Olympia School District Attendance Area Boundary Study

May 22, 2026

BERK

Contents

About This Study

Olympia School District ("OSD" or "the District") is a public school district located in northern Thurston County, Washington. OSD's service area encompasses most of the City of Olympia and nearby areas of unincorporated Thurston County. OSD operates eleven (11) elementary schools, four (4) middle schools, and three (3) high schools. OSD also operates the Olympia Regional Learning Academy (ORLA), which offers multiple educational programs, including Montessori (Kindergarten through 5th grade), Middle School Academy (alternative learning for grades 6-8), and online education (grades 3-12).

At the request of the District, BERK Consulting has prepared an analysis of OSD school attendance area boundaries, including a review of enrollment trends, demographic characteristics, and facility capacity and utilization. The purpose of the analysis was to identify potential revisions to the current attendance area boundaries that could enable more efficient delivery of education services, promote more financially sustainable operation of school facilities, or rebalance student attendance in line with recent enrollment forecasts and demographic trends. This report presents the results of the analysis and documents the methods and data sources used.

Situation Assessment

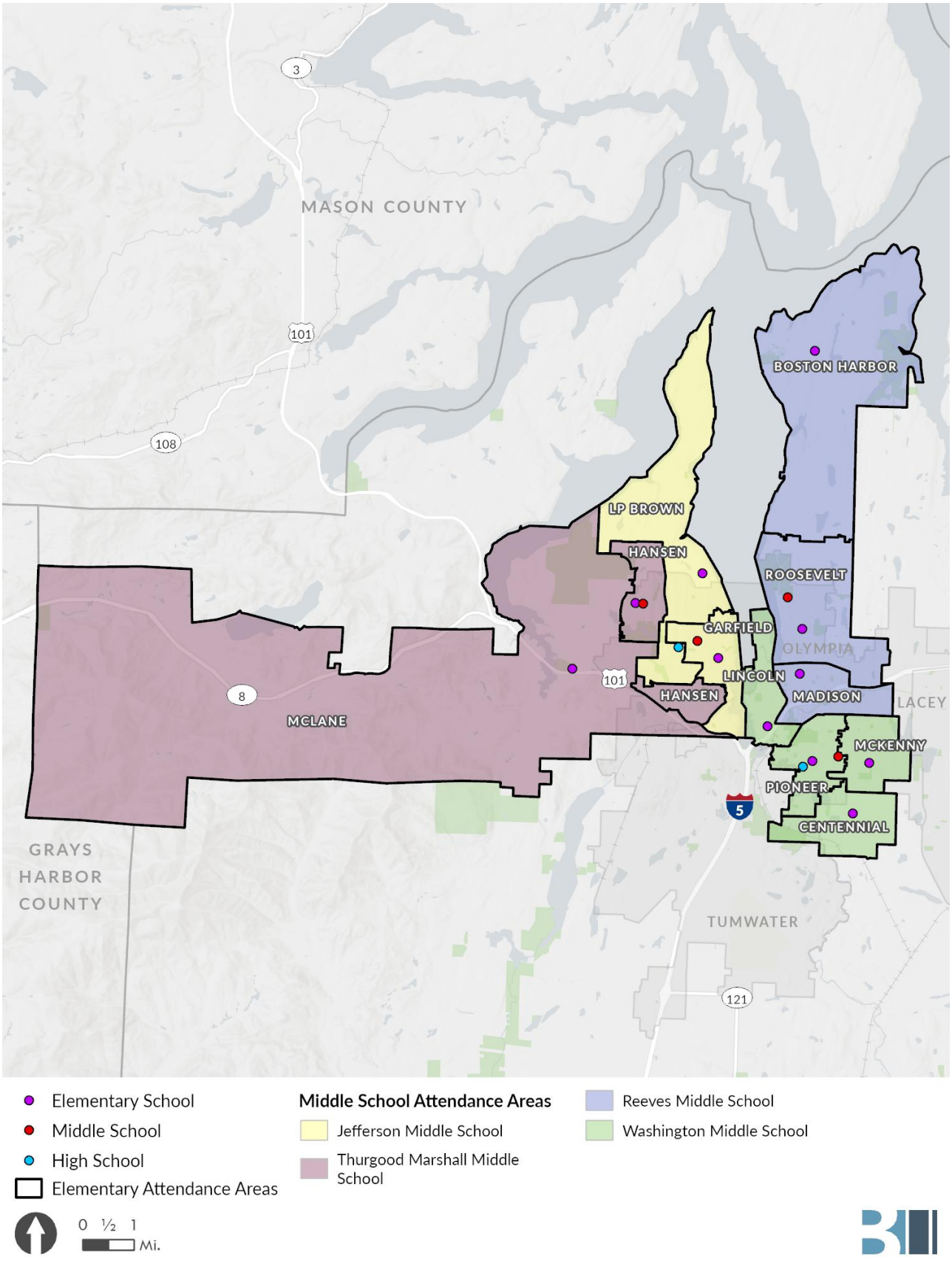
Evaluation of the District's current attendance area boundaries and any potential boundary revisions must begin with an understanding of existing conditions. The drawing of school attendance area boundaries often requires balancing multiple competing factors, including the spatial distribution of students within the school district, established community boundaries, and differences in classroom capacity between schools. Demographic factors are also frequently considered when establishing attendance areas to avoid isolating students of specific racial, cultural, economic, or linguistic backgrounds. This section provides a summary of student enrollment trends at each school, a review of school facility capacity and utilization, and demographic profiles of each school's student body. This information will provide a basis of comparison for the analysis of potential boundary revisions. The District's current elementary and middle school attendance area boundaries are shown in *Exhibit 1*.

Forecasted Student Enrollment

In 2025, BERK prepared an updated long-term student enrollment forecast as part of the District's 2025-2035 Long Range Facilities Master Plan. BERK's analysis projected OSD future student headcount enrollment from 2025-26 to 2033-34 by school and grade level based on a combination of anticipated population and housing growth, regional birth rate trends, and historic progression rates of OSD student cohorts.[1] *Exhibit 2* summarizes total forecasted headcount enrollment by school.

[1] See Appendix 4, Enrollment Forecast Report, in Olympia School District Long Range Facilities Master Plan 2025-2035.

Exhibit 1. Current OSD Attendance Area Boundaries



Source: Thurston County, 2026; Olympia School District, 2026; BERK, 2026.

Exhibit 2. Forecasted Enrollment by School, 2025-26 to 2033-34 School Year

School Name	2025-26*	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	Annual Growth Rate (2025-2033)**
Elementary Schools										
Boston Harbor	169	181	173	166	164	158	153	147	143	-2%
Centennial	406	378	342	333	315	316	316	307	299	-4%
Garfield	260	286	278	271	267	260	255	248	241	-1%
Hansen	337	335	319	301	294	292	291	287	280	-2%
LP Brown	313	326	327	327	328	315	304	293	285	-1%
Lincoln	298	300	300	300	300	299	300	300	300	<1%
Madison	176	175	171	172	163	161	161	157	153	-2%
McKenny	279	273	266	259	255	252	251	246	240	-2%
McLane	397	392	391	366	366	354	338	329	320	-3%
Pioneer	391	399	398	386	370	360	352	338	328	-2%
Roosevelt	336	317	307	298	280	283	285	277	269	-3%
Middle Schools										
Jefferson	453	455	469	461	456	459	472	484	465	<1%
Reeves	408	412	398	361	377	357	344	324	331	-3%
Marshall	491	483	468	468	445	427	397	394	386	-3%
Washington	725	734	773	778	770	726	696	672	677	-1%
High Schools										
Avanti	174	193	192	193	195	193	193	190	187	<1%
Capital	1,266	1,298	1,299	1,312	1,326	1,291	1,289	1,244	1,227	<1%
Olympia	1,879	1,896	1,873	1,883	1,882	1,906	1,889	1,881	1,828	<1%
K-12 Schools										
ORLA***	660	592	589	576	567	556	547	535	524	-3%
District Total	**9,422**	**9,425**	**9,333**	**9,211**	**9,118**	**8,965**	**8,832**	**8,653**	**8,483**	**-1%**

Notes: *2025-2026: annual average headcount to date (September 2025 through March 2026).
**Annual growth rate calculated as: (End Value / Start Value) ^ (1 – (End Year – Start Year)) – 1.
***ORLA headcount enrollment includes H-Connect.
Sources: OSD (2025-26 headcount enrollment); BERK (2026-27 to 2033-34 forecast and 2025-26 to 2033-34 growth rate).

Districtwide headcount enrollment is forecasted to decrease by an average of 1% each year from 2025-26 to 2033-34, primarily due to declining birth rates in the district. Enrollment is projected to decline more rapidly at some schools than others, and elementary student enrollment is expected to decline more rapidly than enrollment for middle schools or high schools.

Capacity and Utilization of School Facilities

The District determines each school's capacity to accommodate student enrollment based on a combination of classroom size guidelines published by the Washington Office of Superintendent of

Public Instruction (OSPI) and each school's programming needs. At most OSD schools, at least a small portion of student capacity is housed in portable classrooms ("portables"), which are modular units used to supplement a school's permanent capacity. By comparing student headcount enrollment to planning capacity, the District can evaluate whether a school is overcrowded or underutilized. This "utilization rate" is calculated by dividing the number of enrolled students by the planning capacity[2]. *Exhibit 3* shows 2025-26 headcount enrollment, permanent and portable capacity, and facility utilization rates by school. Districtwide headcount enrollment in the 2025-26 school year was equal to 76% of permanent planning capacity and 71% of permanent and portable planning capacity.

Neither Washington State law nor OSPI establish guidelines for optimal levels of school utilization, but a review of capacity utilization standards in other states suggests target utilization rates of 80-90% for elementary schools and 75-85% for middle schools and high schools.[3] However, methods for calculating school capacity can vary significantly between states, complicating any effort to identify an "optimal" level of school utilization. Studies from other jurisdictions often establish lower optimal utilization ranges for middle and high schools compared to elementary schools to account for teacher planning periods and rooms for specialized subjects that may not be occupied for all periods in a school day. According to the District's Long Range Facility Master Plan, OSD already calculates capacity for middle and high schools using an 80% space utilization factor to account for planning periods.[4]

Because methods for calculating capacity and utilization can differ so widely, it is best to consider examples from other jurisdictions as general guides. This study uses a target utilization rate of 80% for all elementary, middle, and high schools as a benchmark for evaluating facility usage. A target utilization rate of 80% provides room for potential enrollment growth and flexible use of school space while avoiding underutilization.

While assessments of school capacity and utilization are often undertaken to determine whether to add capacity to overcrowded facilities, school utilization can also serve as an indicator of how efficiently services are being provided. School facilities require minimum levels of staffing and operational costs that are not directly dependent on the level of student enrollment, and underutilized schools are more expensive to operate on a per-student basis. While a detailed staffing and operating cost analysis is beyond the scope of this report, distribution of student enrollment and school utilization are key factors considered in the attendance area boundary analysis.

Student headcount is typically the most common and useful measure when reviewing enrollment and boundary impacts, but it does not fully capture each school's unique programming structures. For example, ORLA includes a significant number of homeschool-supported students with instructional and facility utilization patterns that differ from traditional in-person enrollment models. Similarly, the District's comprehensive high schools enroll substantial numbers of Running Start students who may be counted in overall enrollment but who spend only part of their instructional time on campus. As a result,

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[2] In the context of school facility planning, "utilization rate" can also refer to an assumed rate of space utilization used in the calculation of school capacity to account for teacher planning periods and room scheduling needs. For purposes of this study, "utilization rate" will denote student headcount enrollment as a percentage of school planning capacity, unless explicitly noted otherwise.

