

HIGHLINE SCHOOL DISTRICT NO. 401

CAPITAL FACILITIES PLAN

2020-2025



HIGHLINE
P U B L I C S C H O O L S

Adopted: July 8, 2020

HIGHLINE SCHOOL DISTRICT NO. 401

CAPITAL FACILITIES PLAN

2020-2025

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Table of Contents

	<i>Page</i>
Introduction.....	1
Standard of Service	3
Capital Facilities Inventory	5
Student Enrollment Trends and Projections	9
Capital Facilities Projections for Future Needs	10
Financing Plan	12
School Impact Fees	14
Appendix A: District Maps	A-1
Appendix B: Population and Enrollment Data	B-1
Appendix C: Student Generation Rates/Data.....	C-1

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SECTION ONE: INTRODUCTION

Purpose of the Capital Facilities Plan

This Six-Year Capital Facilities Plan has been prepared by the Highline School District (the “District”) as the District’s primary facility planning document, in compliance with the requirements of Washington’s Growth Management Act (the “GMA”) and King County Council Code Title 21A. The Plan was prepared using data available in May 2020. The GMA outlines 13 broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Highline School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide King County (the “County”) and the cities of Burien, Des Moines, Kent, Normandy Park, SeaTac, and Tukwila with a schedule and financing program for capital improvements over the next six years (2020-2025).

The District will update this Plan annually and include any necessary changes to the impact fee schedule.

Executive Summary

The District experienced steady enrollment increases between 2010 and 2017. However, 2018 2019 enrollment decreased from the previous years. January 2020 enrollment projections show a continuing decline in K-12 enrollment through 2027 (with enrollment gradually increasing thereafter). However, enrollment in grades 9-12 will increase over the six year period of this CFP. The District intends to monitor actual enrollment figures closely in order to determine if the January 2020 enrollment projections hold true or need to be adjusted to reflect actual enrollment figures and updated development data.

The District currently serves an approximate student population of 18,189 (October 1, 2019 enrollment). The District reconfigured grade levels in the fall of 2019 and now serves grades K-5 in 18 elementary schools, grades 6-8 in middle level schools, and grades 9-12 in five high schools. In addition, the District has alternative programs: Big Picture (MS and HS) at the Manhattan site; CHOICE Academy (MS and HS) at the Woodside site; New Start (9-12) at the Salmon Creek Site; and Puget Sound Skills Center (“PSSC”).

Over the last 14 years, the District has embarked on a major capital improvement effort to enhance its facilities to meet current educational and life-safety standards. Since 2002, the District has passed three major capital bonds: one in 2002 for approximately \$189,000,000, one in 2006 for approximately \$148,000,000, and one in 2016 for approximately \$299,850,000. The 2002 and 2006 bonds were used for replacement of existing facilities and not to accommodate increased enrollment. The 2016 bonds are earmarked for a combination of improvements to/replacement of existing facilities and the provision of new capacity.

With the approved capital bond funds and reimbursements from the Office of the Superintendent of Public Instruction, the State of Washington, the Port of Seattle, the Federal Aviation Administration and private donations for a new Raisbeck Aviation High School, the District has designed, permitted and constructed 14 new elementary schools, 1 new middle school, 2 new high schools, renovated 3 schools as interim facilities, and renovated portions of Memorial Field and Camp Waskowitz. In addition, the new Highline High School is currently under construction. All of this work has been done since March 2002.

The District's 2016 bond proposal was based on the recommendations of a Capital Facilities Advisory Committee ("CFAC"), a citizens' committee representing every part the District. The committee met for a year to study the District's facilities needs, review data, such as enrollment projections and building conditions, and analyze various solutions. CFAC developed a long-term facilities plan, which includes the 2016 bond as the first phase of a four-phase plan to meet students' needs over the next 20 years.

The 2016 bond projects include new capacity at the elementary and middle school levels to accommodate enrollment needs and the implementation of recent legislation. Specifically, the District constructed a new Des Moines Elementary to replace the existing school and increase its student capacity, added classrooms at existing elementary schools, and built the new Glacier Middle School. The District does not anticipate the need at this time for additional land to accommodate the new schools; however, land will be necessary in the future to support the District's long-range facilities plan and the Educational Strategic Plan.

CFAC provided recommendations in the Spring of 2019 regarding the second phase plan for a bond proposal. Those recommendations included rebuilding (with added capacity) Evergreen High School, Tyee High School, and Pacific Middle School, as well as several noncapacity replacement and critical need projects. The design of Tyee and Evergreen High Schools and Pacific Middle School, through 50% schematic design, was included in the 2016 Bond and is currently in progress. The District's Board of Directors has not yet made a decision regarding the timing and scope of a future bond.

