

2025 CAPITAL FACILITIES PLAN



ADOPTED: 6/10/2025
RESOLUTION NO: 1240

KC STRC - REV. 2

The Issaquah School District No. 411 hereby provides this Capital Facilities Plan documenting present and future school facility requirements of the District. The plan contains all elements required by the Growth Management Act and King County Council Ordinance 21-A.

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EXECUTIVE SUMMARY

This Six-Year Capital Facilities Plan (the "Plan") has been prepared by the Issaquah School District (the "District") as the District's primary facility planning document for the period 2025–2031. The Plan is prepared in compliance with the Washington State Growth Management Act (GMA) and King County Council Code Title 21A. The GMA, enacted in 1990, requires fast-growing counties and cities to develop comprehensive plans to manage population growth, protect natural resources, and coordinate land use with public infrastructure—including schools. Under the GMA, school districts are required to plan for future facility needs and demonstrate that adequate capacity exists to support projected development. This Plan incorporates enrollment projections, facility capacities, and known development trends using the most current data available as of April 2025.

This Plan represents an update to previously adopted long-term Capital Facilities Plans. While it serves as the District's primary planning document for the six-year period, it is not intended to provide a static or exhaustive response to all facility needs. The District actively monitors enrollment trends, development activity, facility utilization, and educational program changes, and adjusts planning efforts to respond to evolving conditions. As necessary, the District may develop interim or supplemental long-range Capital Facilities Plans consistent with Board policy and informed by updated data and forecasts. All such plans will align with the overall direction and framework provided in this Six-Year Capital Facilities Plan.

In June 1992, the District first requested that King County impose and collect school impact fees on new developments in unincorporated areas. The King County Council adopted the District's initial plan and implementing ordinance on November 16, 1992. This Plan represents the District's annual update to the Six-Year Capital Facilities Plan.

King County and the cities of Issaquah, Renton, Bellevue, Newcastle, and Sammamish currently collect school impact fees on behalf of the District. Most jurisdictions provide exemptions for senior housing and certain types of low-income housing.

In accordance with the requirements of the Growth Management Act, the District will continue to update this Plan on an annual basis, with adjustments to the fee schedule(s) as needed to reflect current data and conditions.

STANDARD OF SERVICE

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 State-mandated requirements and locally adopted programming decisions relevant to grade configuration, optimal facility size, class size, educational program offerings, as well as classroom utilization and scheduling requirements and use of re-locatable classroom facilities (portables).

Class sizes vary by grade level and program to reflect the differing instructional needs of students, including those in special education and highly capable programs. The Issaquah School Board has established local class size standards, which are maintained through the use of local levy funds. The District uses an average class size of 20 students for grades K–5, 26 students for grades 6–8, and 28 students for grades 9–12 when calculating building capacities. Special education class sizes are based on an average of 12 students per classroom. The District has offered Full-Day Kindergarten since the 2016–2017 school year. For the purposes of capacity analysis, rooms designated for special use, consistent with King County Council Code Title 21A, are excluded from classroom counts.

Invariably, some classrooms will have student loads greater in number than this average level of service and some will be smaller. Program demands, state and federal requirements, collective bargaining agreements, and available funding may also affect this level of service in the years to come. Due to these variables, a utilization factor of 95% is used to adjust design capacities to what a building may actually accommodate. Historically, in Capital Facilities Plans, the ISD has used a utilization rate of 95% which is very conservative. Other districts use utilization rates between 70% to 85%. Lower utilization rates have the effect of showing less capacity.

Portables used as classrooms accommodate enrollment increases for interim purposes until permanent classrooms are available. In addition to serving temporary capacity needs, portables also provide flexible instructional space that can be adapted to changing programmatic or scheduling requirements. When permanent facilities become available, portables may be relocated to other school sites to address emerging needs or removed from service, depending on long-term facility planning.

The District currently has one undeveloped site, planned for a new high school and future elementary school. The State does not provide funding for property purchases.

The District's voters approved the 2016 Bond to provide funding for a new high school, new middle school, two new elementary schools, a rebuild/expansion of an existing middle school and additions to six existing elementary schools. All of those projects are now complete with the exception of the new high school and one new elementary school. The new high school is discussed further in this Capital Facilities Plan and will require additional funding sources. The new elementary school is on indefinite hold until capacity at the elementary level is needed.

In 2022 voters approved a capital levy in amount of \$44,000,000 to help pay for the new comprehensive high school. Unfortunately, due to construction cost escalation from conditions surrounding the pandemic, this amount plus other capital funds the district already had, was still not sufficient to build the full comprehensive high school as planned and designed. The District is currently working through a plan to build a portion of the new high using the funds from the previously approved levy and other dedicated capital funds. This plan would help alleviate some of the overcrowding at the high school level but would not solve the issue entirely.

WHEN TO CONSTRUCT A NEW BUILDING

The Issaquah School District Capital Facilities Plan proposes construction of a new high school to meet capacity needs at the high school level related to recent enrollment growth. The District in recent years, funded by the 2016 Bond, completed construction of a new elementary school, Cedar Trails Elementary School, a new middle school, Cougar Mountain Middle School, as well as additions at several elementary schools, all to help address recent growth needs. The need for new schools and school additions is triggered by comparing our enrollment forecasts with our permanent capacity figures. These forecasts are by grade level and, to the extent possible, by geography. The analysis provides a list of new construction needed by school year.

The decision on when to construct a new facility involves factors other than verified need. Funding is the most serious consideration. Factors including the potential tax rate for our citizens, the availability of state funds and impact fees, the ability to acquire land, and the ability to pass bonds and capital levies determine when any new facility can be constructed. New school facilities are a response, in part, to new housing which the county or cities have approved for construction.

The District's Six-Year Finance Plan is shown in Appendix A.

ENROLLMENT METHODOLOGY

Development Tracking and Student Generation Rates

In order to increase the accuracy and validity of enrollment projections, a major emphasis has been placed on the collection and tracking data of known new housing developments. This data provides two useful pieces of planning information. First, it is used to determine the actual number of students that are generated from a single family or multi-family residence. Secondly, it provides important information on the impact new housing developments will have on existing facilities and/or the need for additional facilities.

Developments that have been completed or are still selling houses are used to forecast the number of students who will attend our schools from future developments. The District used a third-party consultant to review recent development data and provide updated student generation rates for elementary school, middle school and high school student per new single-family residence and new multi-family housing. Updated rates are shown in Table 3.

Enrollment Methodology

The District uses two primary methods to estimate future student enrollment. These projections are inherently variable and are influenced by local land use decisions, market conditions, economic factors, and regional infrastructure improvements, including major transit projects. As such, the District analyzes a range of scenarios and, for planning purposes, adopts the high-range projection to ensure adequate capacity is available to meet potential growth.

1. The student 3-2-1 cohort survival method. Examine Issaquah School District enrollments for the last 5 years and determine the average cohort survival for the consecutive five-year period. Because cohort survival does not consider students generated from new development it is a conservative projection of actual enrollment. For the same reason, these projections are also slow to react to actual growth. The cohort method is also hampered by the fact that it does not account for anomalies affecting enrollment (i.e., the Covid-19 pandemic, temporary remote learning and the variations in the transition back to in-person learning).
2. Based on information from King County, realtors, developers, etc., the District seeks to establish the number of new dwelling units that will be sold each year and converts those units to new students based on the following:
 - a) The number of actual new students as a percentage of actual new dwellings for the past several years. (The student generation factors are shown in Table 3)
 - b) Determine the actual distribution of new students by grade level for the past several years, i.e., 5% to kindergarten, 10% to first grade, 2% to 11th grade, etc.
 - c) Based on an examination of the history shown by (a) and (b) above, establish the most likely factor to apply to the projected new dwellings.