[3] The Washington, DC Office of the Deputy Mayor for Education describes an optimal utilization rate of 80-90% for neighborhood schools and closer to 100% for schools accessed through a common lottery. A 2013 task force for New Mexico public schools identified an ideal utilization ratio of 95-100% for elementary schools and 80-90% for middle and high schools. Chicago Public Schools deems efficient space utilization as 70-110% of ideal capacity, with a target of 80% for high schools.

[4] Olympia School District Long Range Facilities Master Plan 2025-2035

headcount data should be considered alongside programmatic and operational context when evaluating building utilization, staffing, and long-term planning decisions.

Exhibit 3. Planning Capacity and Utilization Rates by School

	Current Enrollment	Permanent Space		Portable	Permanent + Portable	
School Name	2025-26* Average Headcount	Planning Capacity	Utilization Rate	Planning Capacity	Planning Capacity	Utilization Rate
Elementary Schools						
Boston Harbor	169	200	85%	100	300	56%
Centennial	406	570	71%	125	695	58%
Garfield	260	485	54%	50	535	49%
Hansen	337	670	50%	150	820	41%
LP Brown	313	435	72%	50	485	65%
Lincoln	298	325	92%	0	325	92%
Madison	179	300	60%	50	350	51%
McKenny	279	500	56%	100	600	46%
McLane	397	555	72%	25	580	68%
Pioneer	391	595	66%	0	595	66%
Roosevelt	336	570	59%	0	570	59%
Middle Schools						
Jefferson	453	660	69%	67	727	62%
Marshall	491	580	85%	67	647	76%
Reeves	408	592	69%	22	614	67%
Washington	725	794	91%	45	839	86%
High Schools						
Avanti	174	300	58%	0	300	58%
Capital	1,266	1,620	78%	67	1,687	75%
Olympia	1,879	1,979	95%	0	1,979	95%
K-12 Schools						
ORLA**	660	625	106%	0	625	106%
District Total	**9,422**	**12,355**	**76%**	**918**	**13,273**	**71%**

Notes: *2025-2026: annual average headcount to date (September 2025 through March 2026).
**ORLA headcount enrollment includes H-Connect.
Sources: OSD (2025-2026 headcount enrollment, permanent and portable planning capacity); BERK (utilization rate).

Demographic Characteristics

The exhibits on the following pages summarize demographic characteristics of the current student population by school. These summaries are used as a baseline comparison for the boundary revision scenarios presented in the next section.

Race and Ethnicity

Districtwide, 40% of students were not White alone (*Exhibit 4*). There were a higher proportion of non-White alone students compared to the district overall at:

- 6 out of 11 elementary schools (Madison, Hansen, Garfield, McKenny, McLane, and Centennial).
- 1 out of 4 middle schools (Jefferson).

All three high schools and the alternative schools and programs had a lower proportion of non-White alone students compared to the district overall.

Primary Language Other Than English

Districtwide, 5% of students had a primary language other than English (*Exhibit 5*). There were a higher proportion of students with a primary language other than English compared to the district overall at:

- 4 out of 11 elementary schools (Madison, McKenny, Centennial, and Hansen).
- 1 out of 4 middle schools (Jefferson).
- 2 out of 3 high schools (Capital and Olympia).

All the alternative schools and programs had a lower proportion of students with a primary language other than English compared to the district overall.

Active English Learners

Districtwide, 4% of attending students were active English learners (*Exhibit 6*). There were a higher proportion of students who were active English learners compared to the district overall at:

- 7 out of 11 elementary schools (Madison, Centennial, McLane, Garfield, McKenny, LP Brown, and Hansen).
- 2 out of 4 middle schools (Jefferson and Marshall).
- 1 out of 3 high schools (Capital).

All the alternative schools and programs had a lower proportion of students who were active English learners compared to the district overall.

Low-Income Households

Districtwide, 30% of students were from low-income households (*Exhibit 7*). There were a higher proportion of students from low-income households compared to the district overall at:

- 7 out of 11 elementary schools (Garfield, LP Brown, Hansen, Madison, Roosevelt, McLane, and McKenny).

- 3 out of 4 middle schools (Reeves, Jefferson, and Marshall).
- 1 out of 3 high schools (Capital).
- Gravity Learning Center.

ORLA and Knox Student Services had a lower proportion of students from low-income households compared to the district overall.

Special Education

Districtwide, 18% of students were active special education students (*Exhibit 8*). There were a higher proportion of active special education students compared to the district overall at:

- 9 out of 11 elementary schools (Garfield, Hansen, Lincoln, McLane, Roosevelt, Centennial, Madison, LP Brown, McKenny).
- 3 out of 4 middle schools (Marshall, Jefferson, and Reeves).
- Gravity Learning Center.

All three high schools, ORLA, and Knox Student Services had a lower proportion of active special education students compared to the district overall.

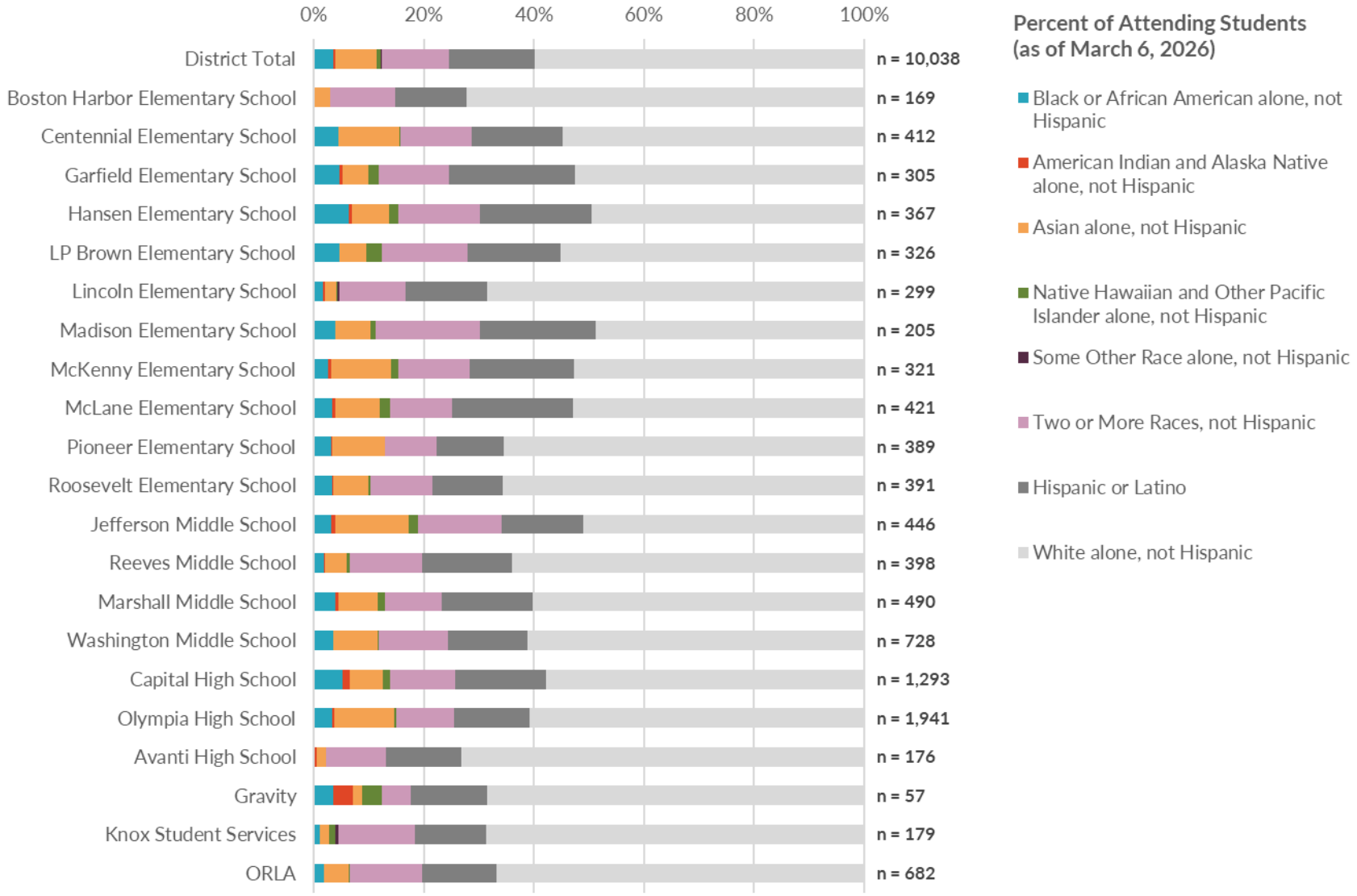
Section 504

Districtwide, 7% of students were active Section 504 students (*Exhibit 9*). There were a higher proportion of active Section 504 students compared to the district overall at:

- 3 out of 4 middle schools (Reeves, Marshall, and Washington).
- 3 out of 3 high schools (Capital, Olympia, and Avanti).

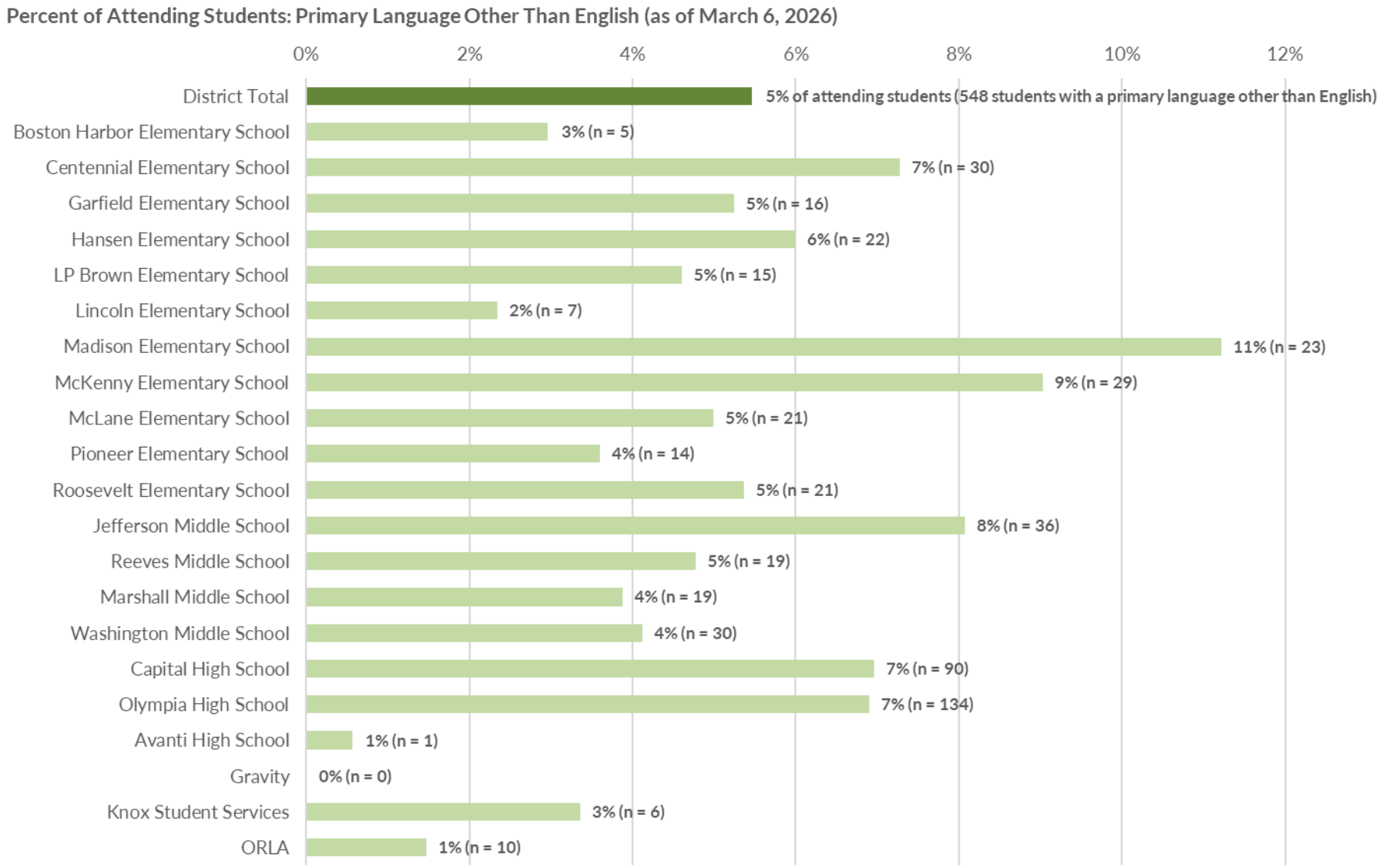
All eleven elementary schools and the alternative schools and programs had a lower proportion of active Section 504 students compared to the district overall.