This CFP identifies the current enrollment, the current capacity of each educational facility as well as programmed improvements, and the projected enrollment over the six-year planning period. This CFP does not recommend a schedule of impact fees for new development. However, as noted above, the District intends to closely monitor enrollment patterns and future updates to this CFP may include an impact fee recommendation where supported by projected enrollment increases and related capacity needs.

<i>SECTION 2 – STANDARD OF SERVICE</i>

King County Code 21A.06 refers to a “Standard of Service” that each school district must establish in order to ascertain its overall capacity. 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, classroom utilization and scheduling requirements, and use of relocatable classrooms (portables).

District educational program standards may change in the future as a result of changes in the education program, special programs class sizes, grade span configurations, and use of new technology, as well as other physical aspects of the school facilities. In addition, the District implemented reduced K-3 class sizes in the fall of 2019, which impacted school capacity and educational program standards. (The District implemented full-day kindergarten previously.) 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 Standard of Service outlined below reflects only those programs and educational opportunities provided to students that directly affect the capacity of school buildings. The special programs listed below require classroom space, thus the permanent capacity of some buildings housing these programs has been reduced.

Table 1
Class Size – Standard of Service

<i>Grade Level</i>	<i>Average Class Size Based on Standard of Service</i>
Kindergarten	17
Grades 1 – 3	17
Grades 4 – 6	27
Grades 7 – 8	30
Grades 9 – 12	32

It is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity is adjusted using a utilization factor of available teaching stations depending on the physical characteristics of the facility and educational program needs.

Elementary School Standard of Service Models

- Special education for students with disabilities may be provided in self-contained classrooms.
- All students are provided music instruction in a separate classroom.
- Identified students will also be provided other educational opportunities in classrooms designated as follows:
 - Resource Rooms
 - English Language Learners (ELL)
 - Education for Disadvantaged Students (Title I)
 - Gifted Education
 - Learning Assisted Programs
 - Severely Behavior Disorder
 - Transition Rooms
 - Mild, Moderate, and Severe Disabilities
 - Developmental Kindergarten
 - Extended Daycare Programs and Preschool Programs

Secondary School Standard of Service Models

- Identified students will also be provided other educational opportunities in classrooms designated as follows:
 - Resource Rooms
 - English Language Learners (ELL)
 - Science Labs
 - Career and Vocational Rooms
 - Daycare Programs
 - Alternative Program Spaces

SECTION THREE: CAPITAL FACILITIES INVENTORY

This section provides an inventory of capital facilities owned and operated by the District including schools and relocatable classrooms (modulars or portables). School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards. *See Section Two: Standard of Service.* A map showing locations of District facilities is provided in Appendix A.

Schools

See *Section One* for a description of the District's schools and programs.

School capacity was determined based on the number of teaching stations (or general classrooms) within each building and the space requirements of the District's adopted current educational program and internal targets as reported to the Information and Condition of Schools (ICOS) system with the Office of the Superintendent of Public Instruction. It is this capacity calculation that is used to establish the District's baseline capacity, and to determine future capacity needs based on projected student enrollment. The school capacity inventory is summarized in Tables 2, 3, and 4.

Relocatable Classrooms (Portables)

Relocatable classrooms (portables) are used as interim classroom space to house students until funding can be secured to construct permanent classrooms. The District currently uses 52 relocatable classrooms at various school sites throughout the District to provide additional interim general classroom capacity. A typical relocatable classroom can provide capacity for a full-size class of students. Current use of relocatable classrooms throughout the District is summarized in Table 5.

Table 2
Elementary School Level Inventory

<i>Elementary School</i>	<i>Building Area (sq. ft.)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Beverly Park at Glendale ES	58,145	22	447
Bow Lake ES	76,108	30	609
Cedarhurst ES	68,916	26	528
Des Moines ES	83,402	34	700
Gregory Heights ES	65,978	27	548
Hazel Valley ES	65,346	26	528
Hilltop ES	51,532	24	487
Madrona ES	69,240	25	508
Marvista ES	68,462	27	548
McMicken Heights ES	69,979	25	508
Midway ES	66,096	25	508
Mount View ES	67,783	26	528
North Hill ES	68,410	30	609
Parkside ES	68,857	26	528
Seahurst ES	59,967	27	548
Shorewood ES	60,326	22	447
Southern Heights ES	32,942	15	305
White Center ES	69,314	30	609
TOTAL	1,170,803	467	9,493

* Teaching Station definition: A space designated as a classroom. Other stations include spaces designated for special education and pull-out programs.

** Regular classrooms.

Table 3
Middle School Level Inventory***

<i>Middle School</i>	<i>Building Area (sq. ft.)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Cascade MS	90,582	34	986
Chinook MS	87,476	27	783
Glacier MS	132,800	35	950
Pacific MS	73,941	24	696
Sylvester MS	92,617	30	870
Big Picture MS (at Manhattan)		2	58
Choice (at Woodside)		2	58
TOTAL	477,416	154	4,401

* Teaching Station Definition: A space designated as a general classroom. Other stations include spaces designated for special education and pull-out programs.