After applying these methods, current enrollment is moved forward year-by-year, with adjustments for anticipated new students.

It is important to note that while new housing typically signals growth, enrollment may decline even as population increases. This occurs as communities mature, resulting in fewer young children per household. To address this, the District monitors the number of school-age children per dwelling and adjusts projections accordingly, particularly at the kindergarten level. However, no precise statistical formula currently exists to capture these shifts perfectly.

ENROLLMENT METHODOLOGY (cont.)

Past experience has shown that cohort-based projections tend to be more accurate over longer periods (e.g., 10 years), while development-based projections are more reliable in the short term. Recognizing this, the District examines both methods and adopts a projection range. For planning purposes, the high projection is used to ensure the District is prepared to meet growth-related facility needs (Table 1A).

Enrollment projections for the 2025–26 through 2030–31 school years are provided in Table 1. Although modest increases are anticipated during this period, the District does not expect to return to historical peak enrollment levels in the near term. Several factors are expected to influence future enrollment, including:

- Market conditions, such as housing supply and affordability
- Regional labor trends that affect family relocation and job accessibility
- Residential development activity within the District's boundaries
- Major infrastructure projects, particularly the planned Sound Transit light rail extension to the City of Issaquah, which is likely to:
 - Increase residential density near transit stations
 - Attract new families due to enhanced commuter access
 - Contribute to long-term enrollment growth beyond the current six-year planning horizon

The City of Issaquah's 2044 Comprehensive Plan anticipates zoning and infrastructure to support more than 14,000 new housing units, with 3,500 targeted by 2044. These units, concentrated in areas such as Central Issaquah and the Issaquah Highlands, are expected to impact school enrollment over the next two decades. While substantial increases in student population are not expected within the current six-year planning horizon, significant growth is projected in the 15-to-20-year timeframe.

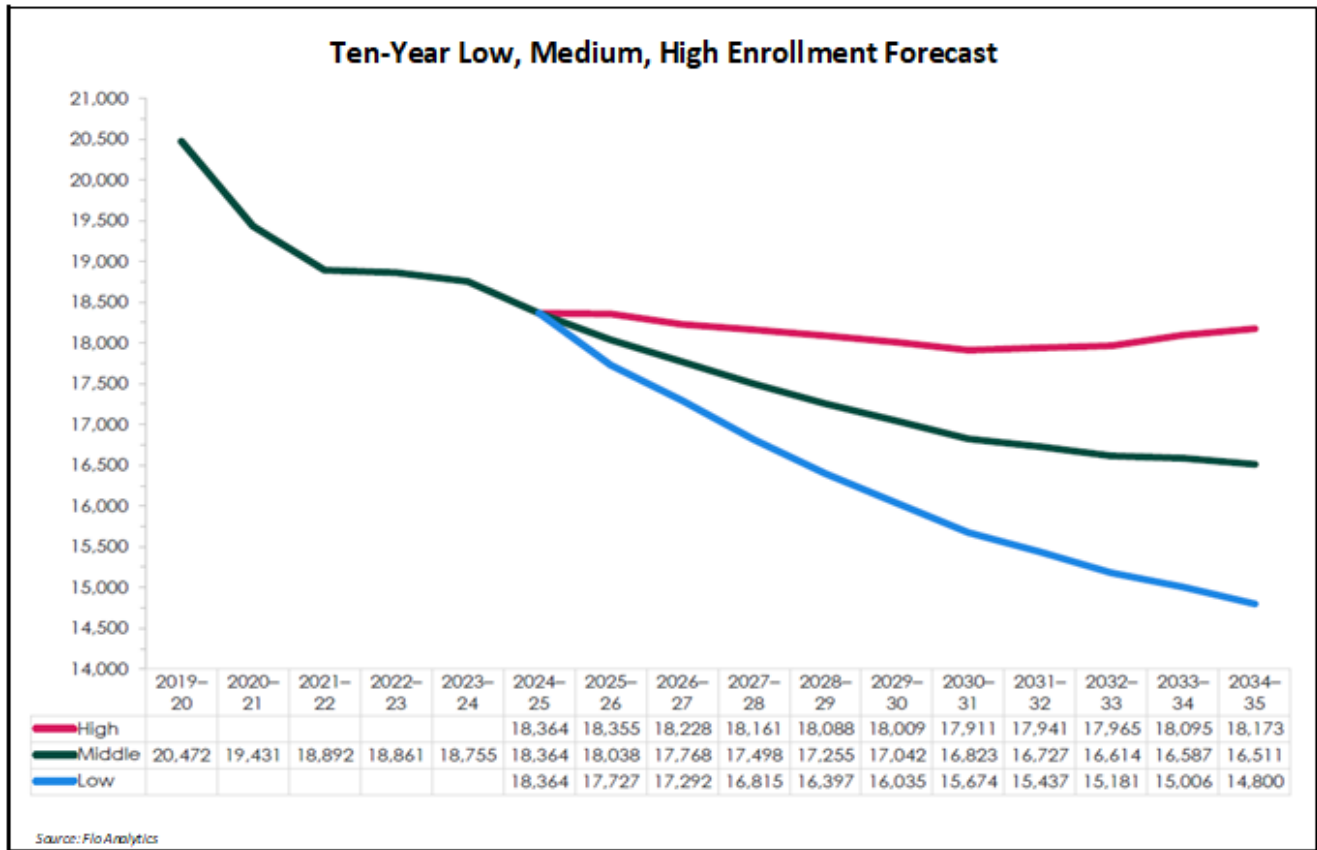
The District will continue to monitor local development activity, housing trends, and transit infrastructure plans to refine its projections and update future Capital Facilities Plans accordingly. Ongoing coordination with the City of Issaquah will be essential in planning for future school capacity, especially in areas of anticipated high-density development and transit access.

