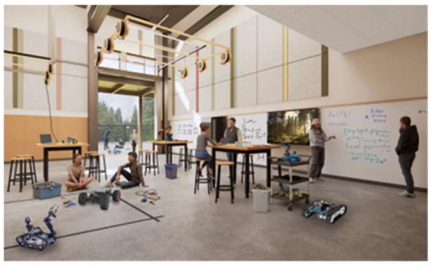
ISSAQUAH
SCHOOL DISTRICT 411

2026
CAPITAL FACILITIES
PLAN



ADOPTED: 6/9/26
RESOLUTION NO: 1267

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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Nondiscrimination Statement and Requesting Special Assistance
The Issaquah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. If you require special assistance, language access services or accessibility accommodations related to information contained in this plan, please contact the Issaquah School District by phone, email or mail.

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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 2026–2032. 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 2026.

This Plan represents an update to the previously adopted long-term Capital Facilities Plan. 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 collect school impact fees on behalf of the District when it is eligible to request them. 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, 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. For core subjects, 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. Historically, the District has used a conservative 95% utilization rate and will continue that in the current 2026 plan. However, as demand for modern career-oriented classroom spaces at the secondary level increases, the district anticipates a necessary adjustment to the utilization rate in future years. Likely, that will mean a shift to a utilization rate closer to 85%, which is more closely aligned to other school districts.

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 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 these projects have been completed except for the new high school and one new elementary school. The District recently started construction of the new high school on its last undeveloped site. The new elementary school is on indefinite hold until capacity at the elementary level is needed.

In 2022, voters approved a $44 million capital levy to help fund construction of the new high school. Due to significant construction cost escalation related to pandemic-era conditions, the approved levy and other available capital funds were not sufficient to construct the full high school as originally planned. As a result, the District is currently building an 86,000-square-foot high school using the levy proceeds and other dedicated capital funds. While this project will help reduce overcrowding at the high school level, it will not fully resolve capacity constraints.

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. Second, it provides important information on the impact new housing developments will have on existing facilities and/or the need for additional facilities.

Developments that are complete or still selling houses are used to forecast student enrollment 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.

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 (e.g., 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 below in Table 1.
    b) Determine the actual distribution of new students by grade level for the past several years, e.g., 5% to kindergarten, 10% to first grade, 2% to 11th grade.
    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.

Table 1 below 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 unit, middle-housing unit and apartment unit by grade level and are a critical input for projecting future enrollment and assessing the impact of residential growth on school facility needs. In future years, the District will attempt to gain adequate permit data to further differentiate student generation rates based on bedroom count, in compliance with recent code changes to implement Engrossed Second Substitute Senate Bill 5258 (2023).

Table 1: Student Factors - Single Family & Multi-Family: K–12 Students by Grade Group per Housing Unit Built 2020–2024

Housing Unit Type	Housing Units	Students				Student Generation Rates (SGRs)			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family Detached	781	247	103	103	453	0.316	0.132	0.132	0.580
Middle Housing [(a)]	231	39	22	27	88	0.169	0.095	0.117	0.381
Apartments [(b)]	6	1	1	0	2	0.167	0.167	0.000	0.333

Notes:

Housing units built in 2025 are excluded, because they may not have been completed and occupied by October 2025.

Parcels with present use codes Condominium (Residential) and Condominium (Mixed Use) are classified as single-family detached, middle housing, or apartments based on dwelling unit type.

(a) The middle housing category includes parcels with present use codes: Duplex, Triplex, 4-Plex, and Townhouse Plat
As defined in King County Title 21A.43.003, "Middle housing units" includes duplex, houseplex, townhouse, and cottage housing units.

(b) The apartments category includes parcels with present use codes: Apartment, Apartment (Mixed Use), Apartment (Co-Op), Apartment (Subsidized), Vacant (Multi-Family).
As defined in King County Title 21A.43.003, "Apartment units" has the same meaning as that term is defined in K.C.C. chapter 21A.06, and it does not include a townhouse. "Apartment units" has the same meaning as that term is defined in K.C.C. chapter 21A.06, and it does not include a townhouse. 21A.06.069 Apartment: a building consisting of ten or more dwelling units sharing a common roof, wall, or floor.