** Regular classrooms.

Table 4
High School Level Inventory***

<i>High School</i>	<i>Building Area (sq. ft.)</i>	<i>Teaching Stations*</i>	<i>Permanent Capacity**</i>
Raisbeck Aviation HS	87,934	14	448
Big Picture HS (at Manhattan)^	29,141	10	320
Evergreen HS	161,456	48	1,536
Highline HS^	214,919	59	1,500
Mount Rainier HS	205,159	47	1,504
Tyee HS	143,101	38	1,216
TOTALS	841,710	227	6,524

* Teaching Station definition: A space designated as a general classroom. Other stations include spaces designated for special education and pull-out programs.

** Regular classrooms.

***Does not include alternative programs: CHOICE HS capacity at Woodside site; New Start HS at Salmon Creek site; and Puget Sound Skills Center.

^Highline High School is currently being rebuilt on site with HHS students located temporarily at the Olympic Interim Campus. The new Highline High School, with the same capacity, is scheduled to open in the fall of 2021.

Table 5
Relocatable Classrooms (Portable) Inventory

<i>Elementary School</i>	<i>Relocatables**</i>	<i>Other***</i>	<i>Interim Capacity</i>
Beverly Park at Glendale	0	2	0
Bow Lake	4	0	81
Cedarhurst	4	0	81
Des Moines	0	0	0
Gregory Heights	0	0	0
Hazel Valley	3	1	61
Hilltop	5	1	102
Madrona	2	0	41
Marvista	2	0	41
McMicken Heights	0	0	0
Midway	4	0	81
Mount View	4	0	81
North Hill	0	0	0
Parkside	0	0	0
Seahurst	2	2	41
Shorewood	1	3	20
Southern Heights	2	1	41
White Center	1	3	20
TOTAL	34	13	691

<i>Middle School</i>	<i>Relocatables**</i>	<i>Other ***</i>	<i>Interim Capacity</i>
Cascade	0	3	0
Chinook	5	1	145
Glacier	0	0	0
Pacific	4	0	116
Sylvester	2	2	58
Big Picture MS	4	7	116
TOTAL	15	13	435

<i>High School</i>	<i>Relocatable**</i>	<i>Other***</i>	<i>Interim Capacity</i>
Raisbeck Aviation HS	0	0	0
Big Picture HS	0	0	0
Evergreen HS	3	0	0
Highline HS	0	0	0
Mount Rainier HS	0	0	0
Tyee HS	0	1	0
TOTALS	3	1	0

**Used for regular classroom capacity.

***The relocatables referenced under “other relocatables” are used for special pull-out programs, storage, community use, etc.

SECTION FOUR: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Generally, enrollment projections using historical calculations are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions, land use, and demographic trends in the area affect the projection. Monitoring birth rates in the County and population growth for the area are essential yearly activities in the ongoing management of the CFP. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or expedite projects in the event enrollment growth exceeds the projections.

With the assistance of a professional demographer, the District has developed its own methodology for forecasting future enrollments. This methodology, a modified cohort survival method, considers a variety of factors to evaluate the potential student population growth for the years 2020 through 2030. These factors include: projected births, projected growth in the K-12 population, and a model that considers growth in population and housing within the District's boundaries. The methodology also considers the impacts on enrollment related to charter school enrollment within the District's boundaries. Certain assumptions are made regarding the continued enrollment at the charter school. Therefore, the methodology and the resulting projections should be considered conservative.

District enrollment has increased in recent years, including a 1.55% increase since 2009, but has declined in the last two years after steady increases in the preceding years. The projections show a continuing K-12 decline over the six-year planning period before stabilizing and then increasing again thereafter. Using the modified cohort survival projections, the District expects a total enrollment of 17,912 students in 2025 and a total enrollment of 18,236 by 2030. *See Appendix B (Enrollment projections from Les Kendrick, January 2020).* The District intends to closely monitor actual enrollment figures and, as necessary, make adjustments if any of the underlying assumptions change or actual enrollment varies notably from the projections. Future updates to this CFP will identify any adjustments or changes.

Table 6
Projected Student Enrollment
2020-2025

<i>Projection</i>	<i>2019*</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>	<i>2025</i>	<i>Actual Change</i>	<i>Percent Change</i>
	18,189	18,046	17,979	17,927	17,812	17,892	17,912	(277)	-1.52%

*Actual October 2019 enrollment.

SECTION FIVE: CAPITAL FACILITIES PROJECTIONS FOR FUTURE NEEDS

Projected future capacity needs, shown in Table 7, are derived by applying the projected number of students to the projected permanent capacity. It is not the District's policy to include relocatable classrooms when determining future capital facility needs; therefore, interim capacity provided by relocatable classrooms is not included in this analysis. The District will utilize relocatables as necessary to address interim capacity needs. Information on relocatable classrooms by grade level and interim capacity can be found in Table 5. Information on planned construction projects can be found in the Financing Plan, Table 8.