TABLE 1: ACTUAL STUDENT COUNTS & ENROLLMENT PROJECTIONS

ACTUAL STUDENT COUNTS: 2024-25
ENROLLMENT PROJECTIONS: 2025-26 THRU 2030-31

Six-Year Enrollment Projections							
	<u>2024-25*</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>	<u>2029-30</u>	<u>2030-31</u>
Kindergarten	1,130	1,163	1,159	1,200	1,166	1,153	1,178
Grade 1	1,178	1,218	1,245	1,280	1,326	1,288	1,274
Grade 2	1,322	1,232	1,265	1,312	1,349	1,397	1,357
Grade 3	1,439	1,389	1,285	1,319	1,368	1,407	1,457
Grade 4	1,355	1,467	1,407	1,301	1,336	1,385	1,424
Grade 5	1,447	1,393	1,497	1,436	1,328	1,364	1,414
Grade 6	1,413	1,473	1,407	1,499	1,438	1,328	1,366
Grade 7	1,540	1,439	1,487	1,399	1,491	1,430	1,321
Grade 8	1,506	1,565	1,452	1,478	1,391	1,482	1,421
Grade 9	1,577	1,549	1,598	1,483	1,509	1,420	1,513
Grade 10	1,629	1,582	1,542	1,600	1,484	1,510	1,421
Grade 11	1,445	1,515	1,459	1,453	1,507	1,398	1,422
Grade 12	1,383	1,370	1,425	1,401	1,395	1,447	1,343
Total Enrollment	18,364	18,355	18,228	18,161	18,088	18,009	17,911
Yearly Increase		(9)	(127)	(67)	(73)	(79)	(98)
Yearly Increase		-0.05%	-0.69%	-0.37%	-0.40%	-0.44%	-0.54%
Cumulative Increase		(9)	(136)	(203)	(276)	(355)	(453)
<p>* Actual headcount enrollment based on October 2024 count</p> <p>1. Number of District Certified Staff = 1,251 (source: Report 1801 Salary & Benefits by Program 2024-25)</p> <p>2. Average number of Full-time Equivalent Students (FTE) = 18,382 (excludes Running Start & ALE) (source: Report 1251 Summary of Full-time Equivalent Enrollment 2023-24)</p> <p>3. Actual Students Counts 2024-25 (source: Report P223 - 2024-25 Enrollment)</p> <p>4. Six-Year Enrollment Projections 2025-26 thru 2030-31 (source: Flo-Analytics High Enrollment Forecast)</p>							

TABLE 1A: 10-YEAR LOW, MEDIUM, HIGH ENROLLMENT FORECAST



The District uses the high enrollment forecast shown in the chart above as the basis for long-range facilities planning. While actual enrollment may align more closely with medium or low projections over the short term, relying on the high projection allows the District to proactively address potential capacity needs and avoid underbuilding in the face of uncertain future growth. This approach ensures that school facilities can accommodate increases in student population that may result from market conditions, housing development, or regional infrastructure projects. Using the high forecast reflects a conservative and responsible planning strategy that prioritizes preparedness and long-term flexibility.

TABLE 2: ENROLLMENT HISTORY

10-Year Enrollment History*										
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Kindergarten	1,329	1,413	1,460	1,346	1,458	1,128	1,173	1,215	1,115	1,130
Grade 1	1,551	1,484	1,562	1,522	1,468	1,444	1,241	1,332	1,331	1,178
Grade 2	1,558	1,626	1,537	1,591	1,594	1,401	1,404	1,298	1,381	1,322
Grade 3	1,615	1,610	1,693	1,557	1,654	1,532	1,393	1,443	1,365	1,439
Grade 4	1,550	1,651	1,641	1,720	1,606	1,593	1,496	1,409	1,452	1,355
Grade 5	1,584	1,605	1,680	1,647	1,744	1,534	1,520	1,531	1,432	1,447
Grade 6	1,602	1,628	1,629	1,724	1,684	1,671	1,528	1,528	1,544	1,413
Grade 7	1,555	1,629	1,658	1,634	1,734	1,624	1,603	1,538	1,524	1,540
Grade 8	1,521	1,589	1,653	1,642	1,653	1,686	1,586	1,600	1,557	1,506
Grade 9	1,474	1,567	1,630	1,680	1,654	1,631	1,656	1,593	1,633	1,577
Grade 10	1,494	1,477	1,549	1,571	1,630	1,603	1,579	1,601	1,589	1,629
Grade 11	1,216	1,357	1,317	1,389	1,371	1,372	1,431	1,445	1,473	1,445
Grade 12	1,202	1,124	1,260	1,173	1,222	1,212	1,282	1,328	1,359	1,383
Total Enrollment	19,251	19,760	20,269	20,196	20,472	19,431	18,892	18,861	18,755	18,364
Yearly Change		509	509	(73)	276	(1,041)	(539)	(31)	(106)	(391)
*October 1st Headcount										
Source: P223 Enrollment										

The 10-Year Enrollment History table provides critical context for interpreting the six-year enrollment projections presented in Table 1. These historical headcounts, based on October 1st data, illustrate key enrollment trends, including a peak in 2019–20, a decline during the COVID-19 pandemic, and modest stabilization in recent years. It is important to clarify that the high projection presented in Table 1 does not rely solely on a traditional cohort progression model, where student counts are advanced from grade to grade based strictly on historical trends. Instead, the high forecast incorporates additional factors such as projected housing development, updated student generation rates, and regional influences—including the planned Sound Transit light rail extension into Issaquah. This approach allows the District to plan proactively for potential enrollment increases that may arise from new residential growth and infrastructure investments, ensuring school facilities can accommodate a range of future scenarios.

TABLE 3: STUDENT FACTORS – SINGLE FAMILY & MULTI-FAMILY

Table 1: K–12 Students by Grade Group per Housing Unit Built 2018–2022

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family	1,170	400	171	179	750	0.342	0.146	0.153	0.641
Multifamily ^(a)	1,223	105	49	40	194	0.086	0.040	0.033	0.159

Notes

Housing units built in 2023 are excluded, because they may not have been completed and occupied by October 2023.

King County code Title 21A.43 defines the housing types as such, “single family units shall mean single detached dwelling units, and multi-family units shall mean townhouses and apartments.”

(a) The multifamily category includes all structures with five or more housing units and the following structure types: townhome, duplex, triplex, and fourplex.

Sources:

Issaquah School District 2023–24 headcount enrollment.

King County parcels and housing inventory.

Table Source: Flo-Analytics memorandum dated March 25, 2025

Table 1 provides student generation rates (SGRs) based on recent housing development within the District. These rates quantify the average number of students generated per new single-family and multi-family housing unit by grade level and are a critical input for projecting future enrollment and assessing the impact of residential growth on school facility needs.

INVENTORY AND EVALUATION OF CURRENT FACILITIES

Currently, using the 95% utilization factor, the District has the capacity to house 18,630 students in permanent facilities and an additional 4,688 students in portables. While portables are critical for meeting short-term enrollment fluctuations, they are not considered a viable long-term solution for capacity planning. For that reason, the District relies on its adjusted permanent capacity when determining growth-related needs.

The projected student enrollment for the 2025–26 school year is 18,355, leaving a modest districtwide surplus of 275 permanent seats. However, this overall surplus does not reflect the ongoing imbalance across grade levels. **High school enrollment continues to exceed permanent capacity**, and projections show that this pressure will persist throughout the six-year planning period. As a result, the District remains focused on identifying long-term solutions to address high school overcrowding, even as elementary and middle school capacity remains sufficient.

Calculations of elementary, middle school, and high school capacities are provided in Appendices B, C, and D, respectively. These facility locations and sites are shown on the District Site Location Map.