Sources:

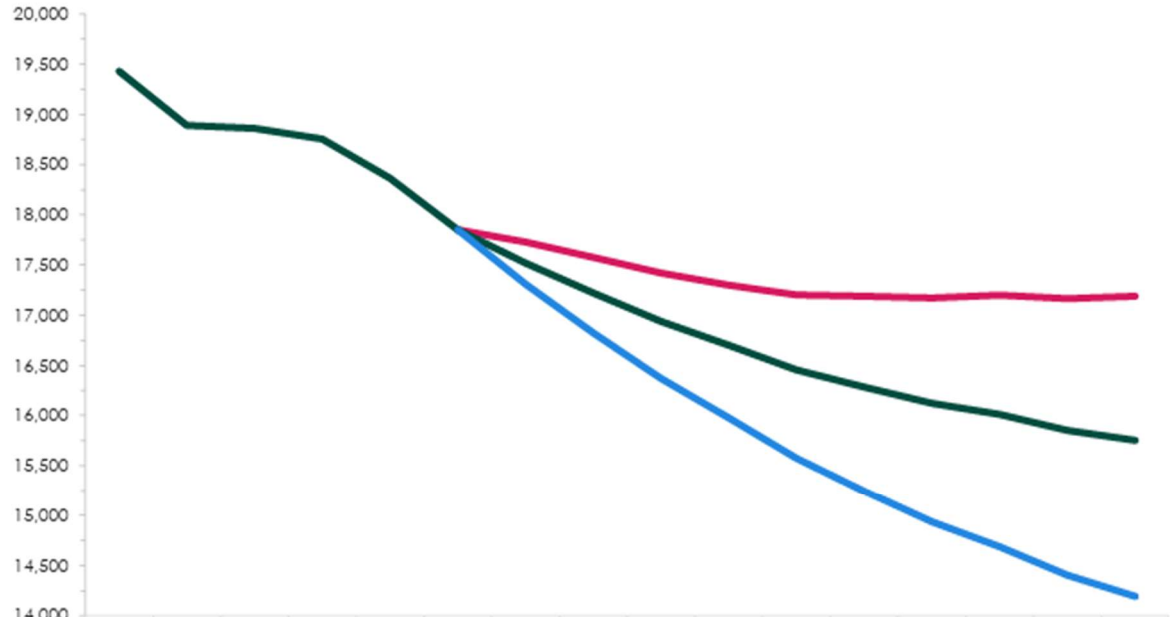
Issaquah School District October 2025 headcount enrollment.

King County GIS Center parcels and Department of Assessments property data.

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 long-range facilities planning, the District uses the high enrollment projection shown in Table 2 to ensure it is prepared to meet growth-related facility needs. 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: Ten-Year Low, Medium, High Enrollment Forecast



	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
High						17,851	17,730	17,575	17,421	17,300	17,201	17,190	17,171	17,200	17,165	17,188
Middle	19,431	18,892	18,861	18,755	18,364	17,851	17,520	17,222	16,938	16,700	16,455	16,283	16,121	16,011	15,851	15,753
Low						17,851	17,311	16,825	16,371	15,977	15,573	15,242	14,933	14,686	14,403	14,192

Source: Flo Analytics

Enrollment projections for the 2026–27 through 2031–32 school years are provided in Table 3. Although modest increases in early elementary enrollment are reflected in the high projection 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
- Lower birth rates
- 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 3: Actual Student Counts (2025-26) and Six-Year Enrollment Projections

	Actual 2025-26*	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Kindergarten	1,030	1,114	1,171	1,160	1,162	1,218	1,227
Grade 1	1,177	1,081	1,185	1,244	1,233	1,235	1,295
Grade 2	1,213	1,212	1,107	1,208	1,268	1,257	1,259
Grade 3	1,366	1,277	1,270	1,159	1,265	1,327	1,316
Grade 4	1,435	1,392	1,295	1,288	1,175	1,283	1,346
Grade 5	1,372	1,461	1,410	1,312	1,305	1,191	1,300
Grade 6	1,419	1,375	1,457	1,407	1,308	1,302	1,186
Grade 7	1,438	1,440	1,387	1,470	1,421	1,320	1,314
Grade 8	1,529	1,458	1,453	1,400	1,484	1,433	1,332
Grade 9	1,521	1,566	1,487	1,482	1,427	1,513	1,462
Grade 10	1,557	1,527	1,572	1,494	1,489	1,433	1,520
Grade 11	1,468	1,448	1,421	1,462	1,389	1,384	1,333
Grade 12	1,326	1,379	1,360	1,335	1,374	1,305	1,300
Total Enrollment	17,851	17,730	17,575	17,421	17,300	17,201	17,190
Yearly Increase		(121)	(155)	(154)	(121)	(99)	(11)
Yearly Increase		-0.68%	-0.87%	-0.88%	-0.69%	-0.57%	-0.06%
Cumulative Increase		**(121)**	**(276)**	**(430)**	**(551)**	**(650)**	**(661)**

