flat - gain of 30 students
- Since 2019 high school enrollment has increased by 1,135 students

ENROLLMENT STORY – ELEMENTARY

- Elementary enrollment peaked at 15,342 students in 2019
- Since 2019 elementary enrollment has declined to 13,044 – loss of 2,300 students

In 2019:

- 9 out of 29 elementaries were over 600 students
- 6 out of 29 elementaries were under 400 students

In 2025

- 2 out of 29 elementaries are over 600 students
- 10 out of 29 elementaries are under 400 students
- 3 out of 29 elementaries are under 300 students

Forecast Highlights – Historical Births and Kindergarten Enrollment

- Births have declined each year since 2016
 - Affects enrollment 5 years later from 2022 to 2029
- Forecast has births stabilizing with moderate increase
 - Affects enrollment from 2030 through 2035
 - Not returning to pre-pandemic levels
- Births within LWSD have declined at a higher rate than King County Births

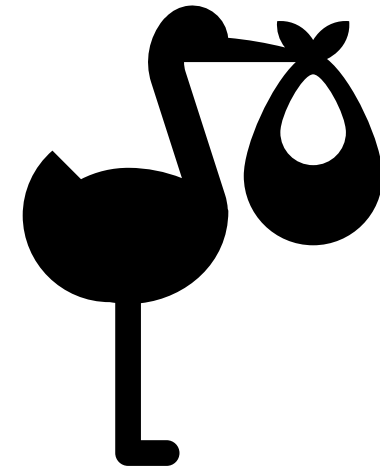
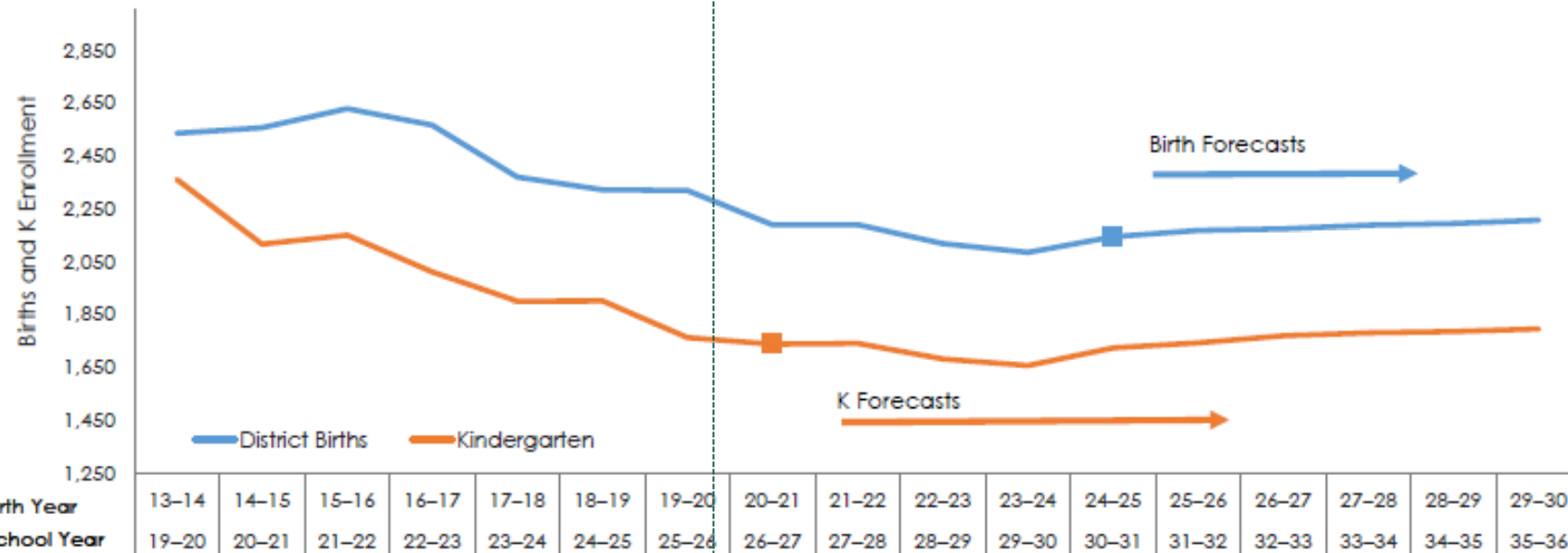


Figure 15: District Births and Kindergarten Enrollment



Birth Year	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Forecasts					
Births	2,541	2,537	2,535	2,556	2,628	2,566	2,369	2,321	2,318	2,188	2,189	2,117	2,084	2,143	2,167	2,173	2,187	2,193	2,206

School Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	Forecasts									
Kindergarten	2,238	2,343	2,360	2,115	2,149	2,010	1,900	1,901	1,762	1,737	1,740	1,681	1,656	1,723	1,742	1,769	1,780	1,785	1,795
Ratio to Births	0.88	0.92	0.93	0.83	0.82	0.78	0.80	0.82	0.76	0.79	0.79	0.79	0.79	0.80	0.80	0.81	0.81	0.81	0.81



Notes

Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 19-20 birth year represents births from September 2019 to August 2020, which is the 25-26 K year). The ratio is calculated by dividing each K enrollment by the births five years earlier (e.g., 25-26 K divided by 19-20 births). Births from 2024 to 2029, which inform K classes beginning with the 2029-30 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates. For birth and K values, darker color shades represent higher values and lighter shades represent lower values.

Sources

Washington Department of Health 2011 to 2024 births to mothers residing within the district boundary and FLO 2024-25 to 2029-30 birth forecasts. Lake Washington School District October 2017-18 to 2025-26 enrollment and FLO October 2026-27 to 2035-36 enrollment forecasts (middle scenario).

