

# **2022 CAPITAL FACILITIES PLAN**

## **Issaquah School District No. 411 Issaquah, Washington**

Adopted June 8, 2022  
Resolution No. 1182

*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, in compliance with the requirements of Washington's Growth Management Act and King County Council Code Title 21A. This Plan was prepared using data available in April 2022.

This Plan is an update of prior long-term Capital Facilities Plans adopted by the Issaquah School District. However, this Plan is not intended to be the sole Plan for all of the District's needs. The District may prepare interim and periodic Long Range Capital Facilities Plans consistent with board policies, taking into account a longer or a shorter time period, other factors and trends in the use of facilities, and other needs of the District as may be required. Any such plan or plans will be consistent with this Six-Year Capital Facilities Plan.

In June 1992, the District first submitted a request to King County to impose and to collect school impact fees on new developments in unincorporated King County. On November 16, 1992, the King County Council first adopted the District's Plan and a fee implementing ordinance. This Plan is the annual update of the Six-Year Plan.

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

Pursuant to the requirements of the Growth Management Act, this Plan will be updated on an annual basis, and any charges in the fee schedule(s) adjusted accordingly.

## 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 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).

Different class sizes are used depending on the grade level or programs offered such as special education or the gifted program. With the passage of Initiative 728 in November 2000, the Issaquah School Board established new class size standards for elementary grades K-5. The Board and District Administration will continue to keep class sizes near the levels provided by I-728; this will be done via local levy funds. There is also legislation that requires the State to fund Full-Day Kindergarten by 2018. The District provided Full-Day Kindergarten beginning in the 2016-2017 school year. A class size average of 20 for grades K-5 is now being used to calculate building capacities. A class size of 26 is used for grades 6-8 and 28 for grades 9-12. Special Education class size is based on 12 students per class. For the purpose of this analysis, rooms designated for special use, consistent with the provisions of King County Council Code Title 21A, are not considered classrooms.

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.

Portables used as classrooms are used to accommodate enrollment increases for interim purposes until permanent classrooms are available. When permanent facilities become available, the portable(s) is either moved to another school as an interim classroom or removed.

The King County decision to no longer allow schools to be built outside the Urban Growth Boundary Line (UGBL) means District owned property planned for a new elementary school and middle school could not be used for its long planned purpose. The District sold this planned site to a third party. The District has acquired one high school site, two elementary school sites and one middle school site inside the UGBL. The State does not provide funding for property purchases.

The 2016 Bond provided funding provides 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, which are both discussed further in this Capital Facilities Plan. The District's voters recently passed a capital levy that will add, in part, funding for the high school. Additional funding for other projects may be pursued during the six year planning period.

## TRIGGER OF CONSTRUCTION

The Issaquah School District Capital Facilities Plan proposes construction of a new high school and a new elementary school to meet the needs of elementary, middle school and high school capacity needs. The District recently 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 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 bond issues determine when any new facility can be constructed. The planned facilities will be funded by a bond passed on April 26, 2016, a capital levy passed on April 26, 2022, school impact fees, reserve funds held by the District, and other potential future funding sources. New school facilities are a response to new housing which the county or cities have approved for construction.

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

## DEVELOPMENT TRACKING

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. It also 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. Generation rates for elementary school, middle school and high school student per new single-family residence and new multi-family housing is shown on page 10 and page 11.

## NEED FOR IMPACT FEES AND GROWTH-RELATED CAPACITY NEEDS

The District relies 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 capacity project. State funding and impact fees are also not reliable sources of revenue. As a result, the District must also rely on local funding to fund school construction. On April 26, 2016 voters approved bond funding for the construction of a new high school, a new middle school and two new elementary schools, the rebuild/expansion of an existing middle school and additions to six existing elementary schools.

As demonstrated in Appendix A, (page 18) 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 543 students (current enrollment is identified on page 9).

As demonstrated in Appendix B, (page 19) 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 279 students (current enrollment is identified on page 9).

As demonstrated in Appendix C, (page 20) 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 785 students (current enrollment is identified on page 9).

Based on the District's student generation rates (Table Two and Three), the District expects that 0.558 students will be generated from each new single family home and 0.263 students will be generated from each new multi-family dwelling unit.