EXISTING FACILITIES

LOCATION

GRADE SPAN K-5:

Apollo Elementary
Briarwood Elementary
Cascade Ridge Elementary
Cedar Trails Elementary
Challenger Elementary
Clark Elementary
Cougar Ridge Elementary
Creekside Elementary
Discovery Elementary
Endeavour Elementary
Grand Ridge Elementary
Issaquah Valley Elementary
Maple Hills Elementary
Newcastle Elementary
Sunny Hills Elementary
Sunset Elementary

15025 S.E. 117th Street, Renton
17020 S.E. 134th Street, Renton
2020 Trossachs Blvd. S.E., Sammamish
4399 Issaquah-Pine Lake Rd S.E. , Sammamish
25200 S.E. Klahanie Blvd., Issaquah
335 First Ave. S.E., Issaquah
4630 167th Ave. S.E., Bellevue
20777 SE 16th Street, Sammamish
2300 228th Ave. S.E., Sammamish
26205 S.E. Issaquah-Fall City Rd., Issaquah
1739 NE Park Drive, Issaquah
555 N.W. Holly Street, Issaquah
15644 204th Ave. S.E., Issaquah
8440 136th Ave S.E., Newcastle
3200 Issaquah-Pine Lake Rd. S.E., Sammamish
4229 W. Lk. Sammamish Pkwy. S.E., Issaquah

GRADE SPAN 6-8:

Beaver Lake Middle School
Cougar Mountain Middle School
Issaquah Middle School
Maywood Middle School
Pacific Cascade Middle School
Pine Lake Middle School

25025 S.E. 32nd Street, Issaquah
1929 NW Talus Dr, Issaquah
600 2nd Ave. Ave. S.E., Issaquah
14490 168th Ave. S.E., Renton
24635 SE Issaquah-Fall City Rd, Issaquah
3095 Issaquah-Pine Lake Rd., Sammamish

GRADE SPAN 9-12:

Issaquah High School
Liberty High School
Skyline High School
Gibson Ek High School

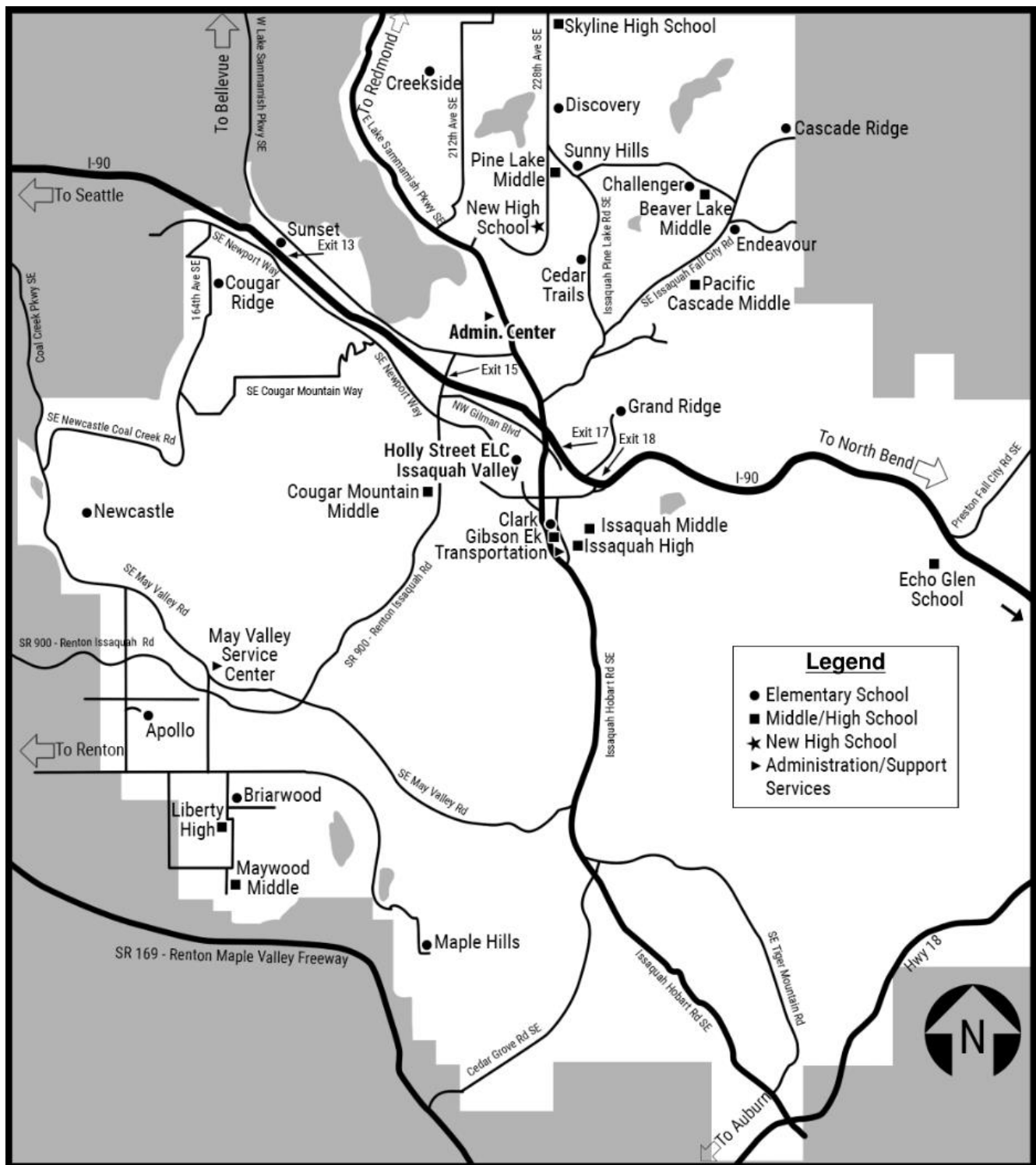
700 Second Ave. S.E., Issaquah
16655 S.E. 136th Street, Renton
1122 228th Ave. S.E., Sammamish
379 First Ave. S.E., Issaquah

SUPPORT SERVICES:

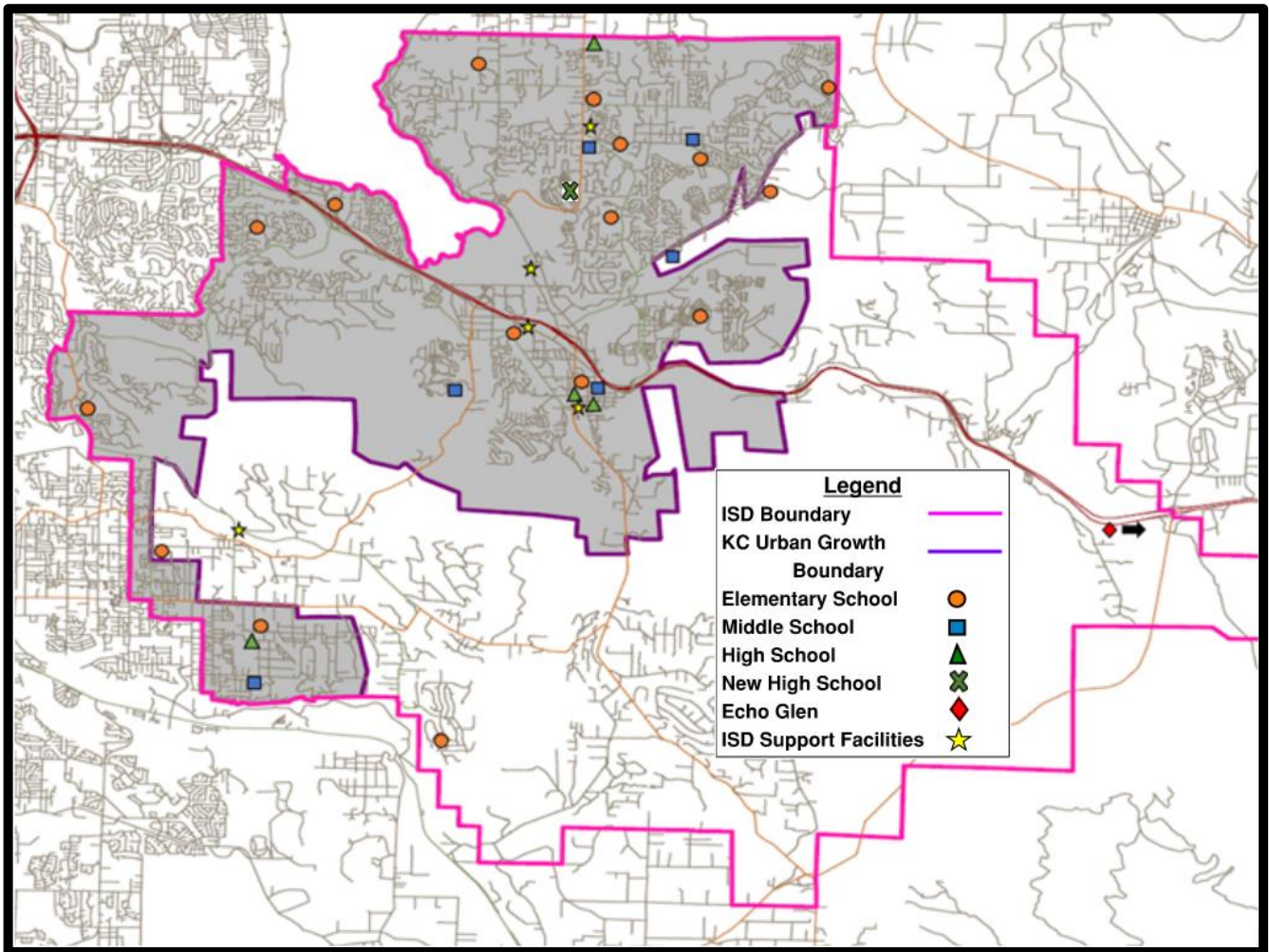
Administration Building
Holly Street Early Learning Center
May Valley Service Center
Transportation Center - Main
Transportation Center - Satellite