Figure 21: Enrollment Forecasts by Individual Grade – Middle Scenario

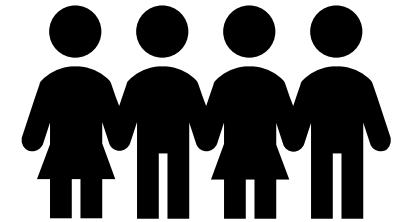
Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36		
K	1,762	1,737	1,740	1,681	1,656	1,723	1,742	1,769	1,780	1,785	1,795		
1	2,030	1,905	1,878	1,881	1,817	1,790	1,863	1,883	1,912	1,924	1,930		
2	2,095	2,079	1,952	1,924	1,927	1,862	1,834	1,909	1,929	1,959	1,971		
3	2,305	2,120	2,103	1,975	1,947	1,950	1,884	1,856	1,932	1,952	1,982		
4	2,476	2,311	2,126	2,109	1,981	1,952	1,955	1,889	1,861	1,937	1,957		
5	2,407	2,477	2,312	2,127	2,110	1,982	1,953	1,956	1,890	1,862	1,938		
6	2,405	2,416	2,486	2,318	2,133	2,116	1,988	1,958	1,961	1,895	1,867		
7	2,506	2,411	2,422	2,491	2,322	2,137	2,119	1,992	1,962	1,965	1,899		
8	2,471	2,518	2,423	2,433	2,502	2,333	2,148	2,129	2,001	1,972	1,975		
9	2,399	2,471	2,518	2,420	2,431	2,499	2,327	2,143	2,121	1,996	1,966		
10	2,494	2,391	2,461	2,508	2,411	2,422	2,489	2,317	2,135	2,112	1,988		
11	2,088	2,248	2,154	2,217	2,259	2,171	2,181	2,241	2,086	1,922	1,900		
12	2,068	2,049	2,206	2,114	2,176	2,217	2,131	2,140	2,199	2,047	1,887		
												Change	
												2025–26 to 2035–36	
												Number	Percent
K–5	13,075	12,629	12,111	11,697	11,438	11,259	11,231	11,262	11,304	11,419	11,573	-1,502	-11.5%
6–8	7,382	7,345	7,331	7,242	6,957	6,586	6,255	6,079	5,924	5,832	5,741	-1,641	-22.2%
9–12	9,049	9,159	9,339	9,259	9,277	9,309	9,128	8,841	8,541	8,077	7,741	-1,308	-14.5%
District Subtotal	29,506	29,133	28,781	28,198	27,672	27,154	26,614	26,182	25,769	25,328	25,055	-4,451	-15.1%
WANIC	649	649	649	649	649	649	649	649	649	649	649		
District Total	30,155	29,782	29,430	28,847	28,321	27,803	27,263	26,831	26,418	25,977	25,704	-4,451	-14.8%

Notes

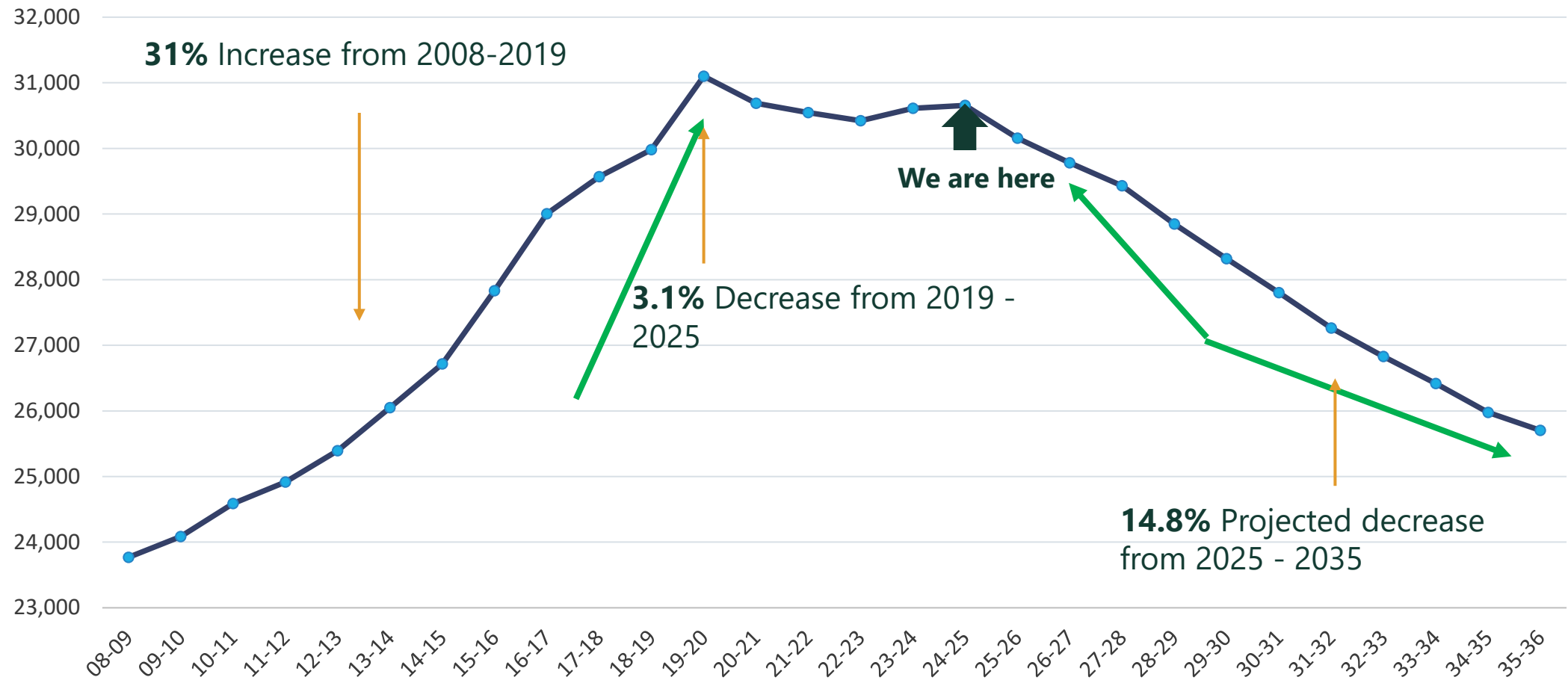
Students enrolled in full-time Running Start are excluded from analysis.