Applying the enrollment projections contained on page 9 to the District's existing permanent capacity (Appendices A, B, and C) and if no capacity improvements are made by the year 2027-28, and permanent capacity is adjusted to 95%, the District elementary population will be over its permanent capacity by 262 students, over permanent capacity at the middle school level by 483 students, and over permanent capacity by 992 students at the high school level. Importantly, the above figures incorporate recently completed growth-projects at the elementary and middle school levels. The District's enrollment projections are developed using two methods: first, the cohort survival – historical enrollment method is used to forecast enrollment growth based upon the progression of existing students in the District; then, the enrollment projections are modified to include students anticipated from new developments in the District.

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

To address existing and future capacity needs, the District's six-year construction plan includes the following capacity projects:

Facility Expansions	Projected / Final Completion Date	Location	Additional Capacity
New High School #4	2024	Issaquah	1600
New Elementary #17	2026	Issaquah	560

The District recently opened the new Cougar Mountain Middle School, with permanent capacity of 787, and the new Cougar Ridge Elementary School, with permanent capacity of 566 students. Both schools were funded by the April 2016 bond and provide capacity to serve new growth.

Based upon the District's capacity data and enrollment projections, as well as the student generation data, the District has determined that a majority of its capacity improvements are necessary to serve students generated by new development.

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. The impact fees will 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's recent and ongoing student growth, coupled with the need for the timely funding and construction of new facilities to serve this growth, requires strict adherence to this position.

## ENROLLMENT METHODOLOGY

Two basic techniques are used, with the results compared, to establish the most likely range of anticipated student enrollment:

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 account for anomalies affecting enrollment (for example, 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 Two and Table Three.)
  - 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 determining the expected new students, the current actual student enrollments are moved forward from year to year with the arrived at additions.

One of the challenges associated with all projection techniques is that, where new development is in the pipeline, they tend to always show growth because the number of houses and the general population always increases. Enrollments, however, can and do decrease even as the population increases. The reason is as the population matures, the number of kindergartners will go down as the number of 10th graders is still increasing. To adjust for this factor, the number of school age children per dwelling is examined. When this number exceeds expectations, it is probably because the District is still assuming kindergarten growth, while the main growth is actually moving into middle school. When this happens, a reduction factor is added to kindergarten to force it to decrease even though the general population continues to grow. A precise statistical formula has not been developed to make this adjustment.

After all of the projections have been made and examined, the most likely range is selected. An examination of past projections compared with actual enrollment indicates the cohorts tend to be more accurate over a ten-year time span while dwelling units tend to be more accurate over a shorter period. The probable reason is that over a ten-year period, the projections tend to average out even though there are major shifts both up and down within the period.

The Covid-19 pandemic has complicated projections in recent years. In the last CFP, the District was anticipating the return to in-person learning and attempting to estimate the number of returning students. More reliable data and experience is available for this year's enrollment projections. Like other districts, the District is also experiencing fewer students at the high school level enrolling in Running Start options and instead choosing to be fully enrolled in the District 9-12 program.

Enrollment projections for the years 2022-2023 through 2036-2037 are shown in Table One. These projections are conservative in the near-term (within a 5 year period). The District assumes that a post-pandemic increase in enrollment will occur, but does not believe our historical peak enrollment will be exceeded for approximately 7 years. The District however, could have a large uptick in enrollment depending upon land use decisions, housing and labor market, etc. The District will monitor these matters and include updated information in future updates to the Capital Facilities Plan.



# TABLE ONE: ACTUAL STUDENT COUNTS 2013-14 through 2021-22 ENROLLMENT PROJECTIONS 2022-23 through 2036-37

## ISSAQUAH SCHOOL DISTRICT

Actual Student Counts 2013-14 Through 2021-22  
Enrollment Projections 2022-23 Through 2036-37