5150 220th Ave S.E., Issaquah
565 N.W. Holly Street, Issaquah
16404 S.E. May Valley Road, Renton
805 Second Avenue S.E., Issaquah
3402 228th Ave. S.E., Sammamish

SITE LOCATION MAP



URBAN GROWTH BOUNDARY MAP



SIX-YEAR CONSTRUCTION PLAN

The District's Six-Year Finance Plan is shown in Appendix A. State funding and impact fees are also not reliable sources of revenue for construction related projects. State funding is available only for certain qualifying school construction projects, with funds received only after the matched project is complete. Site acquisition and site improvements are not eligible to receive state matching funds. Impact fee revenue is dependent on growth activity and not always easy to predict. As a result, the District must also rely on voter-approved ballot measures to fund school construction.

Table 6 presents the District's projected capacity to accommodate high school students, including the addition of a new high school facility. In April 2016, voters approved a \$533 million bond to fund a range of capital projects, including land acquisition and construction of a new high school, a new middle school, two new elementary schools, the rebuild and expansion of an existing middle school, and additions to six existing elementary schools. To support the high school project further, voters passed a \$44 million capital levy in April 2022. These funds will be used to construct a new high school to alleviate overcrowding at existing campuses. The District also anticipates receiving State matching funds for the high school project, which will be applied back to the project.

TABLE 4: PROJECTED CAPACITY TO HOUSE ELEMENTARY SCHOOL STUDENTS

TABLE 4: PROJECTED CAPACITY TO HOUSE STUDENTS ELEMENTARY SCHOOLS						
	2025	2026	2027	2028	2029	2030
Permanent Capacity - Existing	9,224	9,224	9,224	9,224	9,224	9,224
Permanent Capacity - Future Added	0	0	0	0	0	0
Gross Totals	9,224	9,224	9,224	9,224	9,224	9,224
Permanent Capacity at 95% Utilization Rate	8,763	8,763	8,763	8,763	8,763	8,763
Projected Headcount Enrollment	7,862	7,858	7,848	7,873	7,994	8,104
Surplus/Deficit	901	905	915	890	769	659

Portable Classrooms Capacity	2,800	2,800	2,800	2,800	2,800	2,800
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1. Permanent Capacity calculations are based on the 95% utilization factors (See Appendix A).
2. Permanent capacity reflects the building's level of service design capacity.
3. The number of portables may be reduced as permanent capacity projects come on line and are open for instruction.

TABLE 5: PROJECTED CAPACITY TO HOUSE MIDDLE SCHOOL STUDENTS

TABLE 5: PROJECTED CAPACITY TO HOUSE STUDENTS MIDDLE SCHOOLS						
	2025	2026	2027	2028	2029	2030
Permanent Capacity - Existing	5,206	5,206	5,206	5,206	5,206	5,206
Permanent Capacity - Future Added	0	0	0	0	0	0
Gross Totals	5,206	5,206	5,206	5,206	5,206	5,206
Permanent Capacity at 95% Utilization Rate	4,946	4,946	4,946	4,946	4,946	4,946
Projected Headcount Enrollment	4,477	4,346	4,376	4,320	4,240	4,108
Surplus/Deficit	469	600	570	626	706	838

Portable Classrooms Capacity	936	936	936	936	936	936
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1. Permanent Capacity calculations are based on the 95% utilization factors (See Appendix A).
2. Permanent capacity reflects the building's level of service design capacity.
3. The number of portables may be reduced as permanent capacity projects come on line and are open for instruction.

TABLE 6: PROJECTED CAPACITY TO HOUSE HIGH SCHOOL STUDENTS

TABLE 6: PROJECTED CAPACITY TO HOUSE STUDENTS HIGH SCHOOLS						
	2025	2026	2027	2028	2029	2030
Permanent Capacity - Existing	5,180	5,180	5,180	5,836	5,836	5,836
Permanent Capacity - Future Added	0	0	656	0	0	0
Gross Totals	5,180	5,180	5,836	5,836	5,836	5,836
Permanent Capacity at 95% Utilization Rate	4,921	4,921	5,544	5,544	5,544	5,544
Projected Headcount Enrollment	6,016	6,024	5,937	5,895	5,775	5,699
Surplus/Deficit	-1,095	-1,103	-393	-351	-231	-155

Portable Classrooms Capacity	952	952	952	952	952	952
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1. Permanent Capacity calculations are based on the 95% utilization factors (See Appendix A).
2. Permanent capacity reflects the building's level of service design capacity.
3. The number of portables may be reduced as permanent capacity projects come on line and are open for instruction.

As shown in Table 6, the District's high school enrollment is projected to exceed existing permanent capacity beginning in 2025 and continuing through the 6-year planning period. In 2025 and 2026, the District is expected to operate with a permanent capacity deficit of over 1,000 students after accounting for a 95% utilization rate. To address this growing enrollment pressure, the District will add permanent capacity for 656 high school students in 2027 through the construction of a new high school facility. This added capacity significantly reduces the shortfall, bringing the permanent capacity deficit down to fewer than 400 students and continuing to narrow the gap through 2030. As needed to address capacity needs, before the high school addition is complete, the District may consider adjusting the building utilization factor to create additional interim capacity.

With this new capacity in place, the District will be positioned to phase out its reliance on portable classrooms. While portables will still be required in the short term, the addition of permanent space sets the stage for a gradual reduction in their use. This transition will enhance the learning environment and promote more equitable access to core instructional spaces and amenities. The strategy aligns with the District's long-term capital planning goals and its commitment to providing equitable, high-quality educational facilities across all attendance areas.