Forecast Highlights – 10-Year Projection Shared at February 23, 2026 Board Meeting

- **Enrollment declining by 14.8% or 4,451 student by Fall 2035**
 - Low scenario – Loss of 5,901 students (19.6%)
 - High scenario – Loss of 2,881 students (9.6%)
- **Loss of 1,308 K-12 students in 3-year period (4.3%) (2026 through 2028)**
- **By Level (2026 through 2035)**
 - Elementary – Loss of 1,502 students (11.5%)
 - Middle School – Loss of 1,641 students (22.2%)
 - High School – Loss of 1,308 students (14.5%)



Enrollment History and Future





Capacity Utilization

Capacity Definition

Permanent Capacity – Capacity within constructed school building

Total Capacity – Capacity including portables on campus

Factors in determining capacity

- # of classrooms
- Class size
- Spaces needed to accommodate programs (music, art/science, multi-lingual, special education, preschool)
- Utilization of teaching stations (Secondary)
- Refer to Capital Facilities Plan “Standard of Service” for more details
- Review Capacity calculations

Capacity and Enrollment Assumptions

Enrollment is compared to permanent capacity, excluding portables

Permanent capacity is reduced for program space (such as preschool)

Programs remain where they currently are

Future capacity assumes 2024 Construction Levy projects are complete

School Capacity, Enrollment, and Utilization: Juanita HS Region – Baseline

Grade Group	School	2026–27				2030–31				2035–36					
		Capacity	Enrollment	+/-	Utilization	Capacity	Enrollment	+/-	Utilization	Capacity	Enrollment	+/-	Utilization		
K–5	Bell ES	437	457	20	105%	437	461	24	105%	437	468	31	107%		
K–5	Frost ES	437	452	15	103%	437	408	-29	93%	437	435	-2	100%		
K–5	Juanita ES	368	319	-49	87%	368	306	-62	83%	368	311	-57	85%		
K–5	Keller ES	276	265	-11	96%	276	211	-65	76%	276	222	-54	80%		
K–5	Muir ES	414	371	-43	90%	414	313	-101	76%	414	309	-105	75%		
K–5	Sandburg ES	460	345	-115	75%	460	319	-141	69%	460	322	-138	70%		
K–5	Thoreau ES	414	376	-38	91%	414	334	-80	81%	414	356	-58	86%		
6–8	Finn Hill MS	834	648	-186	78%	834	635	-199	76%	834	596	-238	71%		
6–8	Kamiakin MS	570	694	124	122%	900	697	-203	77%	900	592	-308	66%		
9–12	Juanita HS	1,910	1,663	-247	87%	1,910	1,844	-66	97%	1,910	1,636	-274	86%		
K–5	Grade Group Totals	2,806	2,585	-221	92%	2,806	2,352	-454	84%	2,806	2,423	-383	86%		
6–8		1,404	1,342	-62	96%	1,734	1,332	-402	77%	1,734	1,188	-546	69%		
9–12		1,910	1,663	-247	87%	1,910	1,844	-66	97%	1,910	1,636	-274	86%		
K–12		6,120	5,590	-530	91%	6,450	5,528	-922	86%	6,450	5,247	-1,203	81%		
Notes		< 80%				80% to 89%				90% to 99%				>= 100%	

Capacity values represent each school's total permanent capacity.

Sources

Lake Washington School District school capacities and FLO October 2026–27, 2030–31, and 2035–36 enrollment forecasts (middle scenario).

School Capacity, Enrollment, and Utilization: Lake Washington HS Region – Baseline

Grade Group	School	2026–27				2030–31				2035–36			
		Capacity	Enrollment	+/-	Utilization	Capacity	Enrollment	+/-	Utilization	Capacity	Enrollment	+/-	Utilization
K–5	Audubon ES	391	378	-13	97%	391	305	-86	78%	391	317	-74	81%
K–5	Franklin ES	598	544	-54	91%	598	470	-128	79%	598	481	-117	80%
K–5	Kirk ES	667	632	-35	95%	667	594	-73	89%	667	598	-69	90%
K–5	Lakeview ES	391	448	57	115%	391	396	5	101%	391	418	27	107%
K–5	Rose Hill ES	587	550	-37	94%	587	520	-67	89%	587	540	-47	92%
K–5	Rush ES	529	575	46	109%	529	542	13	102%	529	554	25	105%
K–5	Twain ES	564	505	-59	90%	564	444	-120	79%	564	447	-117	79%
6–8	Kirkland MS	859	750	-109	87%	859	690	-169	80%	859	600	-259	70%
6–8	Rose Hill MS	933	904	-29	97%	933	873	-60	94%	933	730	-203	78%
9–12	Lake Wash. HS	2,004	2,038	34	102%	2,004	2,142	138	107%	2,004	1,864	-140	93%
K–5	Grade Group Totals	3,727	3,632	-95	97%	3,727	3,271	-456	88%	3,727	3,355	-372	90%
6–8		1,792	1,654	-138	92%	1,792	1,563	-229	87%	1,792	1,330	-462	74%
9–12		2,004	2,038	34	102%	2,004	2,142	138	107%	2,004	1,864	-140	93%
K–12		7,523	7,324	-199	97%	7,523	6,976	-547	93%	7,523	6,549	-974	87%

Notes

Capacity values represent each school's total permanent capacity.

Sources

Lake Washington School District school capacities and FLO October 2026–27, 2030–31, and 2035–36 enrollment forecasts (middle scenario).