FTE Enrollment																		
Year	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	Total	K-5	6-8	9-12	Total
2013-14	654	1489	1414	1526	1498	1477	1462	1391	1463	1344	1404	1233	1110	17,465	8058	4316	5091	17,465
2014-15	694	1494	1552	1478	1545	1555	1512	1491	1432	1495	1352	1292	1115	18,006	8317	4435	5254	18,006
2015-16	661	1547	1558	1615	1548	1582	1600	1552	1520	1472	1489	1167	1136	18,445	8511	4671	5264	18,445
2016-17*	1408	1483	1623	1609	1650	1604	1626	1626	1585	1565	1475	1290	1063	19,606	9376	4837	5393	19,606
2017-18	1447	1561	1535	1691	1641	1680	1627	1655	1651	1629	1546	1243	1165	20,072	9556	4933	5584	20,072
2018-19	1337	1519	1591	1555	1720	1645	1723	1631	1638	1677	1565	1308	1061	19,971	9367	4992	5612	19,971
2019-20	1453	1467	1593	1654	1603	1743	1680	1731	1648	1651	1626	1263	1134	20,245	9511	5059	5674	20,245
2020-21	1133	1441	1398	1530	1589	1529	1662	1616	1678	1629	1595	1244	1098	19,142	8620	4956	5566	19,142
2021-22	1171	1237	1401	1389	1494	1518	1527	1602	1583	1654	1577	1305	1164	18,621	8210	4712	5699	18,621
2022-23	1279	1298	1259	1431	1405	1491	1537	1525	1605	1607	1622	1304	1173	18,534	8162	4667	5706	18,534
2023-24	1303	1372	1315	1305	1472	1422	1539	1560	1554	1657	1604	1368	1194	18,664	8190	4653	5822	18,664
2024-25	1268	1414	1400	1349	1326	1474	1449	1544	1577	1589	1645	1324	1255	18,614	8231	4569	5813	18,614
2025-26	1279	1386	1448	1445	1379	1334	1514	1466	1576	1632	1598	1388	1237	18,681	8270	4556	5855	18,681
2026-27	1309	1436	1454	1530	1511	1419	1408	1565	1528	1661	1672	1382	1333	19,208	8659	4501	6049	19,208
2027-28	1556	1426	1470	1496	1559	1518	1454	1420	1588	1572	1655	1408	1277	19,400	9025	4463	5913	19,400
2028-29	1588	1675	1433	1485	1498	1537	1526	1441	1419	1603	1540	1368	1284	19,398	9217	4386	5795	19,398
2029-30	1579	1713	1715	1512	1551	1541	1611	1577	1502	1500	1641	1316	1303	20,061	9610	4691	5761	20,061
2030-31	1587	1706	1755	1768	1550	1566	1587	1634	1613	1559	1510	1391	1228	20,454	9931	4834	5689	20,454
2031-32	1599	1716	1750	1809	1808	1567	1613	1612	1670	1670	1569	1261	1304	20,948	10249	4895	5803	20,948
2032-33	1606	1722	1755	1799	1844	1821	1609	1632	1643	1722	1673	1313	1167	21,306	10546	4884	5876	21,306
2033-34	1608	1731	1762	1805	1835	1858	1864	1630	1665	1696	1728	1420	1221	21,821	10598	5159	6064	21,821
2034-35	1611	1733	1772	1814	1842	1849	1902	1886	1663	1719	1703	1475	1329	22,298	10621	5451	6226	22,298
2035-36	1618	1737	1775	1823	1851	1856	1894	1924	1919	1718	1726	1451	1385	22,677	10661	5737	6279	22,677
2036-37	1624	1744	1779	1826	1860	1865	1901	1916	1957	1973	1724	1474	1360	23,003	10698	5774	6531	23,003

\* 2016-17 Enrollment reflects the addition of State Funded Full Day Kindergarten