Table 7
Projected Student Capacity – 2020 through 2025

Elementary School Level -- Surplus/Deficiency

	2019*	2020	2021	2022	2023	2024	2025
Existing Permanent Capacity	9,037 [^]	9,493	9,493	9,493	9,493	9,493	9,493
Added Permanent Capacity	456 [’]	0	0	0	0	0	0
Total Permanent Capacity**	9,493	9,493	9,493	9,493	9,493	9,493	9,493
Enrollment	8,594	8,434	8,423	8,396	8,349	8,323	8,407
Surplus (Deficiency)** Permanent Capacity	899	1,059	1,070	1,097	1,144	1,170	1,086

*Actual October 2019 enrollment

**Does not include portable capacity

[^]Implementation of reduced K-3 class size and adjusted Standard of Service;
Movement of 6th grade to middle school level

[’]Addition of new classrooms at existing elementary schools and New Des Moines
Elementary School opened at the Zenith site with added capacity

Middle School Level -- Surplus/Deficiency

	2019*	2020	2021	2022	2023	2024	2025
Existing Permanent Capacity	3,451 [^]	4,400	4,400	4,400	4,400	4,400	4,400
Added Permanent Capacity	950 [’]	0	0	0	0	0	0
Total Permanent Capacity**	4,400	4,400	4,400	4,400	4,400	4,400	4,400
Enrollment	4,025	4,160	4,048	3,928	3,773	3,812	3,778
Surplus (Deficiency)** Permanent Capacity	375	240	352	472	627	588	622

*Actual October 2019 enrollment

**Does not include portable capacity

[^]Movement of 6th grade to middle school level

[’]New Glacier Middle School opens

High School Level -- Surplus/Deficiency

	2019*	2020	2021	2022	2023	2024	2025
Existing Permanent Capacity	6,524	6,524	6,524 [“]	6,524	6,524	6,524	6,524
Added Permanent Capacity	0	0	0	0	0	0	0
Total Permanent Capacity**	6,524	6,524	6,524	6,524	6,524	6,524	6,524
Enrollment	5,570	5,452	5,509	5,603	5,690	5,757	5,727
Surplus (Deficiency)** Permanent Capacity	954	1,072	1,105	921	834	767	797

*Actual October 2019 enrollment

**Does not include portable capacity.

[”]Highline High School re-opens with at current site with same net capacity.

SECTION SIX: FINANCING PLAN

Planned Improvements

The Finance Plan focuses on capacity related projects needed to accommodate recent and projected growth in the District.

Pursuant to the Board's approval of the Capital Facilities Advisory Committee's final recommendations and the voters' approval of the 2016 bond, the District: (1) added the new Des Moines Elementary School, (2) constructed new elementary school classrooms at various sites, and (3) constructed a the New Glacier Middle School on land owned by the District. These projects accommodate recent growth within the District.

The District has identified "non-capacity" capital needs at existing schools including the replacement of Highline High School and safety/security improvements at various schools. The District is also planning for the replacement of both Evergreen and Tyee High Schools, as well as replacement of Pacific Middle School, as a part of a future planned bond proposal.

Financing for Planned Improvements

Funding for planned improvements is typically secured from a number of sources including voter-approved bonds, State match funds, and impact fees.

General Obligation Bonds: Bonds are typically used to fund construction of new schools and other capital improvement projects, and require a 60% voter approval. The District's voters in November 2016 approved by 66.99% a \$299.85 million school construction bond to fund the projects identified in this Plan.

State School Construction Assistance Program Funds: State School Construction Assistance funds come from the Common School Construction Fund. The State deposits revenue from the sale of renewable resources from State school lands set aside by the Enabling Act of 1889 into the Common School Account. If these sources are insufficient to meet needs, the Legislature can appropriate General Obligation Bond funds or the Superintendent of Public Instruction can prioritize projects for funding. School districts may qualify for State School Construction Assistance funds for specific capital projects based on a prioritization system.

The District received funding in the amount of \$6.27 million from Senate Bill 6080 to address a portion of the classrooms needed for implementation of reduced K-3 class sizes.

Impact Fees: Impact fees are a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. See Section 7 School Impact Fees.

The District also receives some funding toward school construction from the Port of Seattle/Federal Aviation Administration. This funding applies to the new Des Moines Elementary project and the Highline High School replacement project.

The Six-Year Financing Plan shown on Table 8 demonstrates how the District intends to fund new construction capacity and improvements to school facilities for the years 2020-2025. The financing components include current and future planned bond funding, SCAP funds, Port/FAA funds, and impact fees.