Exhibit 4. Race and Ethnicity by School



Notes: Gravity Learning Center is a re-engagement program for students in ESD 113. Knox Student Services refers to students enrolled in programs in other counties and states. ORLA includes the Montessori, Middle School Academy, hConnect, and Online Academy programs.
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Exhibit 5. Students with a Primary Language Other than English by School



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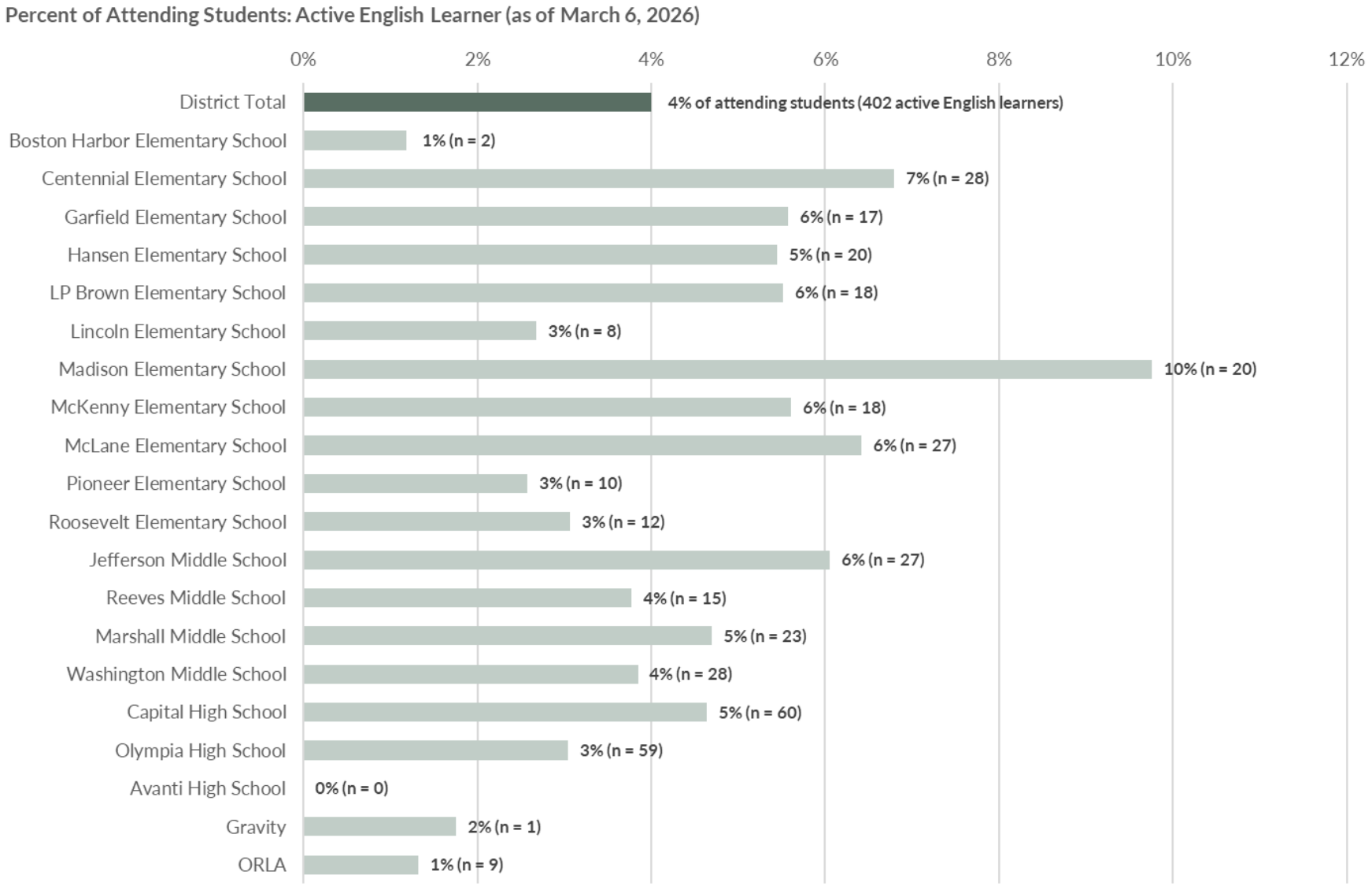
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Exhibit 6. Active English Learners by School



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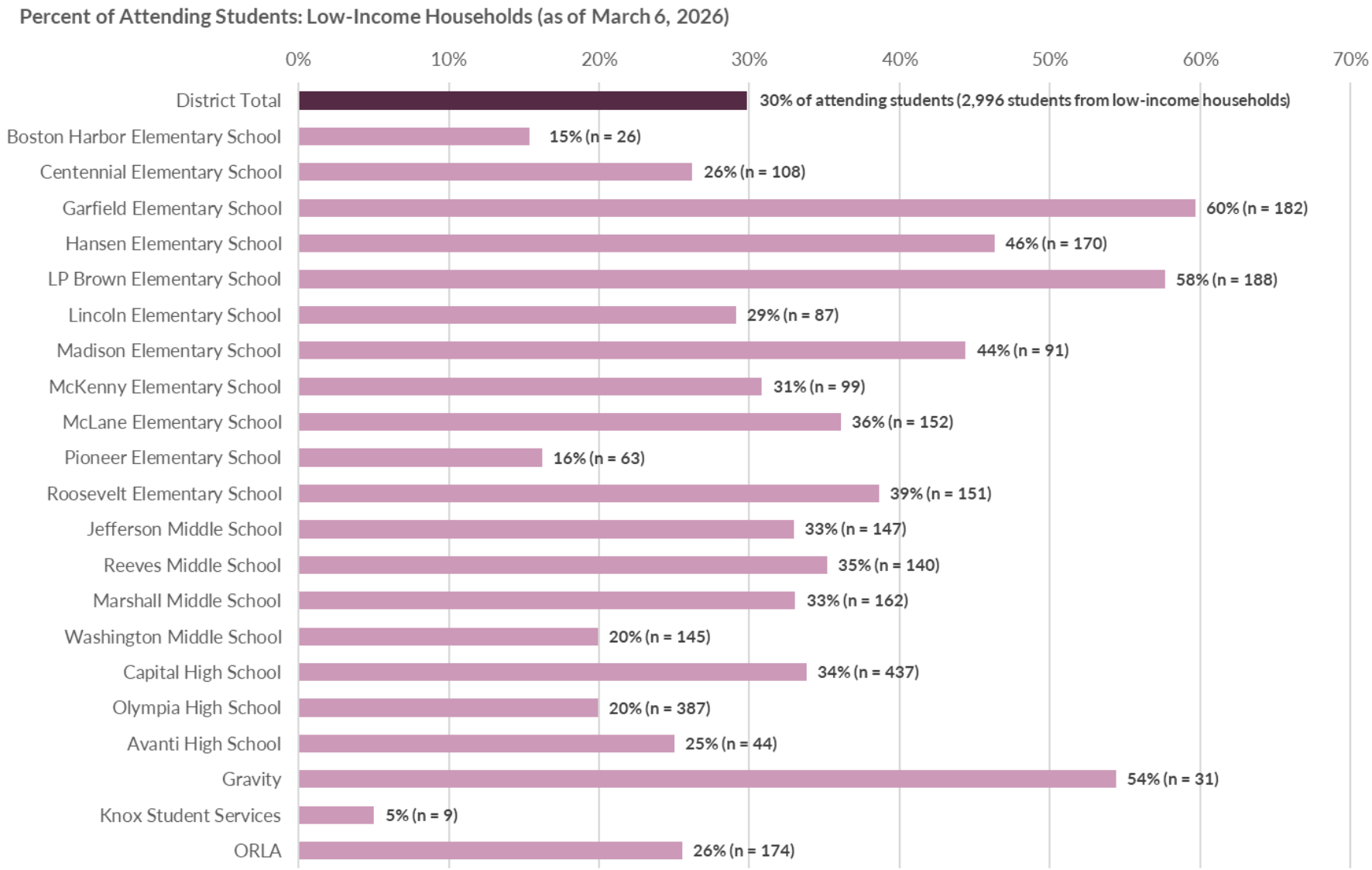
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Exhibit 7. Students from Low-Income Households by School