APPENDIX A: 6-YEAR FINANCE PLAN

BUILDING/PROJECT	¹ N / ² M	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Cost to Complete ⁴	SECURED LOCAL/STATE	UNSECURED LOCAL ³
New High School	N									
TOTALS		\$4,000,000	\$42,000,000	\$83,000,000	\$13,000,000	\$3,700,000	\$0	\$145,700,000	\$145,700,000	\$0

¹ N = New Construction

² M = Modernization-Rebuild

³ School impact fees may be utilized to offset front funded expenditures associated with the cost of new growth-related facilities. Impact fees are currently collected from the cities of Bellevue, Newcastle, Renton, Sammamish, Issaquah & King County for projects within the Issaquah School District.

⁴ Cost to complete does not include project expenditures from previous years.

APPENDIX B: 2024-25 ELEMENTARY SCHOOL CAPACITIES

ELEMENTARY SCHOOLS	# OF STANDARD CLASSROOMS ¹	STANDARD CLASSROOM CAPACITY (20) ²	# OF SPECIAL ED ROOMS	SPECIAL ED CLASSROOM CAPACITY (20) ²	PERMANENT CAPACITY (12) ³	PERMANENT CAPACITY @ 100% (MAIN SCHOOL BLDG)	# OF EXISTING PORTABLE CLASSROOMS	EXISTING PORTABLE CLASSROOMS	CURRENT SCHOOL CAPACITY (20) ² (INCLUDES EXISTING PORTABLE CLASSROOMS)	CURRENT SCHOOL CAPACITY @ 100%	FUTURE SCHOOL CAPACITY @ 95% (INCLUDES EXISTING PORTABLE CLASSROOMS)	FUTURE PORTABLE CLASSROOMS	MAXIMUM SCHOOL CAPACITY (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM # OF PORTABLE CLASSROOMS (EXISTING PLUS FUTURE)	MAXIMUM PORTABLE CAPACITY (EXISTING PLUS FUTURE)	PROJECTED OCT 2025 HE AD COUNT	PROJECTED OCT 2025 vs PERMANENT CAPACITY (SURPLUS or DEFICIT)	WITH EXISTING PORTABLES @ 95% (SURPLUS or DEFICIT)
APOLLO	28	560	3	36	596	566	7	140	736	699	0	0	736	7	140	494	72	205
BRIARWOOD	26	520	3	36	556	528	11	220	776	737	0	0	776	11	220	539	-11	198
CASCADE RIDGE	23	460	2	24	484	460	8	160	644	612	0	0	644	8	160	400	60	212
CEDAR TRAILS	23	460	3	36	496	471	0	0	496	471	6	120	616	6	120	385	86	86
CHALLENGER	22	440	4	48	488	464	14	280	768	730	0	0	768	14	280	333	131	397
CLARK	30	600	3	36	636	604	10	200	836	794	0	0	836	10	200	596	8	198
COUGAR RIDGE	28	560	3	36	596	566	8	160	756	718	0	0	756	8	160	464	102	254
CREEKSIDE	27	540	5	60	600	570	10	200	800	760	0	0	800	10	200	559	11	201
DISCOVERY	27	540	4	48	588	559	8	160	748	711	0	0	748	8	160	436	123	275
ENDEAVOUR	26	520	4	48	568	540	8	160	728	692	0	0	728	8	160	483	57	209
GRAND RIDGE	26	520	5	60	580	551	12	240	820	779	0	0	820	12	240	552	-1	227
ISSAQUAH VALLEY	31	620	2	24	644	612	10	200	844	802	0	0	844	10	200	660	-48	142
MAPLE HILLS	22	440	4	48	488	464	4	80	568	540	0	0	568	4	80	452	12	88
NEWCASTLE	24	480	4	48	528	502	8	160	688	654	0	0	688	8	160	437	65	217
SUNNY HILLS	30	600	6	72	672	638	12	240	912	866	0	0	912	12	240	569	69	297
SUNSET	31	620	7	84	704	669	4	80	784	745	0	0	784	4	80	503	166	242
TOTAL	424	8480	62	744	9224	8763	134	2680	11904	11309	6	120	12024	140	2800	7862	901	3447
¹ Minus excluded spaces for special program needs ² Average of staffing ratios = Kindergarten - 2nd grades 1:20, 3rd - 5th grades 1:23 ³ Average of staffing ratios for Special Ed = Kindergarten thru 5th grades 1:12 A. Permanent capacity reflects the building's level of service design capacity. B. The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portables.																		

APPENDIX C: 2024-25 MIDDLE SCHOOL CAPACITIES

MIDDLE SCHOOLS	# OF STANDARD CLASSROOMS ¹	STANDARD CLASSROOM CAPACITY (26) ²	# OF SPECIAL ED ROOMS	SPECIAL ED CLASSROOM CAPACITY (12) ³	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY AT 95% (MAIN SCHOOL BLDG)	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CLASSROOM CAPACITY	CURRENT SCHOOL CAPACITY (26) ²	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @ 95% (INCLUDES EXISTING PORTABLE CLASSROOMS)	FUTURE PORTABLE CLASSROOMS	MAXIMUM SCHOOL CAPACITY (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM SCHOOL CAPACITY @ 100% (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM PORTABLE CAPACITY (EXISTING PLUS FUTURE)	PROJECTED OCT 2025 HEADCOUNT	PROJECTED OCT 2025 vs PERMANENT CAPACITY (SURPLUS or DEFICIT)	WITH EXISTING PORTABLES @ 95% (SURPLUS or DEFICIT)
BEAVER LAKE	28	728	2	24	752	714	10	260	1012	961	0	0	1012	10	260	682	32	279
COUGAR MOUNTAIN	30	780	4	48	828	787	0	0	828	787	0	0	828	0	0	613	174	174
ISSAQUAH MIDDLE	28	728	10	120	848	806	8	208	1056	1003	0	0	1056	8	208	829	-23	174
MAYWOOD	40	1040	4	48	1088	1034	6	156	1244	1182	2	52	1296	8	208	860	174	322
PACIFIC CASCADE	28	728	7	84	812	771	8	208	1020	969	0	0	1020	8	208	594	177	375
PINE LAKE	31	806	6	72	878	834	2	52	930	884	0	0	930	2	52	899	-65	-16
TOTAL	185	4810	33	396	5206	4946	34	884	6090	5786	2	52	6142	36	936	4477	469	1309

¹ Minus excluded spaces for special program needs
² Average of staffing ratios = 6th thru 8th grades 1:26
³ Average of staffing ratios for Special Ed = 6th thru 8th grades 1:12
A. Permanent capacity reflects the building's level of service design capacity.
B. The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portables.