** 1. Actual Students Counts 2025-26*
(source: Report P223 - 2025-26 Enrollment)
2. Six-Year Enrollment Projections 2026-27 thru 2031-32
(source: Flo-Analytics High Enrollment Forecast)

The 10-Year Enrollment History (Table 4) provides critical context for interpreting the six-year enrollment projections presented in Table 3. 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 2 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 4: 10-Year Enrollment History*

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Kindergarten	1,413	1,460	1,346	1,458	1,128	1,173	1,215	1,115	1,130	1,030
Grade 1	1,484	1,562	1,522	1,468	1,444	1,241	1,332	1,331	1,178	1,177
Grade 2	1,626	1,537	1,591	1,594	1,401	1,404	1,298	1,381	1,322	1,213
Grade 3	1,610	1,693	1,557	1,654	1,532	1,393	1,443	1,365	1,439	1,366
Grade 4	1,651	1,641	1,720	1,606	1,593	1,496	1,409	1,452	1,355	1,435
Grade 5	1,605	1,680	1,647	1,744	1,534	1,520	1,531	1,432	1,447	1,372
Grade 6	1,628	1,629	1,724	1,684	1,671	1,528	1,528	1,544	1,413	1,419
Grade 7	1,629	1,658	1,634	1,734	1,624	1,603	1,538	1,524	1,540	1,438
Grade 8	1,589	1,653	1,642	1,653	1,686	1,586	1,600	1,557	1,506	1,529
Grade 9	1,567	1,630	1,680	1,654	1,631	1,656	1,593	1,633	1,577	1,521
Grade 10	1,477	1,549	1,571	1,630	1,603	1,579	1,601	1,589	1,629	1,557
Grade 11	1,357	1,317	1,389	1,371	1,372	1,431	1,445	1,473	1,445	1,468
Grade 12	1,124	1,260	1,173	1,222	1,212	1,282	1,328	1,359	1,383	1,326
Total Enrollment	19,760	20,269	20,196	20,472	19,431	18,892	18,861	18,755	18,364	17,851
Yearly Change		509	(73)	276	(1,041)	(539)	(31)	(106)	(391)	(513)

*October 1st Headcount

Source: P223 Enrollment

INVENTORY AND EVALUATION OF CURRENT FACILITIES

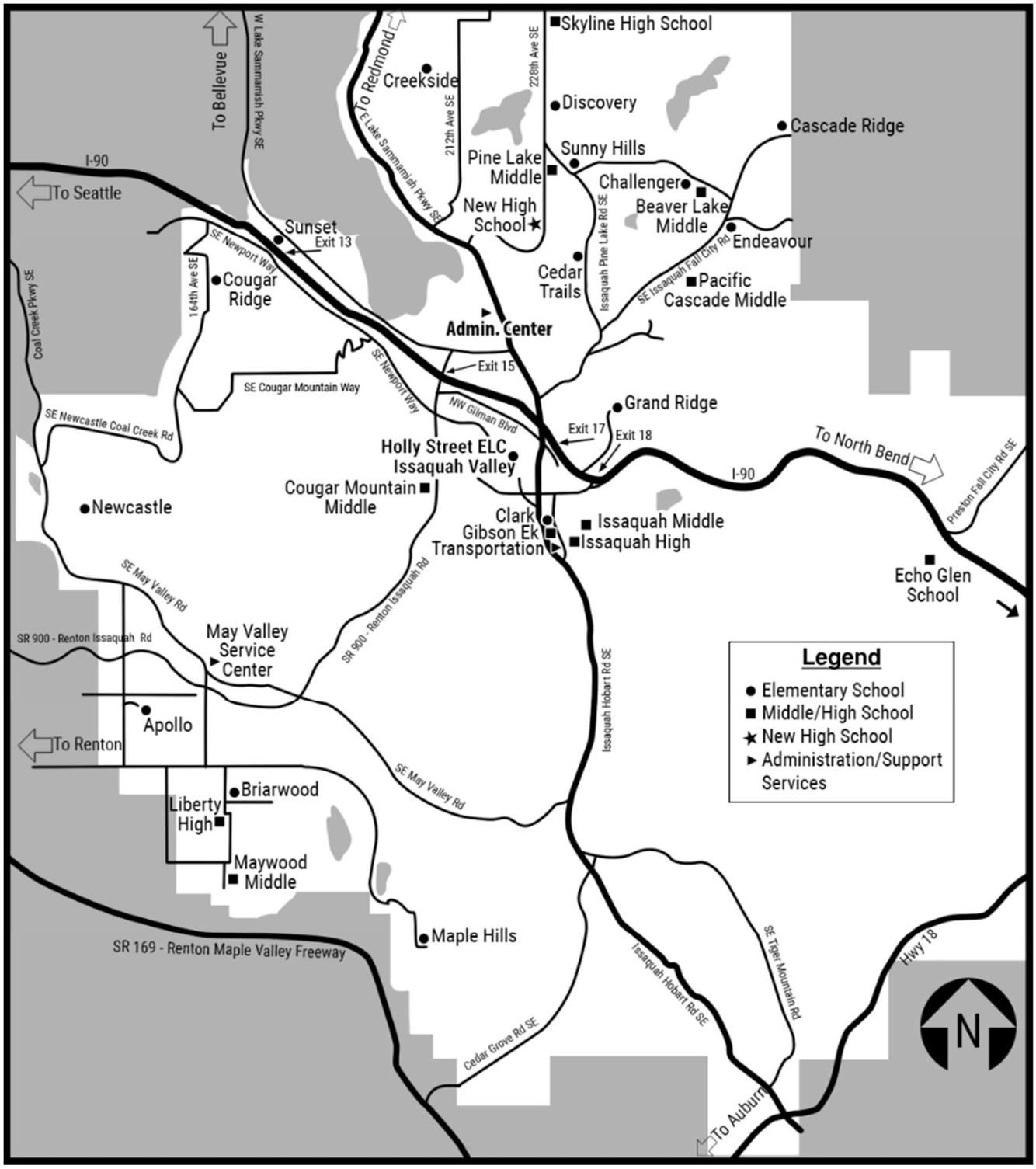
Currently, using the 95% utilization factor, the District has the capacity to house 18,630 students in permanent facilities and an additional 4,688 students in portables. While portables are critical for meeting short-term enrollment fluctuations, they are not considered a viable long-term solution for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