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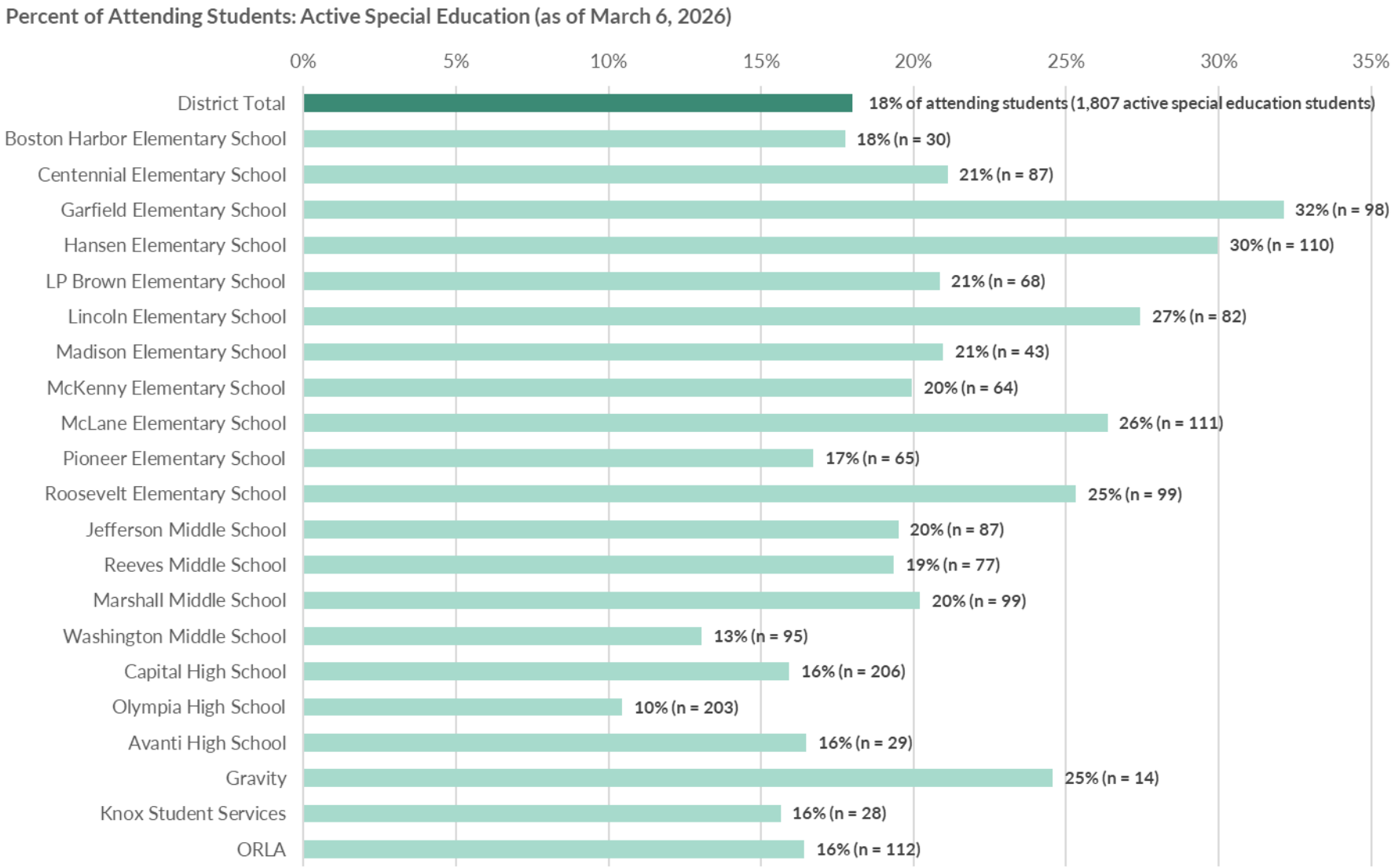
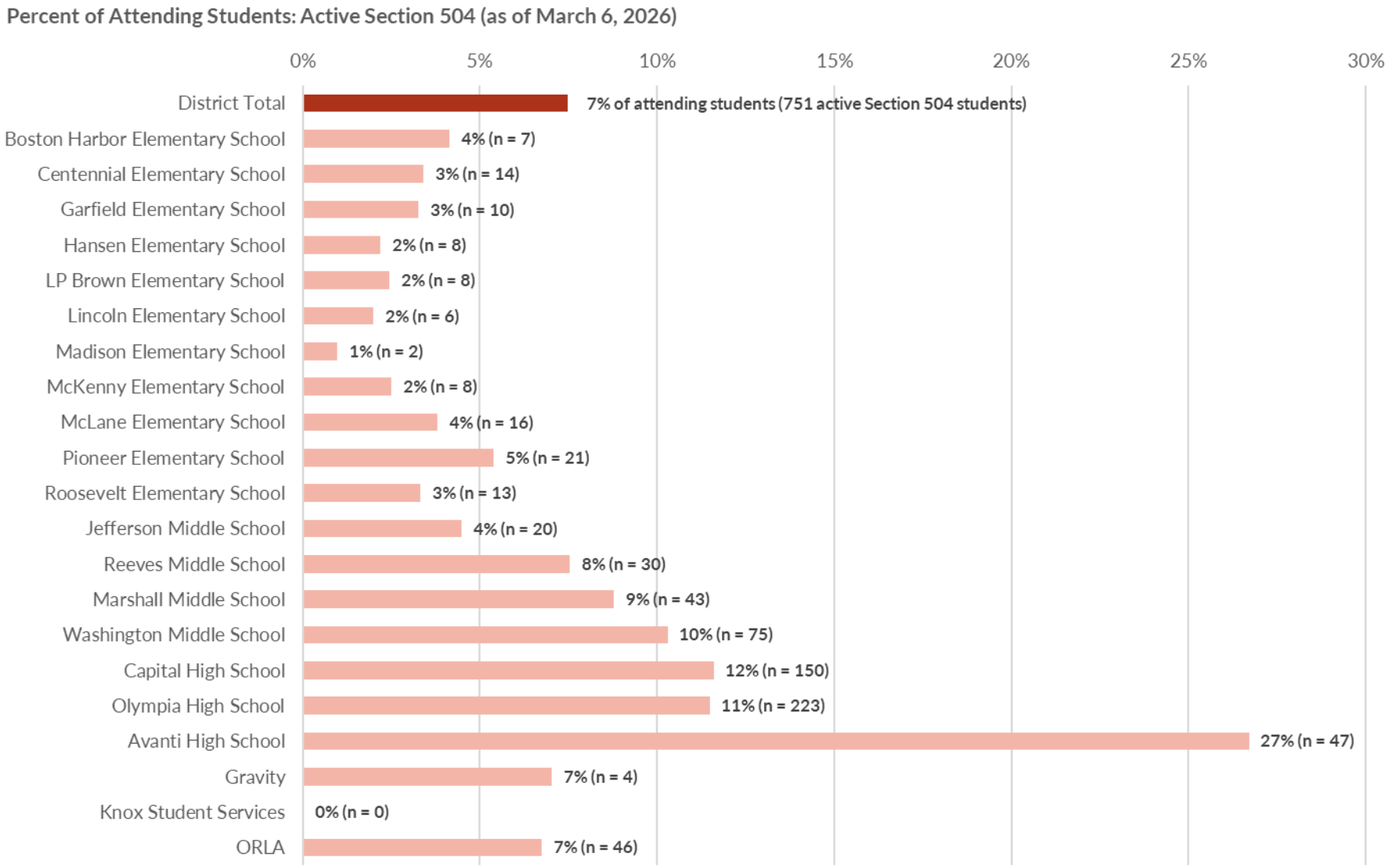
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Exhibit 8. Active Special Education Students by School



Notes: Gravity Learning Center is a re-engagement program for students in ESD 113. Knox Student Services refers to students enrolled in programs in other counties and states. ORLA includes Montessori, Middle School Academy, hConnect, and Online Academy programs.
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Exhibit 9. Active Section 504 Students by School



Notes: Gravity Learning Center is a re-engagement program for students in ESD 113. Knox Student Services refers to students enrolled in programs in other counties and states. ORLA includes Montessori, Middle School Academy, hConnect, and Online Academy programs.
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Attendance Area Boundary Analysis

Data Sources

The attendance area boundary analysis used a combination of the following spatial and tabular data sources:

- Thurston County:
  - Current OSD service area boundary
  - Current attendance area boundaries for individual elementary, middle, and high schools
  - School facility locations
- Olympia School District:
  - Anonymized student-level records indicating current grade, school of attendance, and home address (as of March 6, 2026), as well as relevant demographic factors, including enrollment in English language learning, Free and Reduced Lunch, and Special Education programs.
  - Facility capacity (both permanent and portables) by school.

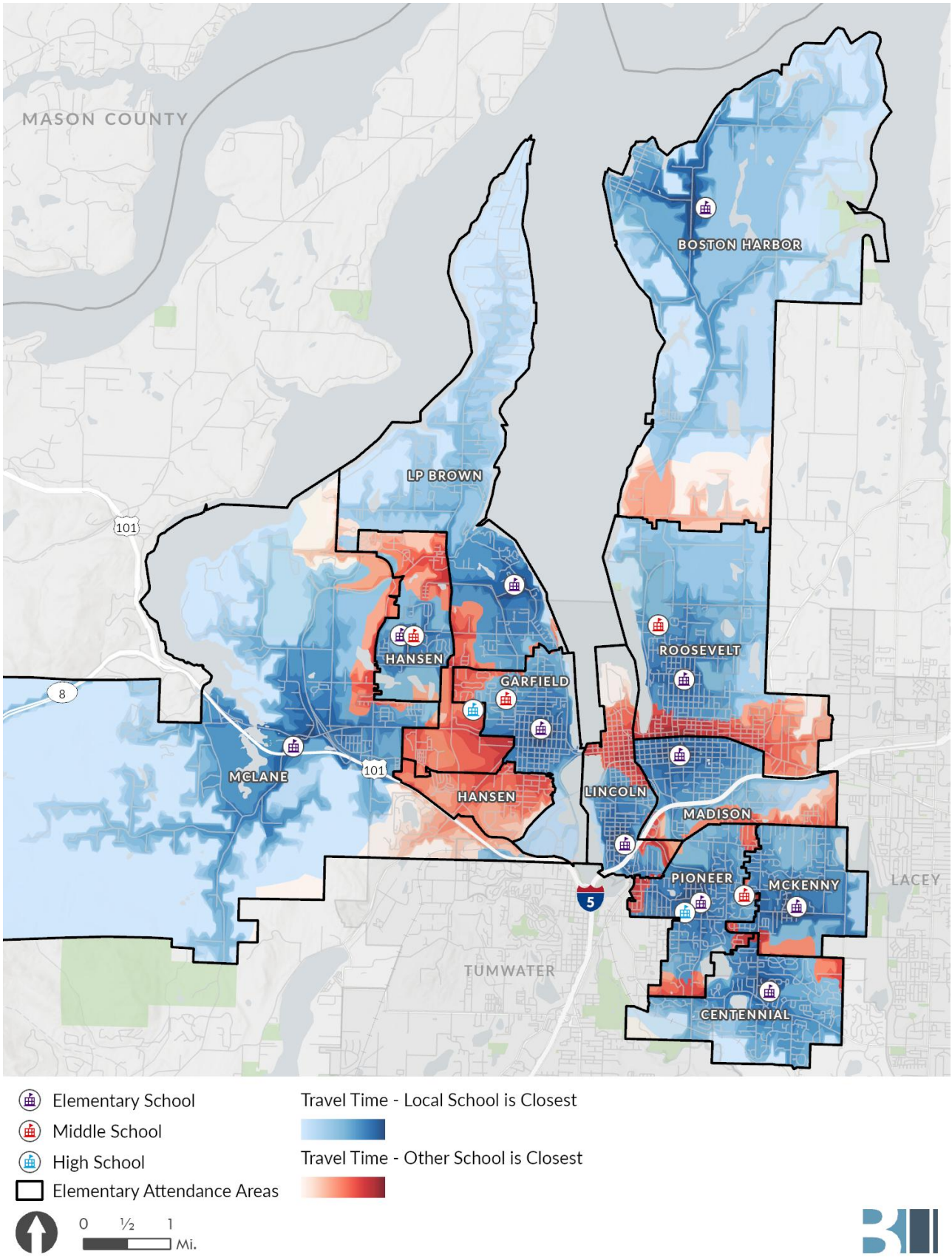
Evaluation of Existing Attendance Area Boundaries

To guide development of boundary revision scenarios for testing, BERK first performed an evaluation of the District's existing attendance area boundaries. This evaluation included analysis of the student population living in each attendance area, attendance patterns (including in-district transfers and enrollment in special programs), student proximity to their school of attendance, demographic patterns, and differences in school utilization across the district (as described in the Situation Assessment section of this report).

Boundary Efficiency and Student Proximity to School

Compact, efficient attendance area boundaries can reduce unnecessary travel burden on students and help ensure that the District's bus transportation system is being used efficiently. To assess the spatial efficiency of OSD's existing attendance area boundaries, BERK performed a drive-time analysis for each school and combined the school-level results to identify the school with the fastest travel time for every location in the district. *Exhibit 10* compares the results of this drive-time analysis with OSD's current elementary attendance area boundaries. Areas shaded in blue indicate locations within each attendance area where the assigned school is the fastest drive time. Areas shaded in red indicate locations within each attendance area where the assigned school is **not** the fastest drive time. In other words, for students living the red-shaded areas, traveling to a school in a different attendance area would be faster than traveling to their assigned school.