Table 8
Capital Facilities Financing Plan
(Costs in Millions)

Project	2019*	2020	2021	2022	2023	2024	2025	Total Cost	Bonds/Local Funds	State Funds	Impact Fees^	Port/FAA
Elementary Schools												
New Des Moines Elementary School	57,782							\$57.782	X	X	X	X
Elementary School Classrooms – various sites	9.700							\$9.700	X	SB 6080 Funds	X	
Middle Schools												
Glacier Middle School (950 capacity)	91.401							\$91.401	X		X	
Pacific Middle School**	.500	1.00	8.0	12.0	37.0	48.144		\$105.144	X			X
Portables												
High Schools												
Highline High School	64.40	84.009						\$148.409	X	X		X
Evergreen High School**	1.00	1.50	10.00	15.00	32.863	98.586		\$158.949	X	X		
Tyee High School**	1.00	1.50	10.00	15.00	32.863	98.586		\$158.949	X	X		
Land Purchase (elementary site for future growth)							\$20.00		X		X	

*Some funds expended in previous years.

^Previously collected.

**2019-20 allocation funded by 2016 Bond; future allocations subject to future bond funding.

SECTION SEVEN: SCHOOL IMPACT FEES

The GMA authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands.

To be eligible to collect school impact fees for new capacity projects, a district must demonstrate expected grade level enrollment growth over the six-year planning period and a related need for new capacity. As discussed in Section 4 above, after several years of increasing enrollment the District's recent enrollment has declined and current enrollment projections show a continuing decline in elementary and middle school enrollment over the six-year planning period. The District plans to monitor actual enrollment in future years and will include updated information in future updates to this CFP.

When the District is eligible for impact fees to fund growth-related capacity needs, impact fees are calculated utilizing the formula in the King County Code. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools, and purchase/install relocatable classrooms (portables). As required under the GMA, credits are applied in the formula to account for State Match Funds to be reimbursed to the District and projected future property taxes to be paid by the dwelling unit.

The District's cost per dwelling unit is derived by multiplying the cost per student by the applicable student generation rate per dwelling unit. The student generation rate is the average number of students generated by each housing type; in this case, single family dwellings and multi-family dwellings. The District has developed its own student generation rate data based on actual permit data from local jurisdictions. *See Appendix C.*

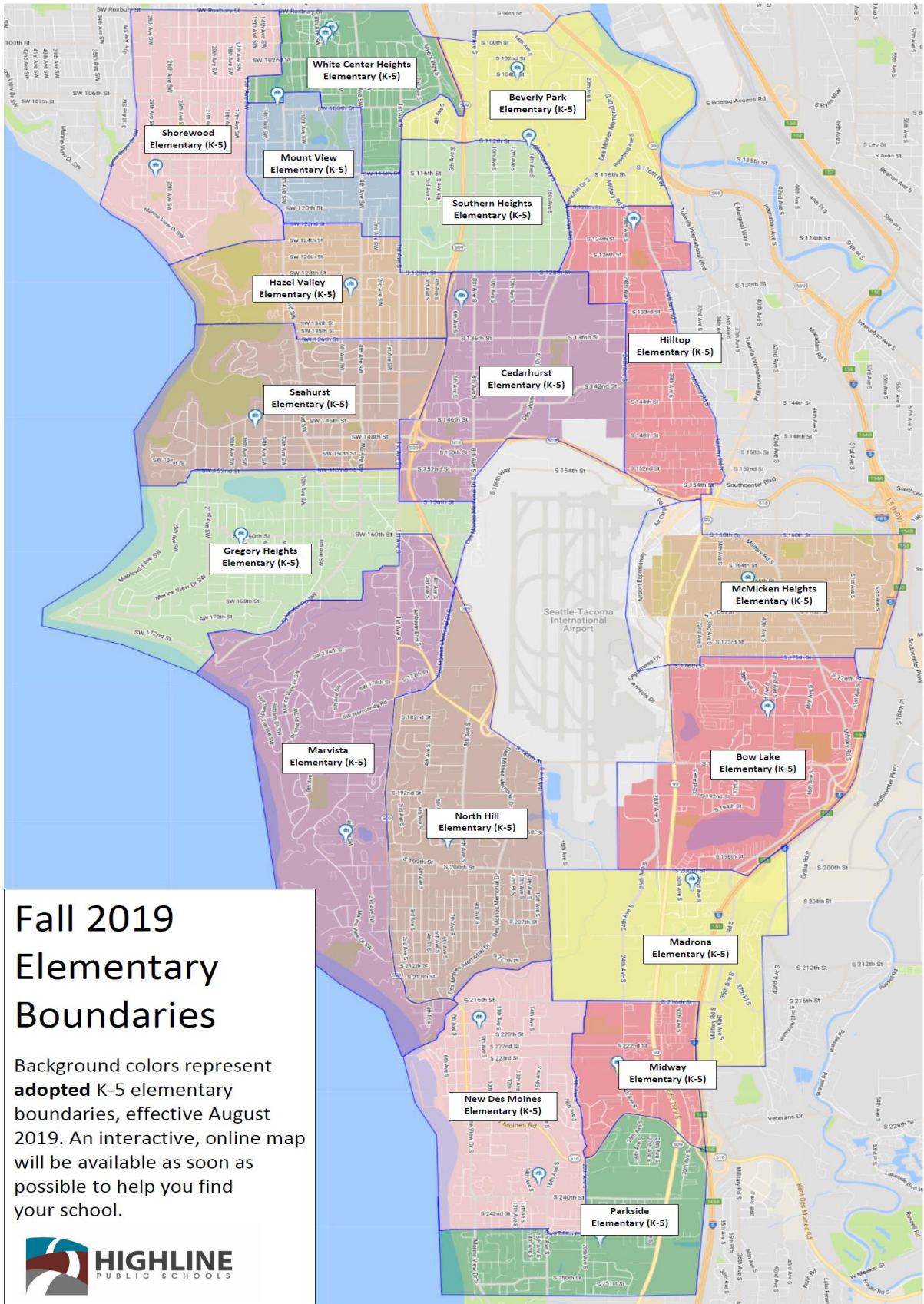
The District applies a 50% discount rate required by the King County School Impact Fee Ordinance to the fee calculated using the variables and formula described above.