APPENDIX D: 2024-25 HIGH SCHOOL CAPACITIES

HIGH SCHOOLS	# OF STANDARD CLASSROOMS ¹	STANDARD CLASSROOM CAPACITY (28) ²	# OF SPECIAL ED ROOMS	SPECIAL ED CLASSROOM CAPACITY (12) ³	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY AT 95% (MAIN SCHOOL BLDG)	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CLASSROOM CAPACITY	CURRENT SCHOOL CAPACITY @ 100% (INCLUDES EXISTING PORTABLE CLASSROOMS)	CURRENT SCHOOL CAPACITY @ 95%	FUTURE PORTABLE CLASSROOMS	FUTURE PORTABLE CLASSROOM CAPACITY	MAXIMUM SCHOOL CAPACITY (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM # OF PORTABLE CLASSROOMS (EXISTING PLUS FUTURE)	MAXIMUM PORTABLE CAPACITY (EXISTING PLUS FUTURE)	PROJECTED OCT 2025 HEADCOUNT	PROJECTED OCT 2025 VS PERMANENT CAPACITY (SURPLUS or DEFICIT)	WITH EXISTING PORTABLES @ 95% (SURPLUS or DEFICIT)
GIBSON EK HIGH	10	280	0	0	280	266	0	0	280	266	0	0	280	0	0	206	60	60
ISSAQUAH HIGH	73	2044	4	48	2092	1987	10	280	2372	2253	0	0	2372	10	280	2341	-353	-87
LIBERTY HIGH	40	1120	5	60	1180	1121	8	224	1404	1334	0	0	1404	8	224	1386	-265	-52
SKYLINE HIGH	56	1568	5	60	1628	1547	16	448	2076	1972	0	0	2076	16	448	2084	-537	-111
TOTAL	169	4732	14	168	5180	4921	34	952	5852	5559	0	0	5852	34	952	6016	-1095	-251
¹ Minus excluded spaces for special program needs ² Average of staffing ratios = 9th thru 12th grades 1:28 ³ Average of staffing ratios for Special Ed = 9th thru 12th grades 1:12 A. Permanent capacity reflects the building's level of service design capacity. B. The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portables.																		

APPENDIX E: 2024-25 TOTAL SCHOOL CAPACITIES

ALL SCHOOLS	# OF STANDARD CLASSROOMS ¹	STANDARD CLASSROOM CAPACITY ²	# OF SPECIAL ED ROOMS	SPECIAL ED CLASSROOM CAPACITY	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY AT 95% (MAIN SCHOOL BLDG)	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CLASSROOM CAPACITY	CURRENT SCHOOL CAPACITY ²	CURRENT SCHOOL CAPACITY @ 100% (INCLUDES EXISTING PORTABLE CLASSROOMS)	FUTURE SCHOOL CAPACITY @ 95%	FUTURE PORTABLE CLASSROOMS	MAXIMUM SCHOOL CAPACITY (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM # OF PORTABLE CLASSROOMS (EXISTING PLUS FUTURE)	MAXIMUM PORTABLE CAPACITY (EXISTING PLUS FUTURE)	PROJECTED OCT 2025 HEADCOUNT	PROJECTED OCT 2025 vs PERMANENT CAPACITY (SURPLUS or DEFICIT)	WITH EXISTING PORTABLES @ 95% (SURPLUS or DEFICIT)
ELEMENTARY	424	8480	62	744	9224	8763	134	2680	11904	11309	6	120	12024	140	2800	7862	901	3447
MIDDLE	185	4810	33	396	5206	4946	34	884	6090	5786	2	52	6142	36	936	4477	469	1309
HIGH	169	4732	14	168	5180	4921	34	952	5852	5559	0	0	5852	34	952	6016	-1095	-251
TOTAL	778	18022	109	1308	19610	18630	202	4516	23846	22654	8	172	24018	210	4688	18355	274	4505
¹ Minus excluded spaces for special program needs ² Average of staffing ratios = Kindergarten - 2nd grades 1:20, 3rd - 5th grades 1:23, 6th - 8th grades 1:26, 9th - 12th grades 1:28 ³ Average of staffing ratios for Special Ed = Kindergarten - 12th grades 1:12 A. Permanent capacity reflects the building's level of service design capacity. B. The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portables.																		

NEED FOR IMPACT FEES AND GROWTH-RELATED CAPACITY NEEDS

The District historically relied on school impact fee revenue to help fund growth-related capacity needs. However, by law, impact fees can only be used to fund a portion of a growth-related capacity project.

As demonstrated in Appendix B the District currently has a permanent capacity (at 95%) to serve 8,763 students at the elementary level. This leaves the District's elementary enrollment under permanent capacity by **901** students (current enrollment is identified in Table 1).

As demonstrated in Appendix C the District currently has a permanent capacity (at 95%) to serve 4,946 students at the middle school level. This leaves the District's middle school enrollment under permanent capacity by **469** students (current enrollment is identified in Table 1).

As demonstrated in Appendix D the District currently has a permanent capacity (at 95%) to serve 4,921 students at the high school level. This leaves the District's high school enrollment **over permanent capacity by 1,095 students** (current enrollment is identified in Table 1). The capacity need is driven by historic and recent growth. However, the District's six-year enrollment projections in Table 1 demonstrate that the District does not anticipate growth to occur over the six-year planning period. Thus, while the high school capacity need remains significant, it is not related to anticipated growth in the six-year period and, therefore, the project is no longer eligible as a basis for impact fees. Future updates to this CFP will consider growth-related eligibility for inclusion in the impact fee formula.

Based on the District's student generation rates (Table 3), the District expects that 0.615 students will be generated from each new single family home and 0.189 students will be generated from each new multi-family dwelling unit. Comparatively, the previous year SGR's were 0.641 for single family home and 0.159 for a multi-family unit.

Applying the enrollment projections contained in Table 1 to the District's existing permanent capacity (Appendices A, B, and C) and if no capacity improvements are made by the year **2029-30**, and permanent capacity is adjusted to 95%, the District elementary population will be under its permanent capacity by **659** students, under permanent capacity at the middle school level by **838** students, and **over permanent capacity by 778 students at the high school level.** Importantly, the above figures incorporate recently completed growth-projects at the elementary and middle school levels. The District recently opened the new Cougar Mountain Middle School, with permanent capacity of 828, and the new Cedar Trails Elementary School, with permanent capacity of 496 students. Both schools were funded by the April 2016 bond and provide capacity to serve new growth.

NEED FOR IMPACT FEES AND GROWTH-RELATED CAPACITY NEEDS (cont)

In those years when the District requests school impact fees for growth-related projects, the school impact fee formula ensures that new development only pays for the cost of the facilities necessitated by new development. The fee calculations examine the costs of housing the students generated by each new single family dwelling unit or each new multi-family dwelling unit and then reduces that amount by credits for the anticipated state match and future tax payments. The resulting impact fee is then discounted as required by local ordinances. Thus, by applying the student generation factor to the school project costs, the fee formula only calculates the costs of providing capacity to serve each new dwelling unit. The formula does not require new development to contribute the costs of providing capacity to address existing needs.

The King County Council and the City Councils of the cities of Bellevue, Issaquah, Newcastle, Renton and Sammamish have created a framework for collecting school impact fees and the District can demonstrate that new developments will have an impact on the District. Impact fees must be used in a manner consistent with RCW 82.02.050-110 and the adopted local ordinances. Engrossed Senate Bill 5923, enacted in the 2015 Legislative Session, requires that developers be provided an option to defer payment of impact fees to final inspection, certificate of occupancy, or closing, with no fees deferred longer than 18 months from building permit issuance. The District adopts the positions that: (1) no school impact fee should be collected later than the earlier of final inspection or 18 months from the time of building permit issuance; and (2) no developer applicant should be permitted to defer payment of school impact fees for more than 20 dwelling units in a single year.

The District is not requesting school impact fees as a part of this 2025 Capital Facilities Plan update.