The projected student enrollment for the 2026–27 school year is 17,730, leaving a districtwide surplus of 899 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, including capacity projects, to address high school overcrowding, even as elementary and middle school capacity remains sufficient. Additionally, the District is planning to use secondary spaces differently in the near future, creating the need for additional space.

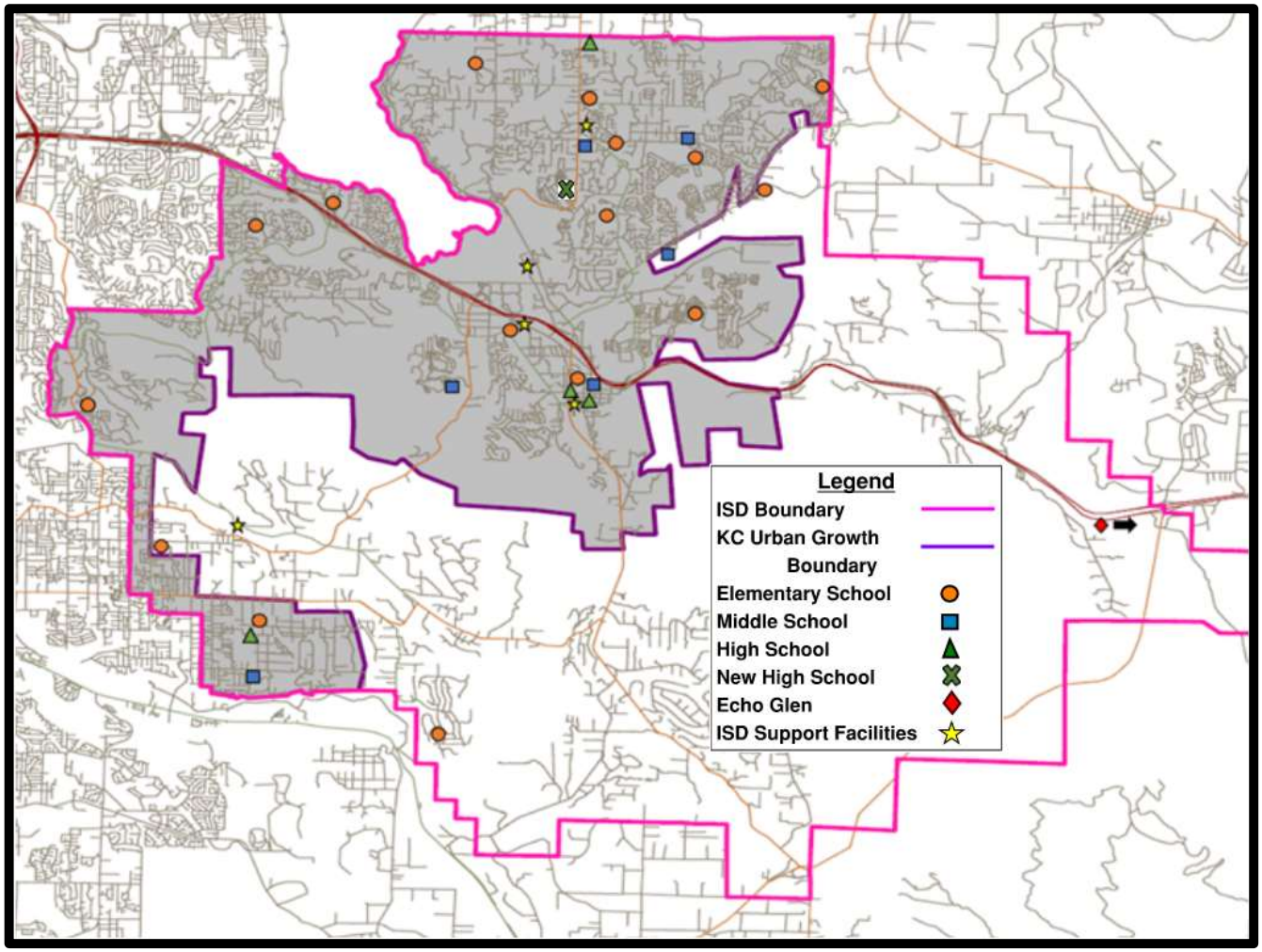
Calculations of elementary, middle school, and high school capacities are provided in Appendices A, B, and C, respectively. These facility locations and sites are shown on the District Site Location Map.