Exhibit 10. Elementary School Attendance Area Drive Time Analysis



Source: Thurston County, 2026; Olympia School District, 2026; BERK, 2026.

As shown in the drive-time map, all the current elementary attendance areas include some areas that are closer to a neighboring school, which is as expected. School districts rarely draw perfectly efficient attendance area boundaries due to a host of other considerations, such as available school capacity or demographic factors. In the western portion of the district, Hansen Elementary's attendance area consists of two non-contiguous areas separated by a southern extension of L.P Brown's attendance area, creating a situation where students living in this area are closer to either Hansen Elementary or Garfield Elementary than their assigned school.

In the eastern half of the district, the attendance areas for Boston Harbor Elementary, Roosevelt Elementary, and Madison Elementary each contain areas along their southern border that are closer to a neighboring school. The northern portion of Lincoln Elementary's attendance area is closer to either Roosevelt or Madison Elementary. Attendance area boundaries for elementary schools in the southeastern portion of the district (Pioneer, McKenny, and Centennial) are relatively efficient.

Exhibit 11 shows the proportion of each school's students who live within its attendance area and how many of those students live in areas closer to another school. At Hansen Elementary and L.P. Brown Elementary, students living in portions of the attendance areas that are closer to other schools comprise nearly half of the total headcount enrollment. At Madison Elementary and Roosevelt Elementary, students living closer to another school comprise 26% and 27% of enrollment, respectively. Boundary realignment for these attendance areas could potentially improve travel efficiency for affected students, allowing them to attend school closer to where they live.

Exhibit 11. Student Attendance and School Proximity

School Name	Total Student Headcount*	Attending Students Who Live in Attendance Area		Attending Students Who Live in Attendance Area **and Live Closer to Another School**	
		Headcount	Percent of Enrollment	Headcount	Percent of Enrollment
Elementary Schools					
Boston Harbor	169	154	91%	22	13%
Centennial	412	345	84%	6	1%
Garfield	305	213	70%	15	5%
Hansen	367	268	73%	170	46%
LP Brown	326	281	86%	161	49%
Lincoln	299	85	28%	22	7%
Madison	205	172	84%	53	26%
McKenny	321	259	81%	35	11%
McLane	421	338	80%	78	19%
Pioneer	389	305	78%	57	15%
Roosevelt	391	295	75%	106	27%
Middle Schools					
Jefferson	446	303	68%	83	19%
Marshall	490	408	83%	141	29%
Reeves	398	359	90%	113	28%
Washington	728	648	89%	14	2%
High Schools					
Capital	1,293	931	72%	5	<1%
Olympia	1,941	1,603	83%	282	15%

Notes: *Reflects school headcount enrollment as documented by OSD Student Information Data as of March 6, 2026.
Avanti High School and ORLA do not have defined attendance areas and are therefore not included here.
Source: Olympia School District, 2026; BERK, 2026.

School Enrollment and Utilization

BERK also reviewed enrollment and utilization rates for each school to evaluate the potential for boundary realignments to balance attendance and make more efficient use of the District's facilities. As shown in *Exhibit 3*, only two elementary schools are utilized above 80% (Boston Harbor and Lincoln) based on permanent capacity. If capacity from portables is included, only Lincoln Elementary has a utilization rate above 80%. Based on permanent capacity, the median elementary school utilization rate is 66%; with portables included, the median utilization rate is 58%.

Student Demographic Patterns

As described in the Situation Assessment section of this report, demographic factors are frequently considered when drawing school boundaries. Among elementary schools, Garfield, Hansen, Madison, McLane, and McKenny have higher proportions of both non-white and low-income students than the district overall. Among these, Madison, McKenny, and Hansen also have higher proportions of students who primarily speak a language other than English than the district overall.

Boundary Revision Scenarios

Based on the evaluation of current attendance area boundaries, BERK worked with OSD staff to develop two boundary revision scenarios for further analysis. These scenarios explore options for boundary realignment to achieve some or all of the following priorities:

- Promote compact attendance areas and efficient travel for students.
- Balance student enrollment across schools to make efficient use of facilities.
- Avoid the creation of attendance areas that isolate BIPOC students, students from low-income households, students whose primary language is not English, or students with special needs.

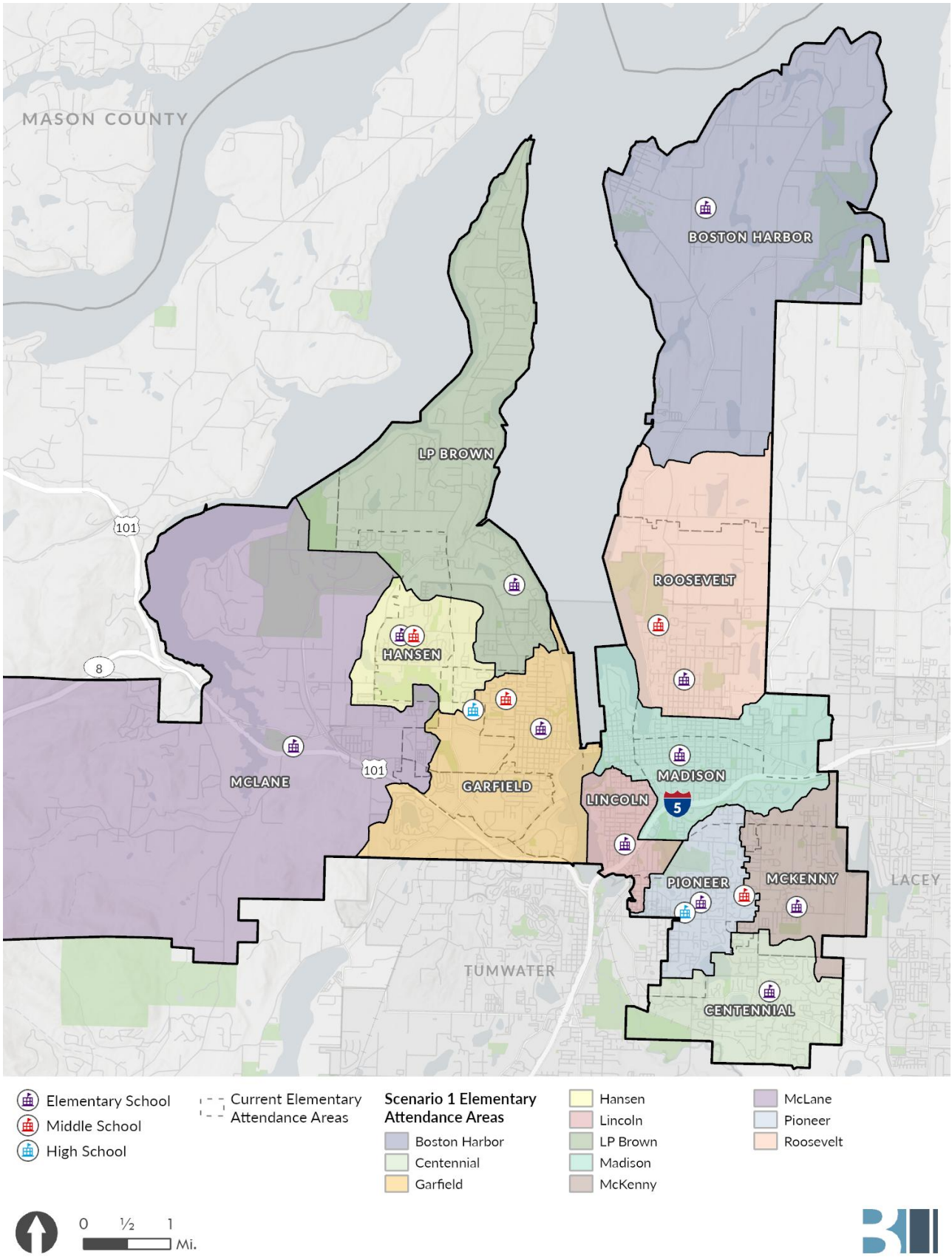
Scenario 1: Efficient Travel

Scenario 1 prioritizes efficient student travel by drawing elementary attendance area boundaries based on the drive-time analysis shown in *Exhibit 10*. These boundaries would assign elementary students to the school closest to their home and maintain existing progression relationships between elementary, middle, and high schools.

As shown in *Exhibit 12*, boundary realignment based on efficient travel would result in significant changes to current attendance areas:

- On the west side of the district, attendance areas for L.P. Brown, Hansen, and McLane elementary schools would shrink, and Garfield Elementary's attendance area would expand.
- On the east side of the district, attendance areas for Boston Harbor and Lincoln elementary schools would shrink, and the attendance areas for Roosevelt and Madison elementary schools would each expand northward while giving up some of their southern territory to neighboring schools. Pioneer, McKenny, and Centennial elementary schools would experience relatively minor shifts in their attendance areas.

Exhibit 12. Elementary Attendance Area Boundaries – Scenario 1



Source: Olympia School District, 2026; BERK, 2026.

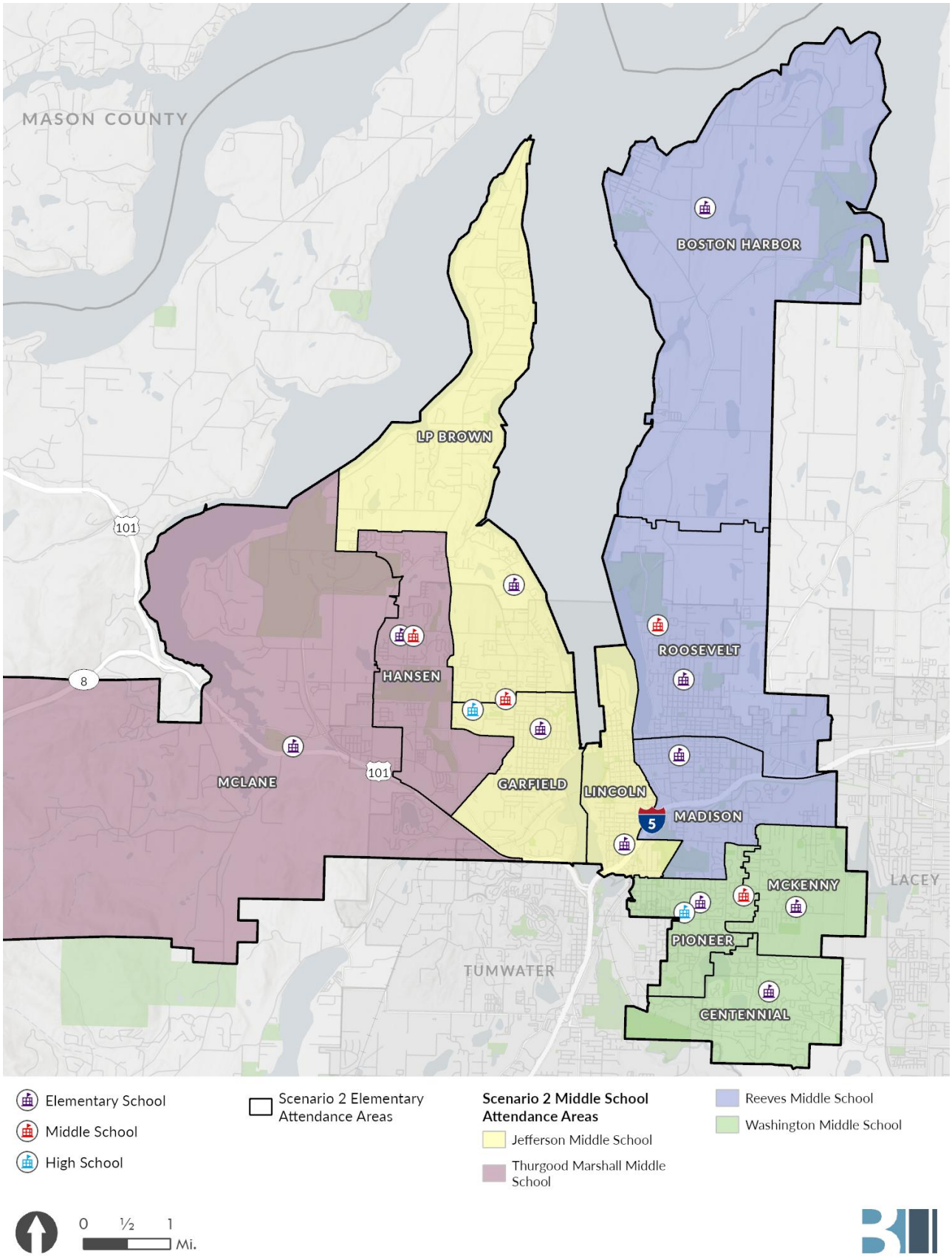
Scenario 2: Balanced Middle School Utilization