King County and the City of Kent currently have adopted school impact fee ordinances and collect school impact fees on behalf of the District when requested. The District has asked the other cities that it serves to consider adoption of a school impact fee ordinance. These requests are necessary as the District anticipates once again establishing eligibility to request school impact fees in the future.

Table 9
School Impact Fees
2020

<i>Housing Type</i>	<i>Impact Fee Per Dwelling Unit</i>
Single Family	N/A
Multi-Family	N/A

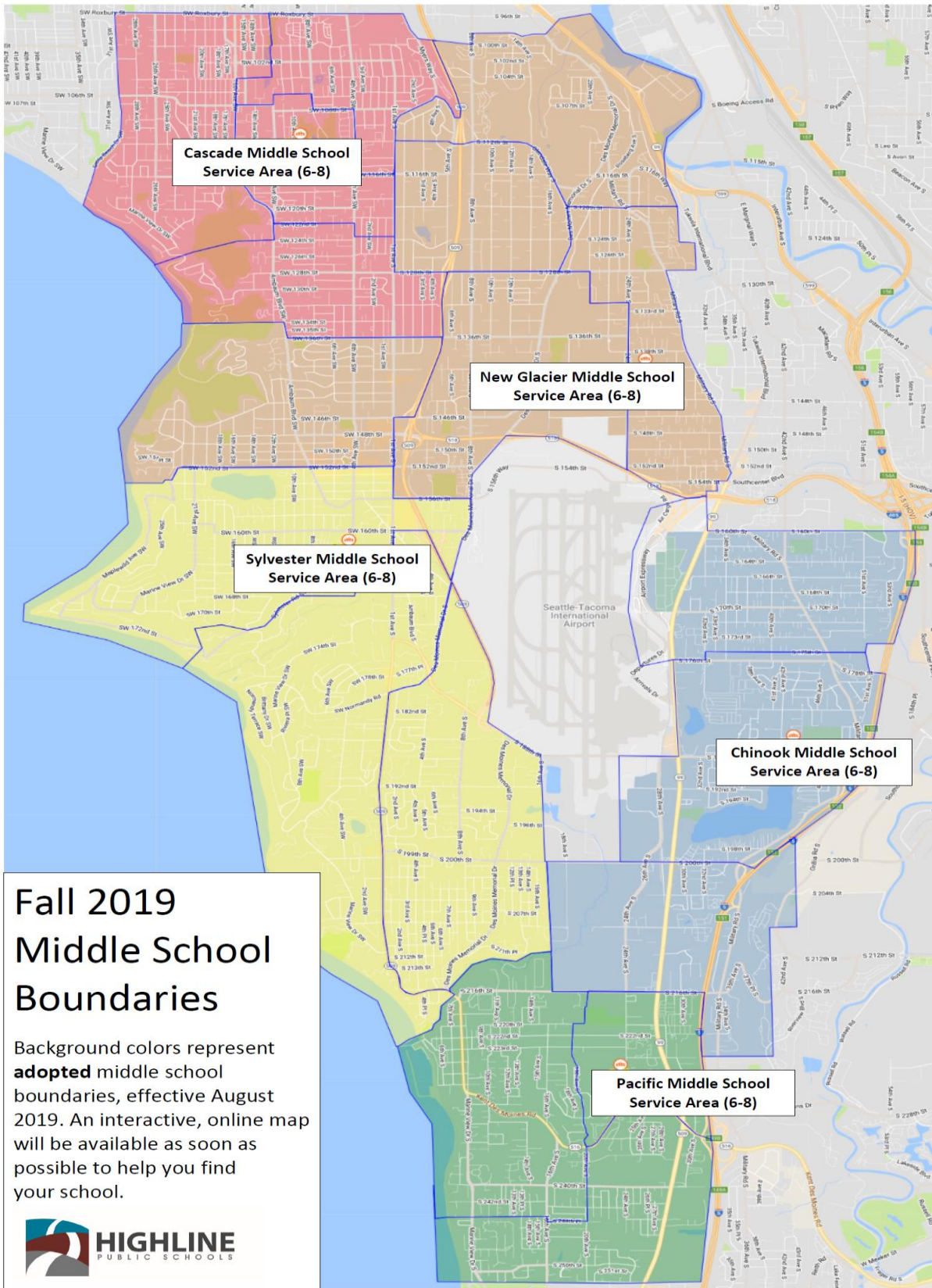
APPENDIX A
DISTRICT MAP



Fall 2019 Elementary Boundaries

Background colors represent **adopted** K-5 elementary boundaries, effective August 2019. An interactive, online map will be available as soon as possible to help you find your school.

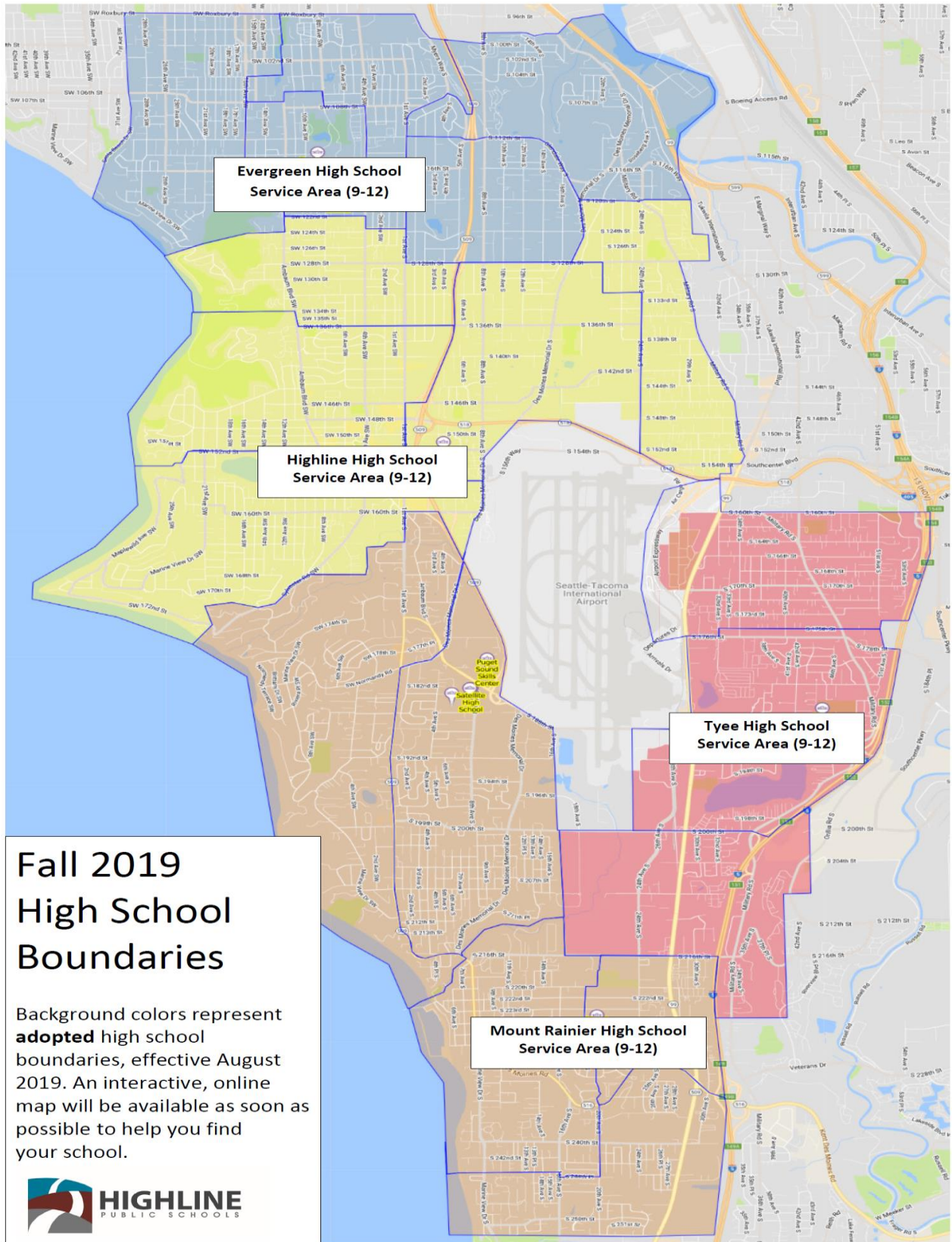




Fall 2019 Middle School Boundaries

Background colors represent **adopted** middle school boundaries, effective August 2019. An interactive, online map will be available as soon as possible to help you find your school.