EXISTING FACILITIES	LOCATION
GRADE SPAN K-5:	
Apollo Elementary	15025 S.E. 117th Street, Renton
Briarwood Elementary	17020 S.E. 134th Street, Renton
Cascade Ridge Elementary	2020 Trossachs Blvd. S.E., Sammamish
Cedar Trails Elementary	4399 Issaquah-Pine Lake Rd S.E., Sammamish
Challenger Elementary	25200 S.E. Klahanie Blvd., Issaquah
Clark Elementary	335 First Ave. S.E., Issaquah
Cougar Ridge Elementary	4630 167th Ave. S.E., Bellevue
Creekside Elementary	20777 SE 16th Street, Sammamish
Discovery Elementary	2300 228th Ave. S.E., Sammamish
Endeavour Elementary	26205 S.E. Issaquah-Fall City Rd., Issaquah
Grand Ridge Elementary	1739 NE Park Drive, Issaquah
Issaquah Valley Elementary	555 N.W. Holly Street, Issaquah
Maple Hills Elementary	15644 204th Ave. S.E., Issaquah
Newcastle Elementary	8440 136th Ave S.E., Newcastle
Sunny Hills Elementary	3200 Issaquah-Pine Lake Rd. S.E., Sammamish
Sunset Elementary	4229 W. Lk. Sammamish Pkwy. S.E., Issaquah
GRADE SPAN 6-8:	
Beaver Lake Middle School	25025 S.E. 32nd Street, Issaquah
Cougar Mountain Middle School	1929 NW Talus Dr, Issaquah
Issaquah Middle School	600 2nd Ave. Ave. S.E., Issaquah
Maywood Middle School	14490 168th Ave. S.E., Renton
Pacific Cascade Middle School	24635 SE Issaquah-Fall City Rd, Issaquah
Pine Lake Middle School	3095 Issaquah-Pine Lake Rd., Sammamish
GRADE SPAN 9-12:	
Issaquah High School	700 Second Ave. S.E., Issaquah
Liberty High School	16655 S.E. 136th Street, Renton
Skyline High School	1122 228th Ave. S.E., Sammamish
Gibson Ek High School	379 First Ave. S.E., Issaquah
SUPPORT SERVICES:	
Administration Building	5150 220th Ave S.E., Issaquah
Holly Street Early Learning Center	565 N.W. Holly Street, Issaquah
May Valley Service Center	16404 S.E. May Valley Road, Renton
Transportation Center - Main	805 Second Avenue S.E., Issaquah
Transportation Center - Satellite	3402 228th Ave. S.E., Sammamish

SITE LOCATION MAP



URBAN GROWTH BOUNDARY MAP



CAPACITY ANALYSIS AND SIX-YEAR CONSTRUCTION PLAN

The District's Six-Year Finance Plan is below in Table 5 and provides the financial framework for planned facility projects. State funding and impact fees are not reliable or sufficient revenue sources for construction projects. State matching funds are available only for certain qualifying projects and are received after completion of a matched project; site acquisition and site improvements are not eligible. Impact fee revenues depend on growth activity, are difficult to predict, and since January 2026, the District has not been eligible to collect school impact fees from new growth. As a result, the District must rely primarily on voter-approved bonds and capital levies to fund school construction.