BASIS FOR DATA USED IN SCHOOL IMPACT FEE CALCULATIONS

This section is not updated for the 2025 Capital Facilities Plan since the District is not requesting a school impact fee. Future updates to this CFP may include an impact fee.

SCHOOL IMPACT FEE CALCULATIONS

This section is not updated for the 2025 Capital Facilities Plan since the District is not requesting a school impact fee. Future updates to this CFP may include an impact fee.

APPENDIX F: STUDENT GENERATION RATES MEMO



Memorandum

To: Issaquah School District
Thomas Mullins
5150 220th Ave. SE
Issaquah, WA 98029

Date: March 26, 2025

Project No.: F2516.01.005

From: Alex Brasch
Senior Population Geographer

Re: 2024–25 Student Generation Rates—Issaquah School District

At the request of Issaquah School District (ISD/District), FLO Analytics (FLO) estimated student generation rates (SGRs) for new residential housing units. We determined the number of District K–12 students (October 2024 headcount) by grade group residing in housing constructed within the district boundary during the most recent five-year period (2019–2023). We then calculated SGRs for single-family (SF) and multifamily (MF) housing by dividing the number of students by the number of recently constructed housing units. This memo details the methodology FLO used to calculate the SGRs and presents the findings by grade group and housing type.

Methods

King County operates school impact fee programs authorized by the Washington State Legislature RCW 82.02.040 and the Washington State Growth Management Act Chapter 36.70A RCW. School districts that intend to collect impact fees must submit a capital facilities plan (CFP) adopted by their school board for review by the County Planning Commission and County Council that fulfills the specifications of state law, the County comprehensive plan, and the County code.

According to King County Code Title 21A Zoning, Chapter 43 Impact Fees, “the fee for each district shall be calculated based on the formula set out in Attachment A to Ordinance 11621”. A key component of any impact fee formula is the SGR. As defined in Chapter 06 Section 1260 of Title 21A, SGRs or student factors are “the number derived by a school district to describe how many students of each grade span are expected to be generated by a dwelling unit. Student factors shall be based on district records of average actual student generated rates for new developments constructed over a period of not more than five years prior to the date of the fee calculation. [...] Student factors must be separately determined for single family and multifamily dwelling units, and for grade spans.”

FLO obtained and processed the necessary parcel and housing information from the King County GIS Center and Department of Assessments, including attributes such as housing type, number of housing units, and year built. We analyzed housing units constructed in the most recent five-year period (2019–2023), excluding 2024 because those housing units may not have been completed and occupied by the start of the 2024–25 school year, and categorized them as SF or MF. King County code Title 21A.43 defines the housing types as such, “single family units shall mean single

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Issaquah SD 2024 SGR Memo

APPENDIX F: STUDENT GENERATION RATES MEMO (cont)

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March 26, 2025

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detached dwelling units, and multi-family units shall mean townhouses and apartments.” The MF category includes all structures with five or more housing units and the following structure types: condominium, townhome, and plex (i.e., duplex, triplex, and fourplex).

In order to link the housing information to students, ISD provided FLO with October 2024 headcount enrollment. FLO geocoded the student addresses to represent residences, which were then spatially matched to the aforementioned housing units. With this combination of information, we calculated SGRs by dividing the number of students per grade group (i.e., K–5, 6–8, 9–12) by the number of recently constructed SF and MF housing units.

Results

Table 1 includes the SGRs for SF and MF housing types by grade group, as well as the number of recently constructed housing units and students by grade group that have addresses matching those units. Table 2 includes the year built, number of units, number of students, and SGRs for individual developments with 25 or more housing units. Of the 18,098 K–12 students residing within the district boundary in October 2024, 564 live in the 917 SF units that were built between 2019 and 2023. A total of 205 ISD students live in the 1,086 MF units built in the same period. On average, each SF unit yields 0.615 K–12 students, while each MF unit yields 0.189 K–12 students:

Table 1: K–12 Students by Grade Group per Housing Unit Built 2019–2023

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family	917	302	124	138	564	0.329	0.135	0.150	0.615
Multifamily ^(a)	1,086	105	50	50	205	0.097	0.046	0.046	0.189

Notes

Units built in 2024 are excluded, because they may not have been completed and occupied by the 2024–25 school year. King County code Title 21A.43 defines the housing types as such, “single family units shall mean single detached dwelling units, and multi-family units shall mean townhouses and apartment.”

(a) The multifamily category includes all structures with five or more housing units and the following structure types: condominium, townhome, and plex (i.e., duplex, triplex, and fourplex).

Sources

Issaquah School District 2024–25 headcount enrollment.

King County GIS Center and Department of Assessments parcels and assessor information.

APPENDIX F: STUDENT GENERATION RATES MEMO (cont)

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Table 2: K–12 Students per Housing Unit Built 2019–2023 for Developments with 25 or More Housing Units

Housing Type	Name	Year Built	Housing Units	Students				SGRs			
				K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Multifamily (a)	Newcastle Commons	2019	293	13	11	4	28	0.044	0.038	0.014	0.096
Multifamily	Notch Apartments	2019	158	5	0	2	7	0.032	0.000	0.013	0.044
Multifamily	Issaquah Highlands East 42	2019	135	8	5	4	17	0.059	0.037	0.030	0.126
Multifamily	Westridge Townhomes South	2019	131	23	8	9	40	0.176	0.061	0.069	0.305
Multifamily	Aldea At Newcastle Commons	2019	129	9	3	2	14	0.070	0.023	0.016	0.109
Multifamily	Westridge Townhomes North	2021	90	11	9	7	27	0.122	0.100	0.078	0.300
Single-family	Meadowleaf	Multiple	81	49	13	11	73	0.605	0.160	0.136	0.901
Single-family	Westridge North At Issaquah Highlands	Multiple	72	10	4	9	23	0.139	0.056	0.125	0.319
Single-family	Talus Parcels 7 & 8	Multiple	63	10	7	8	25	0.159	0.111	0.127	0.397
Multifamily	Westridge Flats	2021	39	17	8	7	32	0.436	0.205	0.179	0.821
Multifamily	Riva Townhomes At Issaquah	2020	36	3	0	1	4	0.083	0.000	0.028	0.111
Multifamily	Kelkari Townhomes Phase 1	2021	35	1	1	7	9	0.029	0.029	0.200	0.257
Single-family	Dalton Park	Multiple	34	15	8	4	27	0.441	0.235	0.118	0.794
Single-family	Mallard Pointe	Multiple	33	7	1	2	10	0.212	0.030	0.061	0.303
Single-family	Windsor Grove	Multiple	30	13	3	7	23	0.433	0.100	0.233	0.767
Single-family	Crownfield	Multiple	26	17	9	14	40	0.654	0.346	0.538	1.538
Single-family	Providence Ridge	Multiple	26	17	4	3	24	0.654	0.154	0.115	0.923

Notes

Only developments with 25 or more units included.

Units built in 2024 are excluded, because they may not have been completed and occupied by the 2024–25 school year.

King County code Title 21A.43 defines the housing types as such, “single family units shall mean single detached dwelling units, and multi-family units shall mean townhouses and apartment.”

(a) The multifamily category includes all structures with five or more housing units and the following structure types: condominium, townhome, and plex (i.e., duplex, triplex, and fourplex).

Sources

Issaquah School District 2024–25 headcount enrollment.

King County GIS Center and Department of Assessments parcels and assessor information.