School Capacity, Enrollment, and Utilization: Redmond HS Region – Baseline

Grade Group	School	2026–27				2030–31				2035–36			
		Capacity	Enrollment	+/-	Utilization	Capacity	Enrollment	+/-	Utilization	Capacity	Enrollment	+/-	Utilization
K–5	Clara Barton ES	667	358	-309	54%	667	297	-370	45%	667	314	-353	47%
K–5	Einstein ES	460	451	-9	98%	460	420	-40	91%	460	430	-30	93%
K–5	Ella Baker ES	667	352	-315	53%	667	259	-408	39%	667	276	-391	41%
K–5	Mann ES	391	391	0	100%	391	362	-29	93%	391	368	-23	94%
K–5	Redmond ES	576	532	-44	92%	576	546	-30	95%	576	554	-22	96%
K–5	Rockwell ES	667	362	-305	54%	667	300	-367	45%	667	317	-350	48%
K–5	Rosa Parks ES	483	391	-92	81%	483	311	-172	64%	483	319	-164	66%
K–5	Wilder ES	368	217	-151	59%	368	201	-167	55%	368	199	-169	54%
6–8	Redmond MS	1,083	1,020	-63	94%	1,083	892	-191	82%	1,083	783	-300	72%
6–8	Timberline MS	884	716	-168	81%	884	506	-378	57%	884	403	-481	46%
9–12	Redmond HS	1,898	2,191	293	115%	2,164	2,138	-26	99%	2,164	1,597	-567	74%
K–5	Grade Group Totals	3,911	3,054	-857	78%	3,911	2,696	-1,215	69%	3,911	2,777	-1,134	71%
6–8		1,967	1,736	-231	88%	1,967	1,398	-569	71%	1,967	1,186	-781	60%
9–12		1,898	2,191	293	115%	2,164	2,138	-26	99%	2,164	1,597	-567	74%
K–12		7,776	6,981	-795	90%	8,042	6,232	-1,810	77%	8,042	5,560	-2,482	69%

Notes

Capacity values represent each school's total permanent capacity.

Sources

Lake Washington School District school capacities and FLO October 2026–27, 2030–31, and 2035–36 enrollment forecasts (middle scenario).

School Capacity, Enrollment, and Utilization: Eastlake HS Region – Baseline

Grade Group	School	2026–27				2030–31				2035–36			
		Capacity	Enrollment	+/-	Utilization	Capacity	Enrollment	+/-	Utilization	Capacity	Enrollment	+/-	Utilization
K–5	Alcott ES	483	617	134	128%	690	552	-138	80%	690	576	-114	83%
K–5	Blackwell ES	460	397	-63	86%	460	335	-125	73%	460	341	-119	74%
K–5	Carson ES	460	422	-38	92%	460	356	-104	77%	460	358	-102	78%
K–5	Dickinson ES	414	282	-132	68%	414	245	-169	59%	414	250	-164	60%
K–5	McAuliffe ES	460	437	-23	95%	460	369	-91	80%	460	384	-76	83%
K–5	Mead ES	667	502	-165	75%	667	436	-231	65%	667	443	-224	66%
K–5	Smith ES	483	460	-23	95%	483	406	-77	84%	690	425	-265	62%
6–8	Evergreen MS	796	766	-30	96%	796	714	-82	90%	900	625	-275	69%
6–8	Inglewood MS	1,257	1,199	-58	95%	1,257	932	-325	74%	1,257	762	-495	61%
9–12	Eastlake HS	2,680	2,346	-334	88%	2,680	2,255	-425	84%	2,680	1,717	-963	64%
K–5	Grade Group Totals	3,427	3,117	-310	91%	3,634	2,699	-935	74%	4,741	2,777	-1,964	59%
6–8		2,053	1,965	-88	96%	2,053	1,646	-407	80%	2,157	1,387	-770	64%
9–12		2,680	2,346	-334	88%	2,680	2,255	-425	84%	2,680	1,717	-963	64%
K–12		8,160	7,428	-732	91%	8,367	6,600	-1,767	79%	9,578	5,881	-3,697	61%

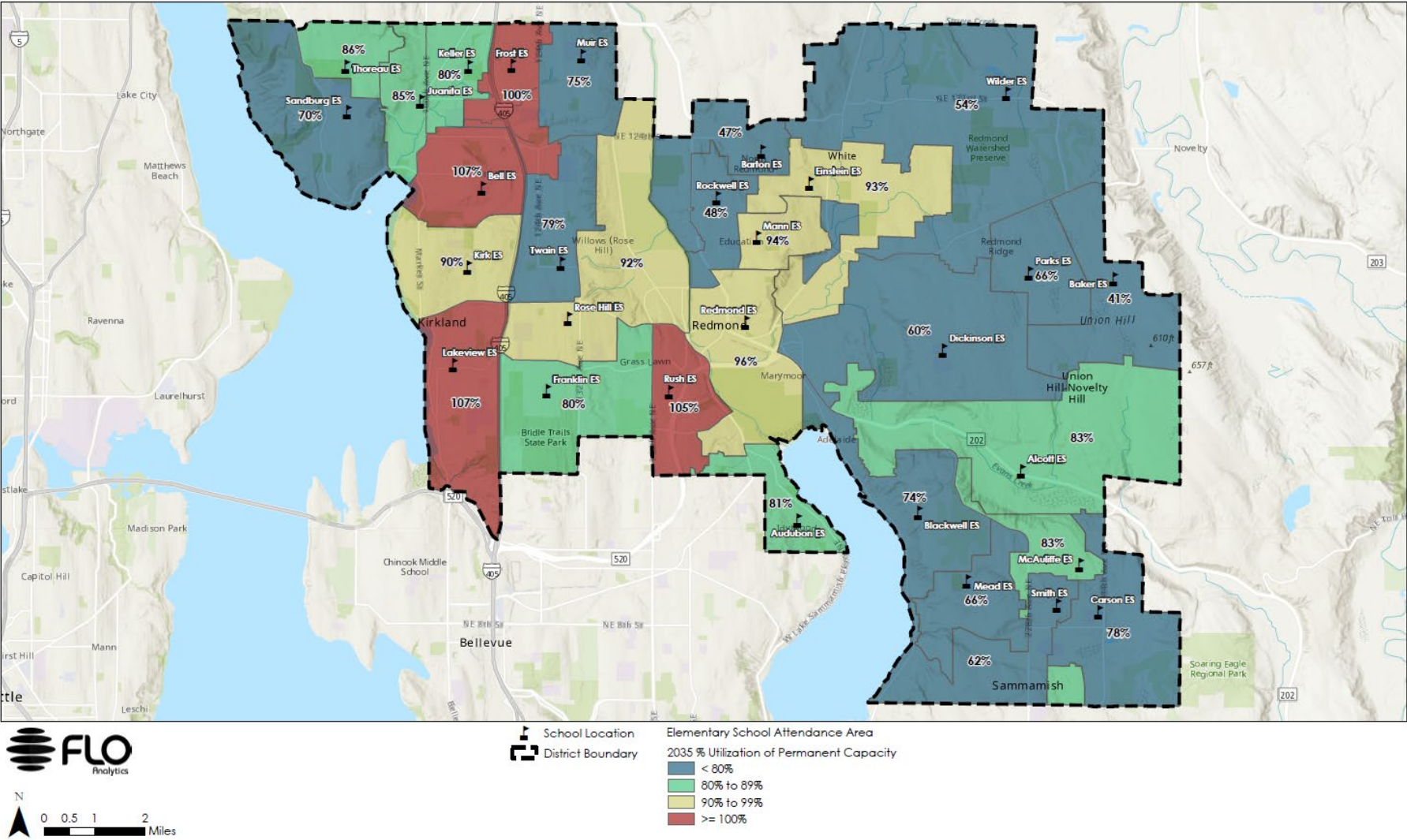
Notes

Capacity values represent each school's total permanent capacity.