In April 2016, voters approved a $533 million bond that funded a range of capital projects, including land acquisition; construction of a new high school, a new middle school, and two new elementary schools; the rebuild and expansion of an existing middle school; and additions to six existing elementary schools. In April 2022, to address continued growth at the high school level, voters approved a $44 million capital levy to support construction of a new 86,000 square-foot high school, which will help alleviate overcrowding at existing campuses. At this time, no additional construction is planned at the elementary or middle school levels.

The District's capacity planning process compares enrollment forecasts with permanent school capacity to identify when new facilities or additions are needed. Enrollment forecasts are developed by grade level and, to the extent possible, by geography. This analysis informs the identification and timing of new construction needed by school year. Tables 6 and 7 present the District's projected capacity at the elementary and middle school levels, while Table 8 below reflects the District's current capacity at the high school level, with planned projects over the six-year period.

While enrollment projections establish the need for additional facilities, the decision of when to construct a new building depends on several additional factors. Funding availability is the most critical consideration, including the potential tax impact on residents, the availability of state funding and impact fees, land acquisition feasibility, and the District's ability to pass bonds and capital levies. New school facilities are also influenced by residential development approved by local jurisdictions. Together, these factors guide the District's Six-Year Construction Plan and ensure that facilities are aligned with both growth needs and financial capacity.

Table 5: Six-Year Finance Plan

BUILDING/PROJECT	[1]N / [2]M	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Cost to Complete[3]	Secured Local/State	Unsecured Local[4]
New High School	N	$37,402,345	$91,736,671	$13,321,004	$3,246,002	$0	$0	$145,706,022	$145,706,022	$0
Other Projects		$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTALS		**$37,402,345**	**$91,736,671**	**$13,321,004**	**$3,246,002**	**$0**	**$0**	**$145,706,022**	**$145,706,022**	**$0**

[1] N = New Construction

[2] M = Modernization-Rebuild

[3] Cost to complete does not include project expenditures from previous years.

[4] 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.

Table 6: Projected Capacity to House Students ELEMENTARY SCHOOLS							
		2026	**2027**	**2028**	**2029**	**2030**	**2031**
Permanent Capacity - Existing	@ 100% Utilization	9,224	9,224	9,224	9,224	9,224	9,224
Permanent Capacity - Future Added	@ 100% Utilization	0	0	0	0	0	0
Gross Totals	@ 100% Utilization	9,224	9,224	9,224	9,224	9,224	9,224
Permanent Capacity at 95% Utilization	**@ 95% Utilization**	**8,763**	**8,763**	**8,763**	**8,763**	**8,763**	**8,763**
Projected Headcount Enrollment		7,537	7,438	7,371	7,408	7,511	7,743
Surplus/Deficit		1,226	1,325	1,392	1,355	1,252	1,020

Portable Classrooms Capacity	**Surplus/Deficit**	2,800	2,800	2,800	2,800	2,800	2,800

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 7: Projected Capacity to House Students MIDDLE SCHOOLS							
		2026	**2027**	**2028**	**2029**	**2030**	**2031**
Permanent Capacity - Existing	@ 100% Utilization	5,206	5,206	5,206	5,206	5,206	5,206
Permanent Capacity - Future Added	@ 100% Utilization	0	0	0	0	0	0
Gross Totals	@ 100% Utilization	5,206	5,206	5,206	5,206	5,206	5,206
Permanent Capacity at 95% Utilization	**@ 95% Utilization**	**4,946**	**4,946**	**4,946**	**4,946**	**4,946**	**4,946**
Projected Headcount Enrollment		4,273	4,297	4,277	4,213	4,055	3,832
Surplus/Deficit	**Surplus/Deficit**	673	649	669	733	891	1,114

Portable Classrooms Capacity	**Surplus/Deficit**	936	936	936	936	936	936

1. Permanent Capacity calculations are based on the 95% utilization factors (See Appendix B).

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 8: Projected Capacity to House Students HIGH SCHOOLS							
		2026	2027	2028	2029	2030	2031
Permanent Capacity - Existing	@ 100% Utilization	5,180	5,180	5,836	5,836	5,836	5,836
Permanent Capacity - Future Added	@ 100% Utilization	0	656	0	0	0	0
Gross Totals	@ 100% Utilization	5,180	5,836	5,836	5,836	5,836	5,836
Permanent Capacity at 95% Utilization	**@ 95% Utilization**	**4,921**	**5,544**	**5,544**	**5,544**	**5,544**	**5,544**
Projected Headcount Enrollment		5,920	5,840	5,773	5,679	5,635	5,615
Surplus/Deficit	**Surplus/Deficit**	-999	-296	-229	-135	-91	-71