APPENDIX B

POPULATION AND ENROLLMENT DATA

Highline Enrollment Projection

Births	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
King County	22,874	22,680	24,244	24,899	25,190	25,057	24,514	24,630	25032	24,910	25,348
K Enroll as %	5.79%	6.29%	5.96%	6.20%	6.72%	6.46%	6.34%	6.16%	5.96%	5.85%	5.44%

October P223 Enrollment (Headcount)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
K	1324	1427	1445	1543	1694	1618	1553	1516	1492	1456	1378
1	1337	1392	1456	1475	1564	1723	1643	1515	1518	1447	1478
2	1363	1332	1374	1430	1491	1594	1683	1622	1506	1449	1429
3	1346	1409	1362	1368	1429	1498	1580	1676	1583	1455	1419
4	1354	1335	1393	1323	1385	1436	1490	1540	1630	1548	1389
5	1282	1387	1323	1408	1319	1391	1369	1439	1464	1525	1501
6	1273	1312	1381	1316	1420	1307	1262	1363	1390	1384	1409
7	1238	1218	1253	1317	1241	1369	1271	1234	1289	1270	1331
8	1252	1227	1220	1267	1319	1270	1377	1284	1253	1247	1285
9	1814	1832	1589	1585	1665	1643	1604	1457	1337	1332	1384
10	1414	1462	1498	1424	1456	1510	1510	1420	1445	1318	1309
11	1353	1274	1482	1442	1408	1446	1356	1527	1375	1412	1361
12	1561	1494	1450	1586	1506	1517	1360	1594	1501	1430	1516
Total	17,911	18,101	18,226	18,484	18,897	19,322	19,058	19,187	18,783	18,273	18,189

Medium Range Forecast

Projected Births

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
King County	25,487	26,011	25,273	24,337	25,073	25,237	25,029	24,807	25,681	25,477	25,373
K Enroll as %	5.58%	5.55%	5.60%	5.63%	5.64%	5.66%	5.69%	5.69%	5.69%	5.69%	5.69%

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
K	1421	1443	1416	1371	1413	1428	1424	1411	1461	1449	1443
1	1390	1431	1454	1429	1383	1426	1441	1437	1424	1474	1462
2	1465	1372	1415	1442	1420	1378	1428	1443	1439	1426	1476
3	1415	1444	1355	1401	1431	1413	1378	1429	1444	1439	1426
4	1397	1387	1418	1334	1382	1416	1405	1371	1421	1436	1431
5	1345	1346	1339	1373	1294	1345	1385	1374	1340	1389	1404
6	1448	1288	1290	1284	1320	1248	1303	1342	1332	1299	1346
7	1360	1388	1236	1240	1236	1274	1211	1265	1302	1292	1260
8	1352	1372	1401	1249	1255	1256	1301	1236	1291	1329	1319
9	1350	1442	1464	1502	1359	1366	1367	1416	1345	1405	1446
10	1364	1323	1406	1428	1487	1346	1353	1353	1402	1332	1391
11	1313	1368	1314	1397	1440	1500	1357	1364	1365	1413	1343
12	1425	1376	1419	1363	1471	1515	1579	1429	1436	1436	1488
Total	18,046	17,979	17,927	17,812	17,892	17,912	17,932	17,869	18,000	18,120	18,236

Change	198	190	125	258	413	425	-264	129	-404	-510	-84	-143	-67	-52	-115	80	20	20	-64	131	120	117
% Change	1.1%	1.1%	0.7%	1.4%	2.2%	2.2%	-1.4%	0.7%	-2.1%	-2.7%	-0.5%	-0.8%	-0.4%	-0.3%	-0.6%	0.4%	0.1%	0.1%	-0.4%	0.7%	0.7%	0.6%

Totals by Level

K-5	8,006	8,282	8,353	8,547	8,882	9,260	9,318	9,308	9,193	8,880	8,594	K-5	8,434	8,423	8,396	8,349	8,323	8,407	8,462	8,465	8,528	8,613	8,643
6-8	3,763	3,757	3,854	3,900	3,980	3,946	3,910	3,881	3,932	3,901	4,025	6-8	4,160	4,048	3,928	3,773	3,812	3,778	3,815	3,842	3,925	3,920	3,926
9-12	6,142	6,062	6,019	6,037	6,035	6,116	5,830	5,998	5,658	5,492	5,570	9-12	5,452	5,509	5,603	5,690	5,757	5,727	5,656	5,562	5,547	5,586	5,668

APPENDIX C***STUDENT GENERATION RATE DATA***

The District did not prepare updated student generation rate data for the 2020 Capital Facilities Plan as the District is not requesting the collection of school impact fees. Future CFP updates may include updated student generation rates to support impact fee calculations.