Based on permanent capacity, OSD currently has two middle schools with utilization rates above 85% (Washington and Marshall) and two middle schools with utilization rates below 70% (Jefferson and Reeves). Scenario 2 focuses on creating more efficient enrollment distribution by balancing utilization rates across all four middle schools. To achieve this, Scenario 2 would transfer territory and associated student enrollment from Washington and Marshall middle schools to Reeves and Jefferson middle schools. Scenario 2 would also realign elementary boundaries to ensure elementary school attendance areas remain "nested" within middle school attendance areas and to maintain balanced elementary enrollment to the extent possible.

Exhibit 13 illustrates the boundary realignments evaluated as part of Scenario 2:

- Garfield Elementary would expand to include part of Hansen's southern attendance area and a small portion of McLane Elementary's southeastern attendance area, transferring territory and enrollment from Marshall Middle School to Jefferson Middle School.
- Hansen Elementary would absorb the southern extension of the L.P. Brown attendance area, creating a contiguous attendance area and shifting territory from Jefferson Middle School to Marshall Middle School.
- Lincoln Elementary's attendance area would be transferred from Washington Middle School to Jefferson Middle School to provide additional student enrollment at Jefferson.
- Madison Elementary would absorb a portion of Pioneer Elementary's attendance area, transferring territory from Washington Middle School to Reeves Middle School.
- To balance enrollment between elementary schools within the same middle school attendance area, McLane Elementary would transfer a small amount of territory to Hansen Elementary, and Garfield Elementary would transfer a portion of its northern attendance area to L.P. Brown Elementary.

Exhibit 13. Elementary and Middle School Attendance Area Boundaries – Scenario 2



Source: Olympia School District, 2026; BERK, 2026.

Evaluation of Scenarios

For each scenario, BERK used geolocated student address points to recalculate student school assignments based on the revised attendance area boundaries. For both scenarios, school reassignments were made using the following assumptions:

- School assignments for students who live in the attendance area for the school they currently attend were updated based on applicable boundary changes.
- Existing school assignments for students who currently attend a school outside their resident attendance area were maintained.
- Existing school assignments were maintained for students enrolled in alternative education programs or attending schools open to districtwide enrollment (e.g., Avanti High School and ORLA).
- School assignments for students living outside the district were not changed, as these students would not be affected by boundary realignments.

The following sections evaluate and compare the boundary revision scenarios and their effects on school enrollment and utilization, student travel, and demographic factors.

School Enrollment and Utilization

The following tables show updated school headcount enrollment and utilization rates for the two boundary revision scenarios. *Exhibit 14* shows school utilization based on permanent capacity only; *Exhibit 15* shows school utilization based on combined permanent and portable capacity.

Scenario 1: Efficient Travel

While Scenario 1 optimized attendance areas for efficient travel, the revised boundaries resulted in unbalanced distribution of students between schools, pushing enrollment at Garfield Elementary above its capacity and substantially reducing enrollment at nearby L.P. Brown and Hansen elementary schools. Elementary schools in the western half of the district are located relatively close together, resulting in a small attendance area for centrally-located Hansen Elementary compared to the other three elementary schools. The highest density of elementary school students in the western half of the district is in the area southwest of Garfield Elementary, east of McLane Elementary, and south of Hansen Elementary. Under Scenario 1, Garfield Elementary would expand to include much of this area, resulting in a sharp increase in enrollment compared to current conditions. It is likely that the current attendance area boundaries for Garfield, Hansen, and L.P. Brown elementary schools were drawn, at least in part, to help balance enrollment between the three schools.

Scenario 2: Balanced Middle School Utilization

Boundary realignment under Scenario 2 resulted in slightly more balanced utilization at middle schools compared to existing conditions. Under Scenario 2, all middle schools have a utilization rate in the range of 72-83% of permanent capacity (70-79% of combined permanent and portable capacity). The median middle school utilization rate increased from 76% of permanent capacity to 79% (from 70% to 71% of combined permanent and portable capacity). Among elementary schools, utilization increased at Garfield, Hansen, and Madison elementary schools but decreased at L.P. Brown, McLane, and Pioneer.

Exhibit 14. Boundary Scenario Analysis – School Utilization (Permanent Capacity Only)

	Existing Attendance Area Boundaries		Boundary Scenario 1: Efficient Travel		Boundary Scenario 2: Middle School Balance	
School Name	Student Headcount*	Utilization Rate**	Projected Headcount	Utilization Rate**	Projected Headcount	Utilization Rate**
Elementary Schools						
Boston Harbor	169	85%	151	76%	169	85%
Centennial	412	72%	451	79%	412	72%
Garfield	305	63%	557	115%	386	80%
Hansen	367	55%	235	35%	423	63%
LP Brown	326	75%	218	50%	239	55%
Lincoln	299	92%	298	92%	299	92%
Madison	205	68%	283	94%	235	78%
McKenny	321	64%	371	74%	321	64%
McLane	421	76%	409	74%	371	67%
Pioneer	389	65%	341	57%	359	60%
Roosevelt	391	69%	291	51%	391	69%
Middle Schools						
Jefferson	446	68%	568	86%	515	78%
Marshall	490	84%	369	64%	459	79%
Reeves	398	67%	378	64%	429	72%
Washington	728	92%	747	94%	659	83%
High Schools						
Avanti	176	59%	176	59%	176	59%
Capital	1,293	80%	1,295	80%	1,374	85%
Olympia	1,941	98%	1,939	98%	1,860	94%
K-12 Schools						
ORLA***	682	109%	682	109%	682	109%
District Total	**9,759**		**9,759**		**9,759**	

Notes: *Reflects school headcount enrollment as documented by OSD Student Information Data as of March 6, 2026
**Utilization rate calculation does not include capacity from portables.
***ORLA headcount enrollment includes H-Connect students.
Sources: OSD (2025-2026 headcount enrollment, permanent and portable planning capacity); BERK (utilization rate).

Exhibit 15. Boundary Scenario Analysis – School Utilization (Permanent + Portable Capacity)

	Existing Attendance Area Boundaries		Boundary Scenario 1: Efficient Travel		Boundary Scenario 2: Middle School Balance	
School Name	Student Headcount*	Utilization Rate**	Projected Headcount	Utilization Rate**	Projected Headcount	Utilization Rate**
Elementary Schools						
Boston Harbor	169	56%	151	50%	169	56%
Centennial	412	59%	451	65%	412	59%
Garfield	305	57%	557	104%	386	72%
Hansen	367	45%	235	29%	423	52%
LP Brown	326	67%	218	45%	239	49%
Lincoln	299	92%	298	92%	299	92%
Madison	205	59%	283	81%	235	67%
McKenny	321	54%	371	62%	321	54%
McLane	421	73%	409	71%	371	64%
Pioneer	389	65%	341	57%	359	60%
Roosevelt	391	69%	291	51%	391	69%
Middle Schools						
Jefferson	446	61%	568	78%	515	71%
Marshall	490	76%	369	57%	459	71%
Reeves	398	65%	378	62%	429	70%
Washington	728	87%	747	89%	659	79%
High Schools						
Avanti	176	59%	176	59%	176	59%
Capital	1,293	77%	1,295	77%	1,374	81%
Olympia	1,941	98%	1,939	98%	1,860	94%
K-12 Schools						
ORLA***	682	109%	682	109%	682	109%
District Total	**9,759**		**9,759**		**9,759**	

Notes: *Reflects school headcount enrollment as documented by OSD Student Information Data as of March 6, 2026
**Utilization rate calculation includes capacity from portables.
***ORLA headcount enrollment includes H-Connect students.
Sources: OSD (2025-2026 headcount enrollment, permanent and portable planning capacity); BERK (utilization rate).

Resident Student Proximity

BERK evaluated the effects of each boundary scenario on student proximity and travel efficiency by calculating the number of students attending each school and living in the attendance area who live closer to another school (similar to *Exhibit 11*). A comparison of the boundary scenarios to existing conditions is provided in *Exhibit 16*.

Scenario 1: Efficient Travel

Consistent with its intent, Scenario 1 improved or maintained current levels of student travel efficiency at most elementary schools, including significant improvements at Hansen, L.P. Brown, Madison, and Roosevelt elementary schools. At the middle school level, travel efficiency improved at Marshall, Reeves, and Washington middle schools, but resident students living closer to another school increased at Jefferson Middle School. This increase is likely the result of expanding L.P. Brown Elementary's attendance area into the northern portion of Hansen Elementary's current attendance area. While this boundary realignment decreases travel time for elementary students, middle school students in this area would now attend Jefferson Middle School instead of Marshall Middle School, which is closer.

Scenario 2: Balanced Middle School Utilization

Scenario 2 would improve or maintain current levels of travel efficiency at most elementary schools, including L.P. Brown Elementary, but it would decrease travel efficiency for students at Hansen Elementary and Madison Elementary. Under Scenario 2, more than half of Hansen's resident students would live closer to another elementary school, and this percentage would increase from 26% to 36% at Madison Elementary.

At the middle school level, travel efficiency would improve slightly at Marshall and Washington middle schools and decrease at Jefferson and Reeves middle schools. To increase enrollment at Jefferson and Reeves middle schools, Scenario 2 expanded the attendance areas of these schools to include territory currently served by Marshall and Washington middle schools, which would result in corresponding increases in travel time.

Exhibit 16. Boundary Scenario Analysis – Student Proximity to School

	Existing Attendance Area Boundaries		Boundary Scenario 1: Efficient Travel		Boundary Scenario 2: Middle School Balance	
School Name	Resident Students Living Closer to Another School	Percent of Headcount Enrollment	Resident Students Living Closer to Another School	Percent of Headcount Enrollment	Resident Students Living Closer to Another School	Percent of Headcount Enrollment
Elementary Schools						
Boston Harbor	22	13%	4	3%	22	13%
Centennial	6	1%	4	1%	6	1%
Garfield	15	5%	1	<1%	0	0%
Hansen	170	46%	2	1%	237	56%
LP Brown	161	49%	2	1%	76	32%
Lincoln	22	7%	10	3%	22	7%
Madison	53	26%	12	4%	84	36%
McKenny	35	11%	40	11%	35	11%
McLane	78	19%	48	12%	67	18%
Pioneer	57	15%	4	1%	57	16%
Roosevelt	106	27%	0	0%	106	27%
Middle Schools						
Jefferson	83	19%	116	20%	121	23%
Marshall	141	29%	50	14%	114	25%
Reeves	113	28%	86	23%	144	34%
Washington	14	2%	5	1%	0	0%
High Schools						
Capital	5	<1%	5	<1%	80	6%
Olympia	282	15%	280	14%	275	15%

Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Student Demographics

The following exhibits compare demographic characteristics for each school under the boundary revision scenarios to current conditions. Specifically, this section examines the effects of boundary realignment on the composition of each school's student body with respect to race and ethnicity, household income, primary language, and enrollment in special education programs.