Portable Classrooms Capacity	**Surplus/Deficit**	952	952	952	952	952	952

1. Permanent Capacity calculations are based on the 95% utilization factors (See Appendix C).

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 8, the District's high school enrollment will continue to exceed existing permanent capacity throughout the 6-year planning period. In 2026, the District is expected to operate with a permanent capacity deficit of 999 students after accounting for the current 95% utilization rate. To help address this growing enrollment pressure, the District is adding permanent capacity for 665 high school students in 2027 through the construction of phase 1A of a new high school facility. This added capacity significantly reduces the shortfall, bringing the permanent capacity deficit down to 296 students and continuing to narrow the gap through 2031. As needed to address capacity needs, before the high school addition is complete, the District may consider adjusting the building utilization factor to reflect how secondary spaces are actually used.

With this new capacity in place for the 2027-28 school year, 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.

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 A 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 **1,226** students.

As demonstrated in Appendix B 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 **673** students.

As demonstrated in Appendix C 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 999 students**. The capacity need is driven by historic and recent growth. However, the District's six-year enrollment projections in Table 3 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 during the six-year period and, therefore, the project is no longer eligible as a basis for impact fees. Future updates to this Capital Facilities Plan will consider growth-related eligibility for inclusion in the impact fee formula.

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 2026 Capital Facilities Plan update.

BASIS FOR DATA USED IN SCHOOL IMPACT FEE CALCULATIONS

This section is not updated for the 2026 Capital Facilities Plan since the District is not requesting a school impact fee. Future updates to this Plan may include an impact fee.

SCHOOL IMPACT FEE CALCULATIONS

This section is not updated for the 2026 Capital Facilities Plan since the District is not requesting a school impact fee. Future updates to this Plan may include an impact fee.

APPENDIX A: 2026-27 ELEMENTARY SCHOOL CAPACITIES

ELEMENTARY SCHOOLS	# OF STANDARD CLASSROOMS [1]	STANDARD CLASSROOM CAPACITY (20) [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	EXISTING PORTABLE CLASSROOM CAPACITY (20) [2]	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @95% (INCLUDES EXISTING PORTABLE CLASSROOMS)	FUTURE PORTABLE CLASSROOMS	FUTURE PORTABLE CLASSROOM CAPACITY (20)	MAXIMUM SCHOOL CAPACITY @ 100% (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM # OF PORTABLE CLASSROOMS	MAXIMUM PORTABLE CAPACITY (EXISTING PLUS FUTURE)	**PROJECTED OCT 2026 HEADCOUNT**	**PROJECTED OCT 2026 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	**471**	**95**	228
BRIARWOOD	26	520	3	36	556	**528**	11	220	776	737	0	0	776	11	220	**553**	**-25**	184
CASCADE RIDGE	23	460	2	24	484	**460**	8	160	644	612	0	0	644	8	160	**369**	**91**	243
CEDAR TRAILS	23	460	3	36	496	**471**	0	0	496	471	6	120	616	6	120	**356**	**115**	115
CHALLENGER	22	440	4	48	488	**464**	14	280	768	730	0	0	768	14	280	**353**	**111**	377
CLARK	30	600	3	36	636	**604**	10	200	836	794	0	0	836	10	200	**552**	**52**	242
COUGAR RIDGE	28	560	3	36	596	**566**	8	160	756	718	0	0	756	8	160	**463**	**103**	255
CREEKSIDE	27	540	5	60	600	**570**	10	200	800	760	0	0	800	10	200	**522**	**48**	238
DISCOVERY	27	540	4	48	588	**559**	8	160	748	711	0	0	748	8	160	**432**	**127**	279
ENDEAVOUR	26	520	4	48	568	**540**	8	160	728	692	0	0	728	8	160	**454**	**86**	238
GRAND RIDGE	26	520	5	60	580	**551**	12	240	820	779	0	0	820	12	240	**527**	**24**	252
ISSAQUAH VALLEY	31	620	2	24	644	**612**	10	200	844	802	0	0	844	10	200	**621**	**-9**	181
MAPLE HILLS	22	440	4	48	488	**464**	4	80	568	540	0	0	568	4	80	**451**	**13**	89
NEWCASTLE	24	480	4	48	528	**502**	8	160	688	654	0	0	688	8	160	**449**	**53**	205
SUNNY HILLS	30	600	6	72	672	**638**	12	240	912	866	0	0	912	12	240	**521**	**117**	345
SUNSET	31	620	7	84	704	**669**	4	80	784	745	0	0	784	4	80	**443**	**226**	302
TOTAL	424	8480	62	744	9224	**8763**	134	2680	11904	11309	6	120	12024	140	2800	**7537**	**1226**	3772