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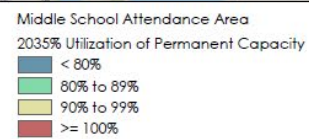
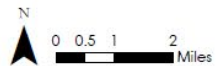
Elementary School 2035 % Utilization of Permanent Capacity



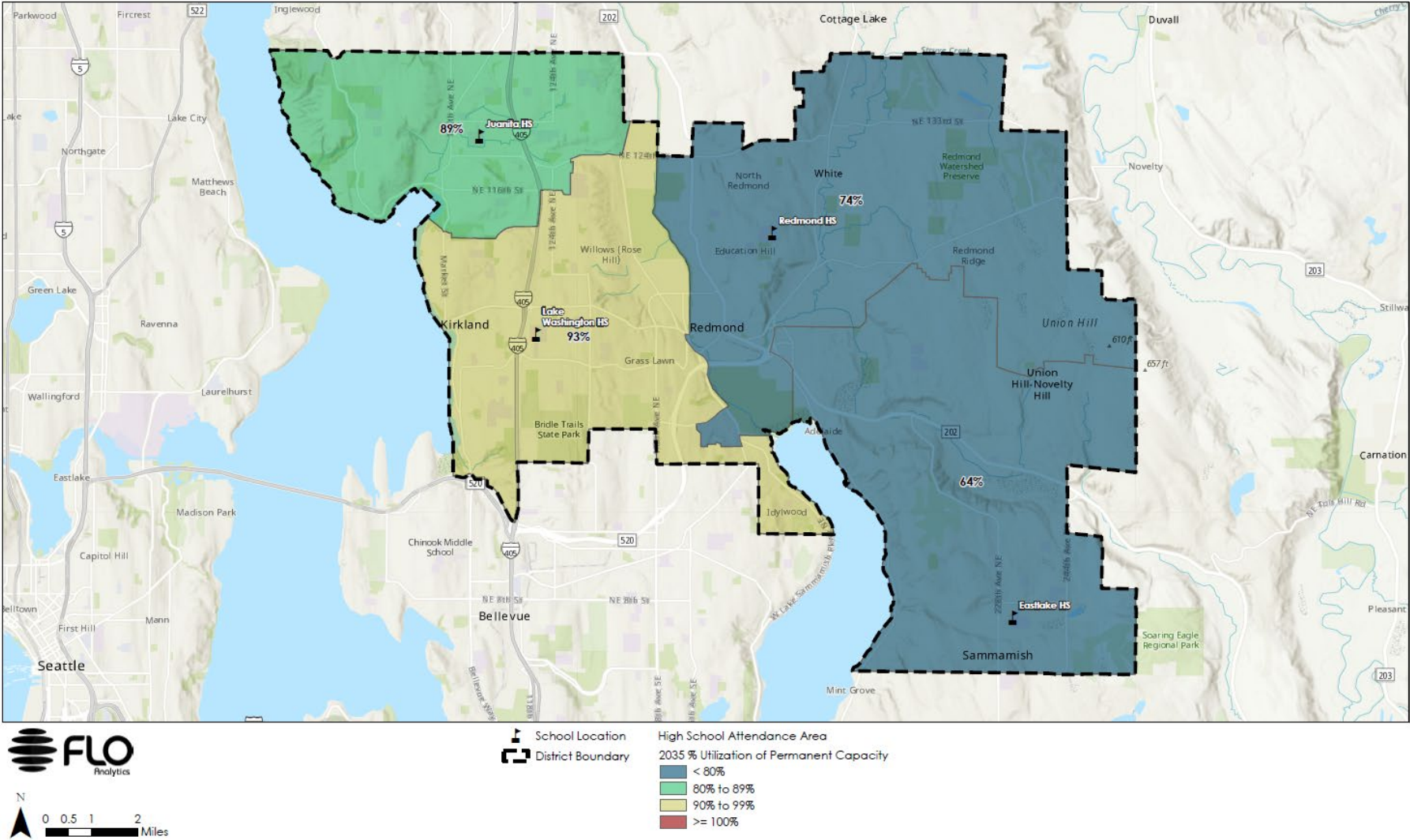
The map displays the Redmond watershed area, which is shaded in dark blue. The watershed is divided into several sub-watersheds, each labeled with a name and a percentage. The sub-watersheds and their percentages are:

- Finn Hill MS: 71%
- Kirkland MS: 70%
- Rose Hill MS: 78%
- Redmond MS: 72%
- Redmond Watershed Preserve: 46%
- Evergreen MS: 69%
- Inglewood MS: 61%
- Union Hill-Nowell Hill: 610 ft
- Union Hill-Nowell Hill: 657 ft

The map also shows major roads, including I-5, I-90, and SR-520, and various cities and towns, including Seattle, Bellevue, Kirkland, Redmond, and Sammamish. The map is titled "Redmond Watershed" and includes a legend for "Watershed" and "Sub-watershed".



High School 2035 % Utilization of Permanent Capacity





Sustainable Staffing Models

Staffing

Smaller schools typically are allocated more teachers proportionate to their size due to number of students.

Example: Kindergarten Goal staffing ratio 20:1

Enrollment in "Small" School=30: Staff 2 teachers – Class size 15

Enrollment in "Medium" School=50: Staff 3 teachers – Class size 16-17

Enrollment in "Large" School=80: Staff 4 teachers – Class size 20

By 2035 majority of schools will be small/medium. District-wide impact on elementary staffing cost \$2.6 - \$4.8 million per grade level. Other programs/services would be reduced.