Both boundary revision scenarios resulted in relatively minor changes to each school's student demographics, especially at the middle school and high school level, where school enrollments are larger. Changes specific to each scenario are described below.

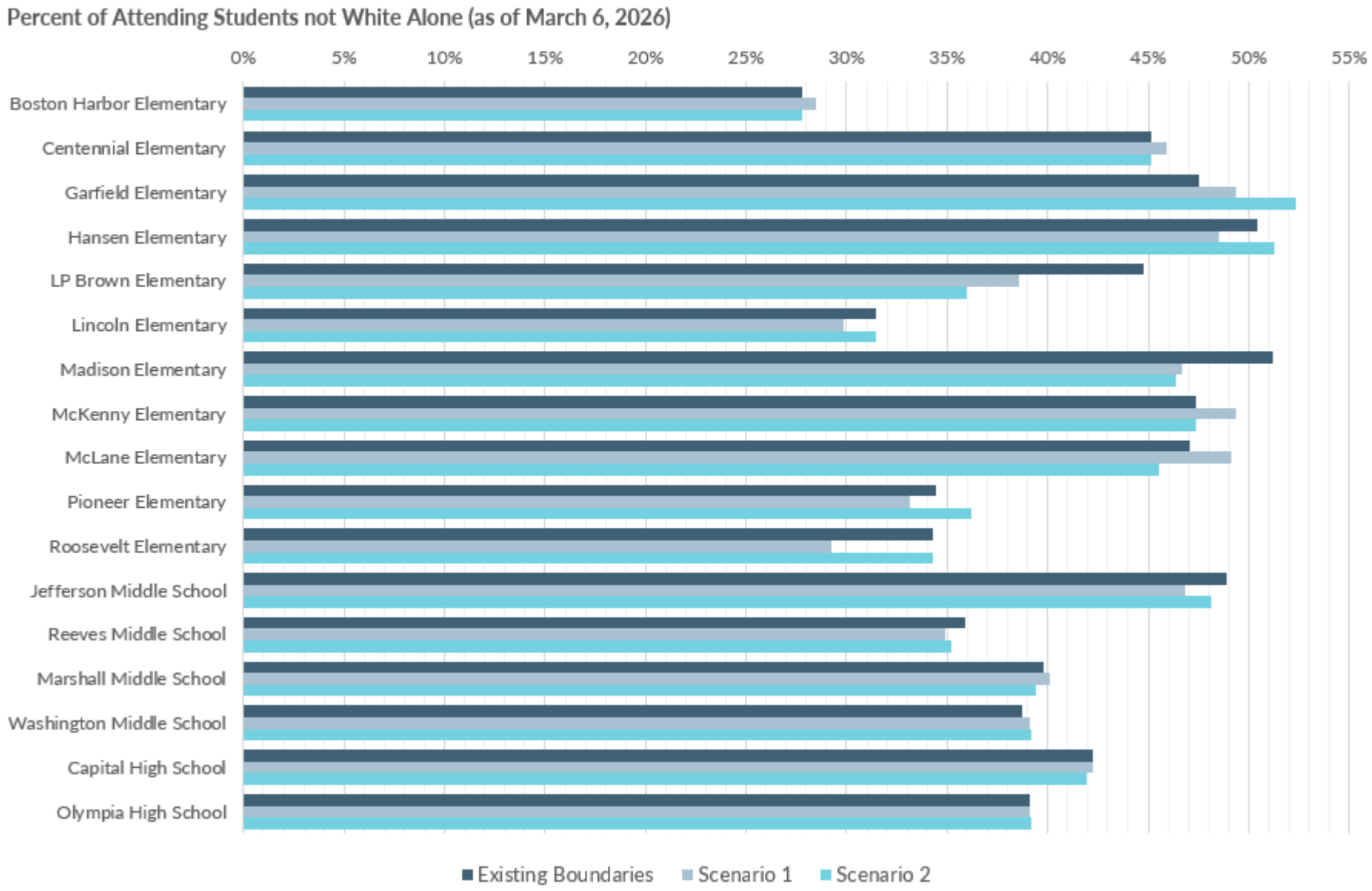
Scenario 1: Efficient Travel

- The percentage of students who are not classified as White alone decreased by 6 percentage points at L.P Brown Elementary, by 5 percentage points at Roosevelt Elementary, and by 4 percentage points at Madison Elementary. Other schools remained within 1-2 percentage points of existing conditions.
- The proportion of students from low-income households increased at Madison Elementary (from 44% to 50%), McLane Elementary (from 36% to 43%), and Garfield Elementary (from 60% to 62%). This proportion dropped from 58% to 37% at L.P. Brown Elementary and from 46% to 39% at Hansen Elementary. Other schools remained within 1-2 percentage points of existing conditions.
- Scenario 1 slightly increased the proportion of students whose primary language is not English at Centennial, Garfield, Hansen, and McKenny elementary schools, as well as Washington Middle School. This proportion decreased or remained stable at other schools.
- Under Scenario 1, the number of students enrolled in Special Education programs at Garfield Elementary increased by nearly 75% (73 students). Madison Elementary's Special Education enrollment also increased by 58% (25 students). This increase is generally related to the increased size of these attendance areas under Scenario 1. Special Education enrollment decreased at schools whose attendance areas were reduced, such as Hansen Elementary and L.P. Brown Elementary.

Scenario 2: Balanced Middle School Utilization

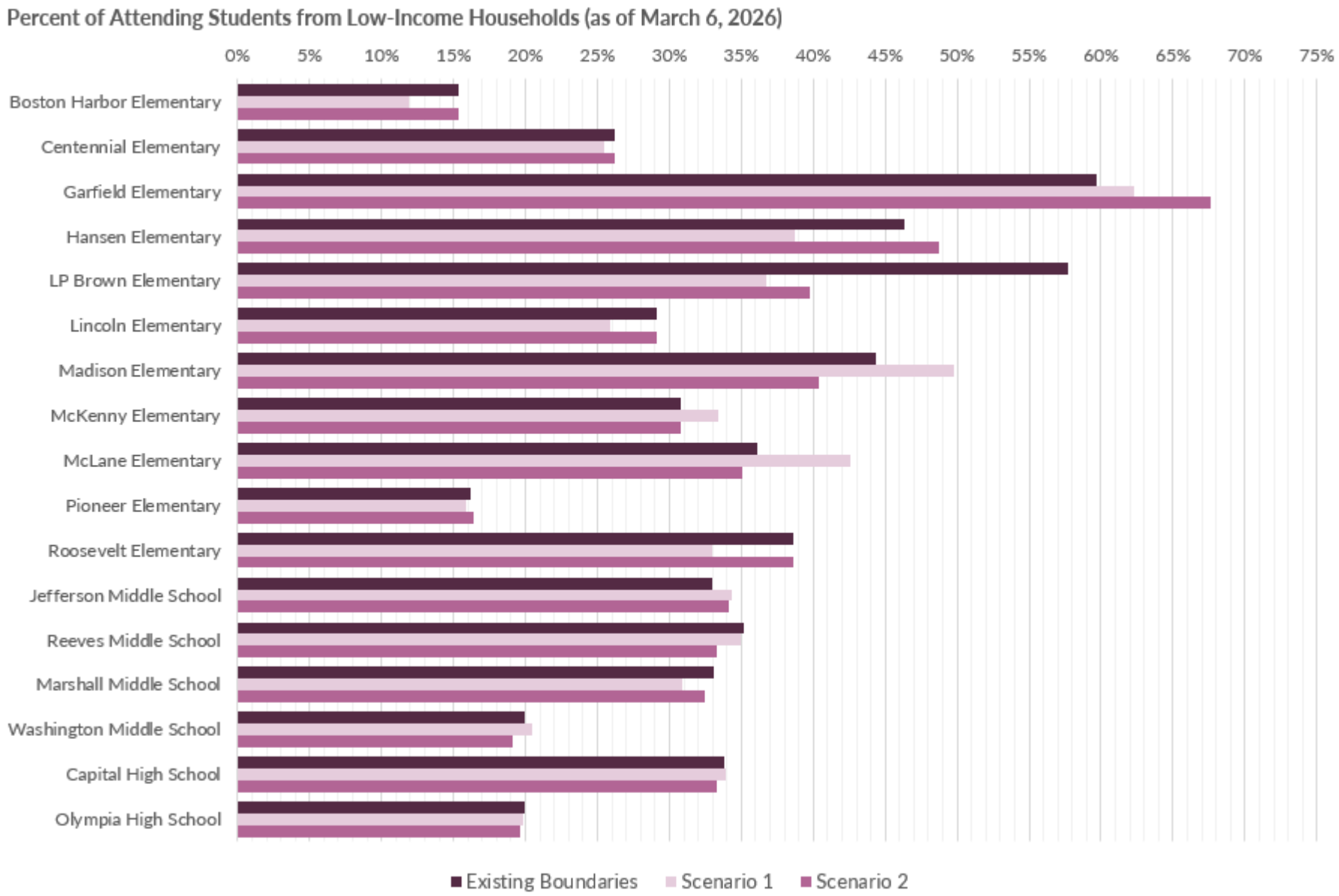
- Scenario 2 increased the proportion of students not classified as White alone at fewer schools than Scenario 1, but Garfield Elementary's percentage increased from 48% to 52%, and Hansen Elementary increased from 50% to 51%.
- At Garfield Elementary, the proportion of students from low-income households increased from 60% to 68%, the highest percentage of any school in the district.
- At most schools, Scenario 2 had minor effects on the percentage of students with a primary language other than English. At Garfield Elementary, this percentage increased from 5% to 7%.
- Similar to Scenario 1, changes in Special Education enrollment under Scenario 2 were most pronounced where attendance areas expanded or shrank. Garfield Elementary experienced the largest increase, though to a lesser degree than under Scenario 1.