[1] Minus excluded spaces for special program needs

[2] Average of staffing ratios = Kindergarten - 3rd grades 1:19, 4th - 5th grades 1:22

[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 B: 2026-27 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 (26) [2]	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @95% (INCLUDES EXISTING PORTABLE CLASSROOMS)	FUTURE PORTABLE CLASSROOMS	FUTURE PORTABLE CLASSROOM CAPACITY (26)	MAXIMUM SCHOOL CAPACITY @ 100% (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM # OF PORTABLE CLASSROOMS	MAXIMUM PORTABLE CAPACITY (EXISTING PLUS FUTURE)	**PROJECTED OCT 2026 HEADCOUNT**	**PROJECTED OCT 2026 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	**693**	**21**	268
COUGAR MOUNTAIN	30	780	4	48	828	**787**	0	0	828	787	0	0	828	0	0	**543**	**244**	244
ISSAQUAH MIDDLE	28	728	10	120	848	**806**	8	208	1056	1003	0	0	1056	8	208	**797**	**9**	206
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	**595**	**176**	374
PINE LAKE	31	806	6	72	878	**834**	2	52	930	884	0	0	930	2	52	**785**	**49**	99
TOTAL	185	4810	33	396	5206	**4946**	34	884	6090	5786	2	52	6142	36	936	**4273**	**673**	1513

[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 C: 2026-27 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 (28) [2]	CURRENT SCHOOL CAPACITY (28) [2]	CURRENT SCHOOL CAPACITY @ 100% (INCLUDES EXISTING PORTABLE CLASSROOMS)	CURRENT SCHOOL CAPACITY @95% (INCLUDES EXISTING PORTABLE CLASSROOMS)	FUTURE PORTABLE CLASSROOMS	FUTURE PORTABLE CLASSROOM CAPACITY (28)	MAXIMUM SCHOOL CAPACITY (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM # OF PORTABLE CLASSROOMS	MAXIMUM PORTABLE CAPACITY (EXISTING PLUS FUTURE)	**PROJECTED OCT 2026 HEADCOUNT**	**PROJECTED OCT 2026 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	**195**	**71**	71
ISSAQUAH HIGH	73	2044	4	48	2092	**1987**	10	280	2372	2253	0	0	2372	10	280	**2250**	**-263**	3
LIBERTY HIGH	40	1120	5	60	1180	**1121**	8	224	1404	1334	0	0	1404	8	224	**1390**	**-269**	-56
SKYLINE HIGH	56	1568	5	60	1628	**1547**	16	448	2076	1972	0	0	2076	16	448	**2085**	**-538**	-113
TOTAL	169	4732	14	168	5180	**4921**	34	952	5852	5559	0	0	5852	34	952	5920	**-999**	-166

[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 D: 2026-27 TOTAL SCHOOL CAPACITIES

ALL SCHOOLS	# OF STANDARD CLASSROOMS [1]	STANDARD CLASSROOM CAPACITY [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 [2]	CURRENT SCHOOL CAPACITY @ 100% (INCLUDES EXISTING PORTABLE CLASSROOMS)	CURRENT SCHOOL CAPACITY @95% (INCLUDES EXISTING PORTABLE CLASSROOMS)	FUTURE PORTABLE CLASSROOMS	FUTURE PORTABLE CLASSROOM CAPACITY	MAXIMUM SCHOOL CAPACITY (INCLUDES PORTABLE CLASSROOMS)	MAXIMUM SCHOOL CAPACITY @ 100%	MAXIMUM # OF PORTABLE CLASSROOMS	MAXIMUM PORTABLE CAPACITY (EXISTING PLUS FUTURE)	**PROJECTED OCT 2026 HEADCOUNT**	**PROJECTED OCT 2026 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	7537	**1226**	3772
MIDDLE	185	4810	33	396	5206	**4946**	34	884	6090	5786	2	52	6142	36	936	4273	**673**	1513
HIGH	169	4732	14	168	5180	**4921**	34	952	5852	5559	0	0	5852	34	952	5920	**-999**	-166
TOTAL	778	18022	109	1308	19610	**18630**	202	4516	23846	22654	8	172	24018	210	4688	17730	**899**	5119

[1] Minus excluded spaces for special program needs

[2] Average of staffing ratios = Kindergarten - 3rd grades 1:19, 4th - 5th grades 1:22, 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.