History of LWSD Elementary Staffing Model

Pre-2016 - Staffing model included splits at 1st-5th Grades

Beginning Fall 2016 – Due to enrollment growth, district financially able to eliminate splits at 1st-5th Grades

Beginning Fall 2025 – Staffing model included Grade 4/5 splits

Cost of School By Level

What is the fixed cost of a school?

	Fixed Cost*
Elementary	\$1,560,000-\$2,150,000
Middle School	\$2,100,000
High School	\$5,200,000

**In 2025-26 dollars. Middle and High School total are averages*

Cost of School By Level

What is the fixed cost of an Elementary School?

	Low FTE	Low Cost*	High FTE	High Cost
Principal	1.0	\$252,000	1.0	\$252,000
Associate Principal	0.0	\$0	1.5	\$337,000
Librarian	1.0	\$162,000	1.0	\$162,000
Counselor	1.0	\$160,000	1.2	\$192,000
MTSS Coach	1.0	\$158,000	1.0	\$158,000
Safety Net Teacher	0.3	\$40,000	0.5	\$79,000
Planning Time/Supplemental Allocations/Stipends		\$45,000		\$45,000
Secretarial Support	2.2	\$222,000	2.5	\$252,000
Instructional Assistant Support	1.6	\$154,000	3.1	\$303,000
Custodial	2.0	\$198,000	2.0	\$198,000
Utilities		\$170,000		\$170,000
Total	10.1	\$1,561,000	13.8	\$2,148,000

*Total 26 dollars

Cost of School By Level

What is the fixed cost of a Middle School?

	FTE	Cost*
Principal	1.0	\$257,000
Associate Principal	1.0	\$234,000
Librarian	1.0	\$162,000
Supplemental Allocations/Athletic/Activity Stipends		\$198,000
Campus Security	0.8	\$92,000
Secretarial Support	3.8	\$380,000
Instructional Assistant Support	2.4	\$234,000
Custodial	3.0	\$297,000
Utilities		\$252,000
Total	13.0	\$2,106,000

Cost of School By Level

What is the fixed cost of a High School?

	FTE	Cost*
Principal	1.0	\$275,000
Associate Principal	3.0	\$739,000
Librarian	1.0	\$162,000
Activities/Athletic Coordinator/Athletic Trainer	1.8	\$258,000
Department Chair	1.0	\$158,000
Supplemental Allocations/Activity/Athletic Stipends		\$670,000
Secretarial Support	8.3	\$884,000
Instructional Assistant Support	2.3	\$230,000
Other Support Staff (Career Specialist, Attendance, Campus Security, Athletic Complex Supervisor, Performing Arts Supervisor)	4.7	\$629,000
Custodial	6.0	\$610,000
Utilities		\$555,000
Total	29.1	\$5,170,000

*In 2025-26 dollars

Fixed Cost Per Student – Elementary School

What is the cost per pupil of different sized schools

Cost*	
Average Elementary Fixed Cost	\$1.8 Million
Fixed Cost per Pupil	
School Size of 300	\$6,000
School Size of 400	\$4,500
School Size of 500	\$3,600
School Size of 600	\$3,000



Budget Outlook

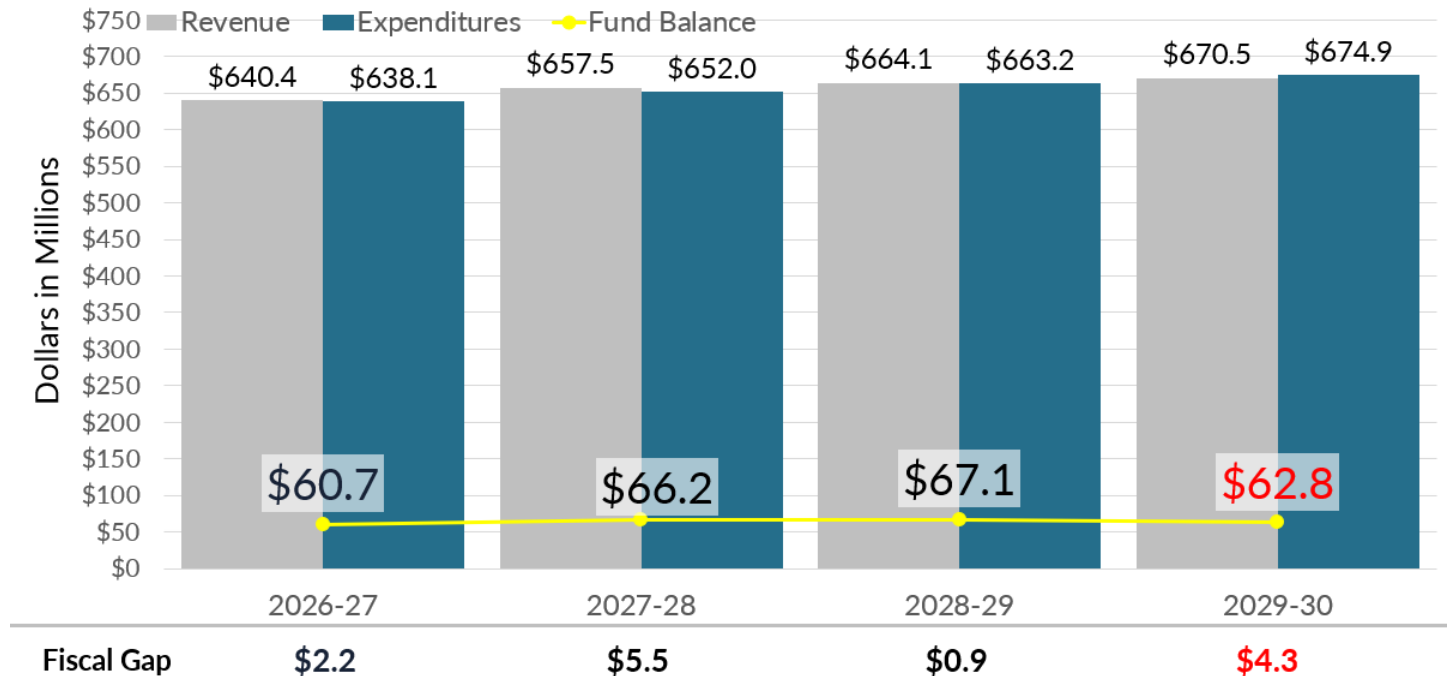
Budget Outlook

District will need to re-align resources by at least:

\$4.3 million in 3 years

\$14.0 million in 7 years

Revenue & Expenditure Projections 2026-27 Budget





Portable Usage



**District wide evaluation of portable placement,
type, usability in alignment with District values
and priorities**

Portable Analysis

Total Number of Portables

Goals

Reduce reliance on portables.