Exhibit 17. Boundary Scenario Analysis – Student Demographics (Race and Ethnicity)



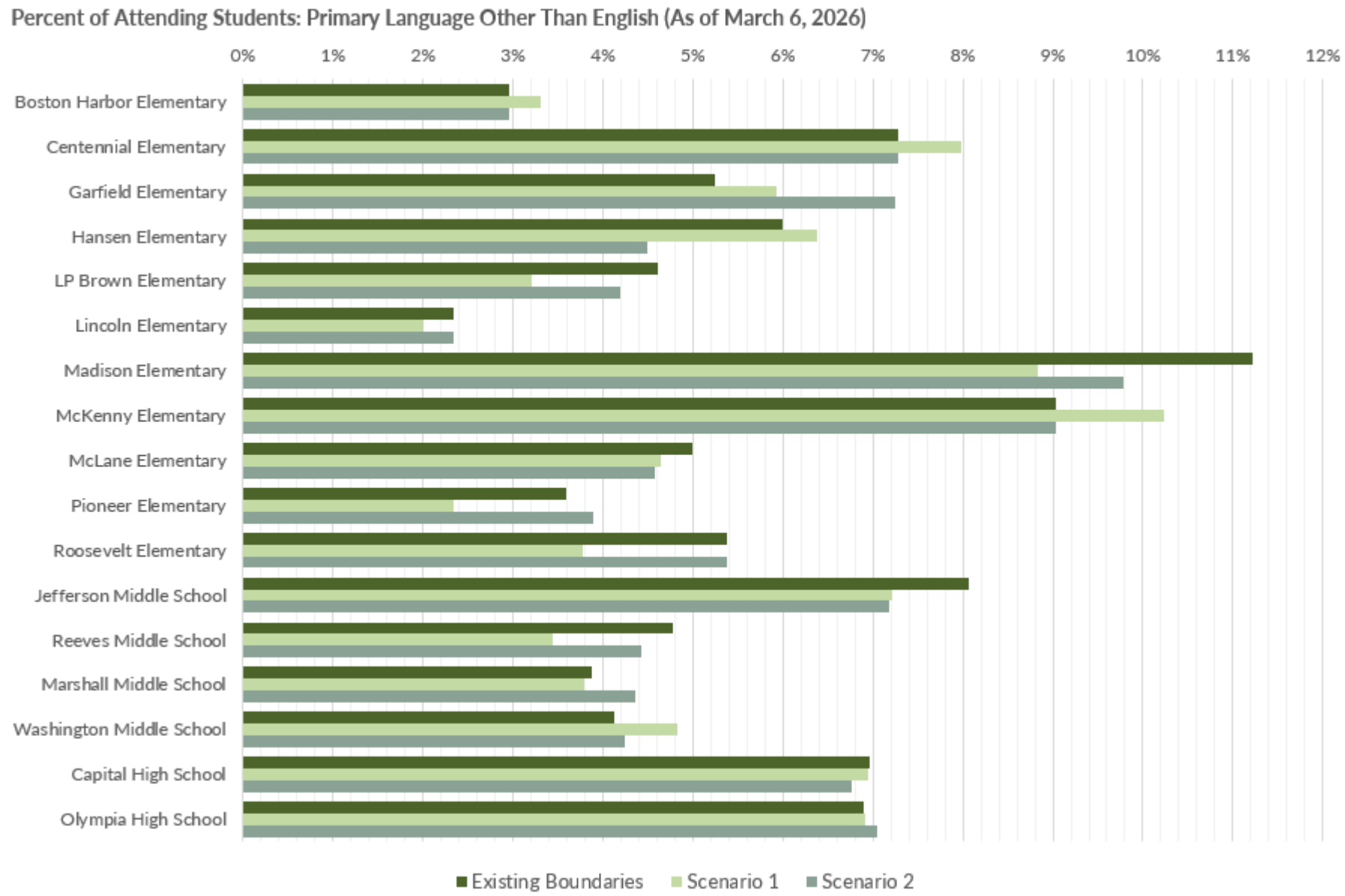
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Exhibit 18. Boundary Scenario Analysis – Student Demographics (Household Income)



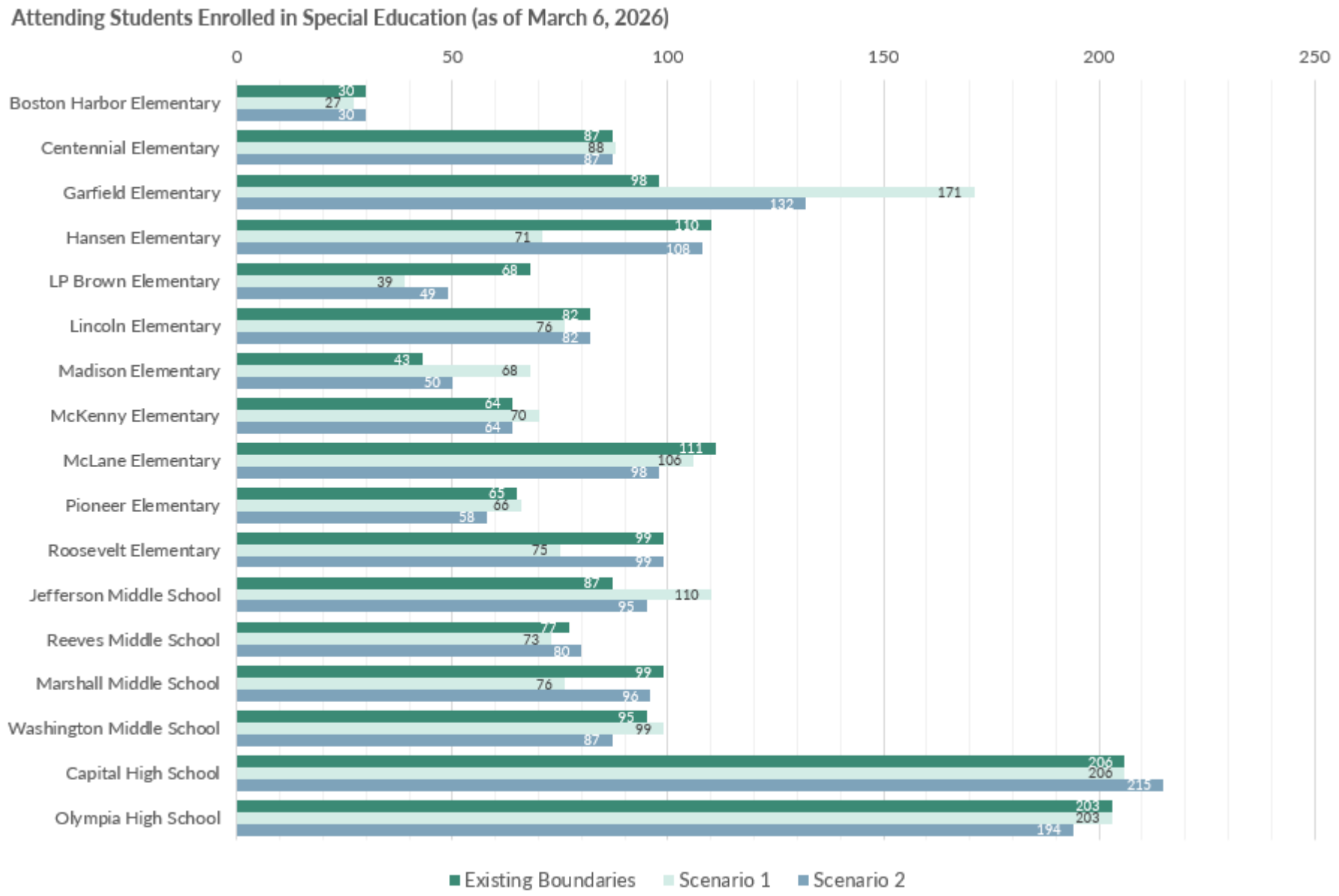
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Exhibit 19. Boundary Scenario Analysis – Student Demographics (Language)



Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Exhibit 20. Boundary Scenario Analysis – Student Demographics (Special Education)



Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Findings and Recommendations

Travel Efficiency and Student Proximity

Evaluation of the District's existing attendance area boundaries and analysis of the two boundary revision scenarios indicates that some potential benefits could be achieved through boundary realignment. Specifically, student travel efficiency could be improved through targeted boundary adjustments, particularly in the western half of the district (Jefferson and Marshall middle school attendance areas). However, any boundary realignments affecting Garfield, Hansen, or L.P. Brown elementary schools should carefully consider local demographic factors, as demonstrated by the analysis of Scenario 2.

School Capacity and Utilization

As demonstrated by this analysis, boundary realignments could potentially provide more balanced enrollment between schools, but this may not result in a net benefit for the District. Boundary realignment is most effective when enrollment can be shifted from highly utilized schools to underutilized schools, allowing for more efficient operations and avoiding overcrowding. As described in the Situation Assessment section of this report, almost all OSD schools are currently utilized below the target rate of 80%. More evenly distributing the current student population is likely to exacerbate this issue. As shown in *Exhibit 21*, current elementary enrollment is equal to approximately 69% of permanent elementary school capacity (62% if portables are considered), and middle school enrollment is equal to approximately 79% of permanent capacity (73% with portables).

Exhibit 21. School Utilization by School Type

	Current Enrollment	Permanent Space		Portable	Permanent + Portable	
School Type	March 2026 Headcount	Planning Capacity	Utilization Rate	Planning Capacity	Planning Capacity	Utilization Rate
Elementary Schools	3,605	5,205	69%	650	5,855	62%
Middle Schools	2,062	2,625	79%	201	2,827	73%
High Schools	3,410	3,899	87%	67	3,966	86%
District Total*	**9,077**	**11,730**	**77%**	**918**	**12,648**	**72%**

Notes: *Excludes ORLA enrollment.
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Exhibit 22 shows the level of school capacity necessary to accommodate current student enrollment at the target utilization rate of 80%. The District currently has a surplus of capacity at the elementary and middle school levels and a deficit of capacity at the high school level. Overall student headcount enrollment for OSD is projected to decline by an average of 1% per year over the next eight years. This

equates to a decrease in total headcount of over 900 students by the 2033-34 school year. As described in the Situation Assessment section of this report, enrollment is projected to decline most rapidly at the elementary school level, with middle schools and high schools being affected later as the current elementary student cohorts progress through grade levels over time.

Exhibit 22. School Capacity Relative to Facility Utilization Target

School Type	March 2026 Headcount	Utilization Target	Capacity Required	Permanent Space		Permanent + Portable	
				Planning Capacity Available	Capacity Surplus/ Deficit	Planning Capacity Available	Capacity Surplus/ Deficit
Elementary Schools	3,605	80%	4,506	5,205	+699	5,855	+1,349
Middle Schools	2,062	80%	2,578	2,625	+49	2,827	+250
High Schools	3,410	80%	4,263	3,899	-364	3,966	-297
District Total*	**9,077**		**11,346**	**11,730**	**+384**	**12,648**	**+1,302**

Notes: *Excludes ORLA enrollment.
Sources: OSD Student Information Data as of March 6, 2026; BERK, 2026.

Recommendations

As described in the previous sections, the District may be able to realize some benefits through targeted boundary realignment. Specifically, this analysis recommends further consideration of boundary adjustments to promote greater travel efficiency and allow more students to attend the school closest to their home. However, due to prevailing low school utilization rates, this analysis cannot conclude that realignment of attendance area boundaries would be significantly beneficial to the District for purposes of rebalancing student enrollment between schools. Likewise, operational and staffing efficiency is unlikely to benefit from boundary realignment due to the ongoing trend of declining enrollment, which cannot be reversed through attendance area boundary optimization.

Other potential strategies to address low school utilization could include the following:

- **Review of District Policies Regarding In-District Transfers:** As shown in *Exhibit 11*, some schools accept significant numbers of students from outside their attendance areas. The District could consider revising its policies to direct more students to the schools that serve the attendance areas in which they live. While this would not address broader trends like declining enrollment, it could increase the efficacy of any future revisions to attendance area boundaries.
- **Grade Reconfiguration:** In 2023, the District retained consultants to conduct a School Facility Efficiency analysis[5]. One option presented in the analysis was reconfiguring grades to allow for more efficient delivery of services and use of special programs.

[5] Olympia School District – School Facility Efficiency Report and CAC Findings, November 2023.

- **School Consolidation:** As described in the previous sections, many of the District's schools are currently underutilized, and declining student enrollment is projected to further decrease utilization rates. While school consolidation was not within the scope of this boundary analysis, assigning students to a smaller number of schools could potentially address facility utilization concerns and allow for more efficient delivery of services to students. The District has studied this option as part of previous facility planning efforts and could do so again.