Boundary process for permanent capacity.

Factors When Evaluating Portables:

- Age
- Environmental impacts
- Sustainability
- Older portables vs. Green portables
- Cost savings, operational efficiencies

Portable Analysis

Total Number of Portables

Learning Area	Elementary	Middle	High	Total
Eastlake	38	15	0	53
Juanita	14	7	0	21
Lake Wa.	27	8	2	37
Redmond	36	7	8	51
Total	115	37	10	162

Portable Analysis

Considerations:

- Boundary adjustments/process for permanent capacity
- Move Green portables to replace older portables on sites where portables are still needed
- Shut down Traditional Portables
- Surplus and remove Traditional Portables

Relocation Cost

- **City of Redmond: \$200,000-\$250,000**
- **Other Jurisdictions: \$100,000-\$150,000**

Surplus and Demo Cost: \$25,000-\$50,000



Program Stability



District wide evaluation of program placement to develop greater consistency and predictability for students, staff and families

Ongoing review of Program Placement

- **Elementary Full-Time Quest**

- 24 classrooms at 8 sites

- **Preschool**

- 14 classrooms at 5 sites
- 10 classrooms at Old Redmond School House

- **Intervention Centers**

- 6 classrooms at 6 sites

Choice Schools

- **3 Elementary schools**

- 2 in buildings; 1 in modular campus

- **4 Middle schools**

- 2 in buildings; 2 in modular campus

- **2 High schools**

- 2 in buildings

- **2 Multi-grade schools**

- 2 in buildings

Program Placement

Due to significant growth pre-pandemic, many program locations were determined based on space available rather than location of students.

Learning Area	Full Time Quest	Preschool*	Intervention Classrooms**
Eastlake	10	2	2
Juanita	2	9	2
Lake Washington	6	0	2
Redmond	6	13	0
Total	24	24	6

**Redmond area includes 10 classrooms at ORSH*

***Intervention – includes elementary and secondary*



Sustainable School Pathways

Feeder Patterns

Review of feeder patterns. It is not always possible to eliminate split feeders

High School	Middle School	Elementary
Juanita	Finn Hill	Bell Juanita Sandburg Thoreau
	Kamiakin	Frost Keller Muir

High School	Middle School	Elementary
Lake Washington	Kirkland	Kirk Lakeview Twain
	Rose Hill	Audubon Franklin Rose Hill Rush

Feeder Patterns

Review of feeder patterns. It is not always possible to eliminate split feeders

High School	Middle School	Elementary
Redmond	Evergreen Redmond	Einstein
	Redmond	Clara Barton Mann Redmond Rockwell
	Timberline	Ella Baker Rosa Parks Wilder

High School	Middle School	Elementary
Eastlake Redmond	Evergreen	Dickinson
Eastlake	Evergreen	Alcott
Eastlake	Inglewood	Blackwell Carson McAuliffe Mead Smith



Project Plan

Problem Statement

Lake Washington School District is experiencing shifts in student enrollment due to demographic changes, declining birth rates, and evolving housing patterns. These changes are creating misalignment between where students live, the capacity of school facilities, and how district resources are distributed across schools.

The district must evaluate how to best align school boundaries, facility capacity, and program delivery to ensure equitable access to high-quality educational opportunities while responsibly stewarding public resources and planning for long-term enrollment trends.

Global Questions

1. How are enrollment patterns changing across the district, and what do projections indicate about future student populations?
 2. How well do current school boundaries and facility capacities align with where students live today and where they are expected to live in the future?
 3. How can the district best organize its facilities and programs to support strong educational opportunities for all students as enrollment changes?
 4. What actions would best align district resources, school capacity, and enrollment in a sustainable way over the next decade?
 5. How can potential changes be implemented in ways that strengthen student and family experiences in LWSD?
 6. How will decisions ensure equitable access to programs, services, and opportunities for students furthest from educational justice?
 7. How can the district plan for both current enrollment realities and future demographic uncertainty?
-

Scope

Conduct District-wide boundary process

Four Committees – 1 for each learning area (High School feeder)

Committee Make Up

- Flo Analytics
- Deputy/Associate Superintendent
- Central Support - Directors
- Building Principals

Project Goals and Objectives

Committee Charge: Analyze, Engage, and make recommendations for the attendance areas, program placement and potential consolidation/closure of schools.

Key Deliverables and Milestones

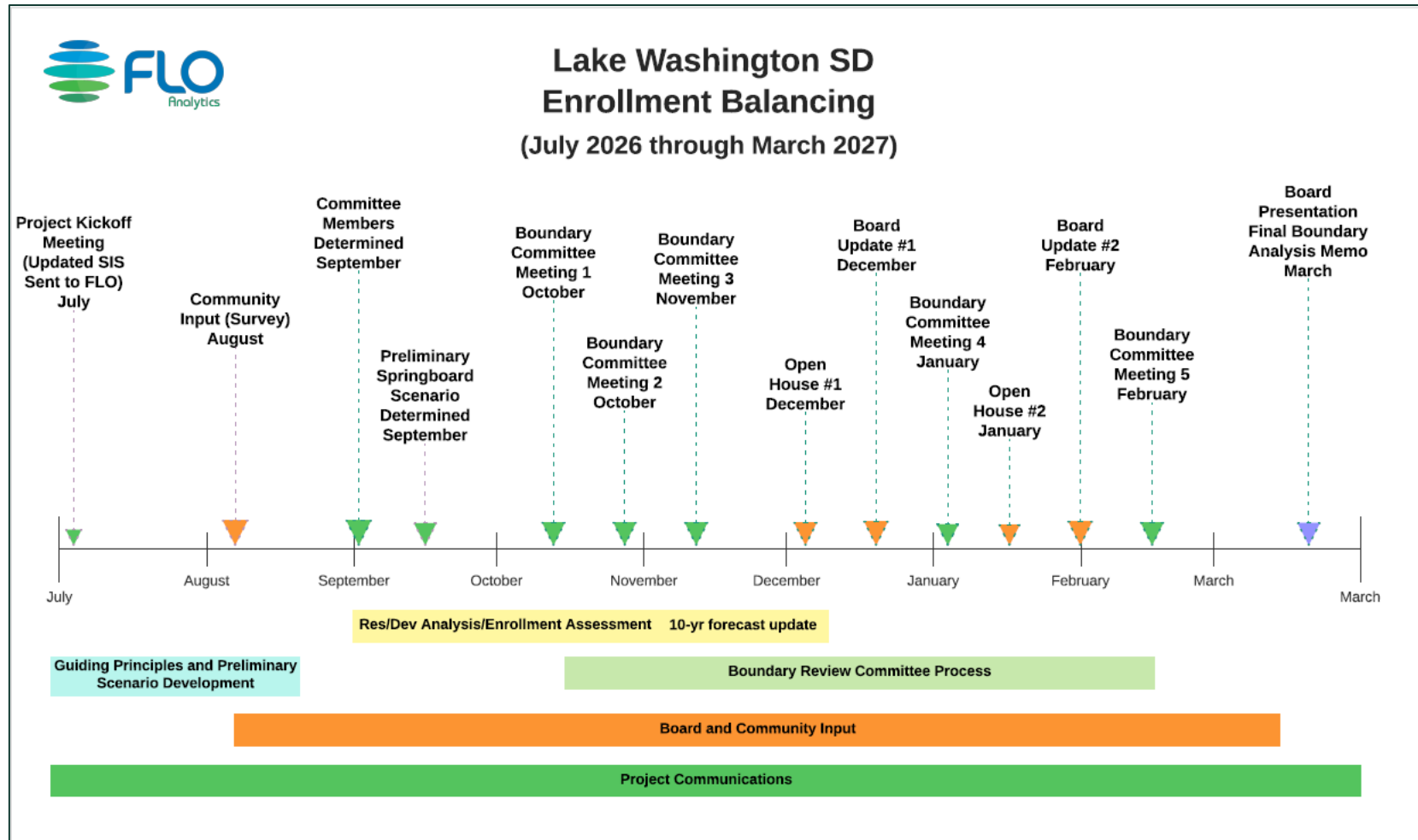
Phase 1: Evaluate Information

- Committee Develops and Evaluates Realignment Strategies
- Committee Recommends if School Consolidation or Closure May be considered

Phase 2: Evaluate Specific Options

- Develop options to Evaluate, Engagement & Communication, Recommendations and Implementation Planning

Committee Draft Timeline/Schedule



History of Past Boundary Processes

Year	Boundary Area	Committee Timeline	Effective	Reason
2022	Lake Washington Area Elem and Middle	Oct 2022 – Mar 2023	Fall 2023	Classroom additions – rebalance enrollment
2017	Redmond Learning Community	Jan 2017 – Nov 2017	Fall 2018	2 new Elem. schools open Fall 2018, 1 new middle Fall 2019
2014	District Wide (Juanita, Lake Washington, Eastlake and Redmond Learning Area)	Sep 2024 – Jan 2015	Fall 2015	Rebalance enrollment across learning area
2013	Temporary boundary Rockwell, Einstein and Mann Elementary	Dec 2013 – Jan 2014	Through 2015-16	New Developments assigned
2012	Temporary boundary Wilder and Rosa Parks	Oct 2012 – Jan 2013		Overcrowding
2007	Eastlake Learning Community	Oct 2007 – Jan 2008	Fall 2008	Open Carson Elementary
2003	Redmond and Eastlake Learning Community	NA	Fall 2004, Fall 2006	Open Rosa Parks Elementary

Communication and Engagement

Message to community

- News release prior to start of boundary committees
- Direct communication to families sharing key milestones
- Board Study session updates
- Open houses – in person and on-line
- Dedicated space on website for updates and information
- Newsletter items with project updates (school and district)
- Facility Advisory Committee

Decision Making and Governance

Boundary Committee:

Make recommendations on boundary realignment to the superintendent.

Superintendent:

The superintendent shall recommend attendance area configurations to the District's Board of Directors. (Administrative Policy 3131).

School Board:

The District's Board of Directors shall adopt attendance areas.

School Closure Process Requirements

School Closure RCW 28A.335.020

Before any school closure, **a school district board of directors shall adopt a policy regarding school closures** which **provides for citizen involvement** before the school district board of directors considers the closure of any school for instructional purposes. The policy adopted shall include **provisions for the development of a written summary containing an analysis as to the effects of the proposed school closure.**

The policy shall also include a requirement that **during the ninety days before a school district's final decision upon any school closure, the school board of directors shall conduct hearings to receive testimony from the public on any issues related to the closure of any school for instructional purposes.**

The **policy shall require separate hearings for each school which is proposed to be closed.**

The policy adopted shall provide **for reasonable notice to the residents affected by the proposed school closure.** At a minimum, **the notice of any hearing pertaining to a proposed school closure shall contain the date, time, place, and purpose of the hearing.** Notice of each hearing **shall be published once each week for two consecutive weeks in a newspaper** of general circulation in the area where the school, subject to closure, is located.

The last notice of hearing shall be published not later than seven days immediately before the final hearing.

Next Steps

Next Steps

- Communicate with Staff and Families about Upcoming Process and Scope
- Conduct Phase 1 Evaluation
- Planning and Preparation for Committee and Engagement Processes
- Update Policy 6883 Closure of Facility
- October 5 Board Study session – Boundary Process
 - Provide details regarding process and timeline of boundary committees
 - Phase 1 Evaluation Information



Discussion