**TABLE TWO: STUDENT FACTORS – SINGLE FAMILY**

2021-22 Single Family	STUDENTS						AVERAGE PER UNIT			
Single Family Development	# Planned	# Sold	K-5	6-8	9-12	Total	K-5	6-8	9-12	Total
Cedarcroft	27	27	10	4	6	20	0.370	0.148	0.222	0.741
Chestnut Estates	38	38	13	7	9	29	0.342	0.184	0.237	0.763
Dalton Park	39	39	18	6	8	32	0.462	0.154	0.205	0.821
Mallard Pointe	34	17	1	0	1	2	0.059	0.000	0.059	0.118
Meadowleaf	115	92	31	7	9	47	0.337	0.076	0.098	0.511
Overlook @ Brookshire	38	38	21	6	8	35	0.553	0.158	0.211	0.921
Providence Ridge	38	36	15	5	2	22	0.417	0.139	0.056	0.611
Symphony Ridge	57	57	27	15	10	52	0.474	0.263	0.175	0.912
Talus: Panorama (new)	63	44	3	2	0	5	0.068	0.045	0.000	0.114
Westridge North Homes	72	58	0	1	5	6	0.000	0.017	0.086	0.103
Windsor Grove	30	29	5	5	5	15	0.172	0.172	0.172	0.517
<b>TOTALS</b>	<b>551</b>	<b>475</b>	<b>144</b>	<b>58</b>	<b>63</b>	<b>265</b>	<b>0.303</b>	<b>0.122</b>	<b>0.133</b>	<b>0.558</b>

<b>Single Family</b>	
Elementary School K-5	<b>0.303</b>
Middle School 6-8	<b>0.122</b>
High School 9-12	<b>0.133</b>
<b>TOTAL</b>	<b>0.558</b>

These developments are currently under construction or have been completed within the past five years.

## TABLE THREE: STUDENT FACTORS - MULTI-FAMILY

2021-22 Multi Family	STUDENTS						AVERAGE PER UNIT			
Multi Family Development	# Planned	# Sold	K-5	6-8	9-12	Total	K-5	6-8	9-12	Total
Newcastle Commons Apartments	671	100	54	11	16	81	0.540	0.110	0.160	0.810
Aldea at Newcastle Commons	129	129	4	3	1	8	0.031	0.023	0.008	0.062
Enclave at Kelkari	67	35	0	1	0	1	0.000	0.029	0.000	0.029
Issaquah Highlands - Apartments 10th Ave	135	135	0	0	0	0	0.000	0.000	0.000	0.000
Overlook @ Brookshire	42	42	21	6	8	35	0.500	0.143	0.190	0.833
Riva	36	36	0	0	0	0	0.000	0.000	0.000	0.000
Towns at Westridge South	122	122	17	10	7	34	0.139	0.082	0.057	0.279
Westridge Townhomes North	90	40	6	0	3	9	0.150	0.000	0.075	0.225
<b>TOTALS</b>	<b>1292</b>	<b>639</b>	<b>102</b>	<b>31</b>	<b>35</b>	<b>168</b>	<b>0.160</b>	<b>0.049</b>	<b>0.055</b>	<b>0.263</b>

<b>Multi-Family</b>	
Elementary School K-5	<b>0.160</b>
Middle School 6-8	<b>0.049</b>
High School 9-12	<b>0.055</b>
<b>TOTAL</b>	<b>0.263</b>

These developments are currently under construction or have been completed within the past five years.

## 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 4,290 students in portables. While portables are critical for interim capacity needs, they are not desirable nor long-term capacity solutions. The District looks to its permanent capacity, as adjusted for utilization, for purposes of determining growth-related needs and addressing school capacity. The projected student enrollment for the 2022-2023 school year is expected to be 18,534 which leaves a permanent capacity overage of 96. Enrollment projections indicate continuing permanent capacity needs at the elementary and high school levels.

Calculations of elementary, middle school and high school capacities are shown in Appendices A, B and C. Totals are shown in Appendix D.

Below is a list of current facilities. 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. 117 <sup>th</sup> Street, Renton
Briarwood Elementary	17020 S.E. 134 <sup>th</sup> 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 167 <sup>th</sup> Ave. S.E., Bellevue
Creekside Elementary	20777 SE 16 <sup>th</sup> Street, Sammamish
Discovery Elementary	2300 228 <sup>th</sup> 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 204 <sup>th</sup> Ave. S.E., Issaquah
Newcastle Elementary	8440 136 <sup>th</sup> 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. 32 <sup>nd</sup> Street, Issaquah
Cougar Mountain Middle School	1929 NW Talus Dr, Issaquah
Issaquah Middle School	600 2 <sup>nd</sup> Ave. Ave. S.E., Issaquah
Maywood Middle School	14490 168 <sup>th</sup> 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

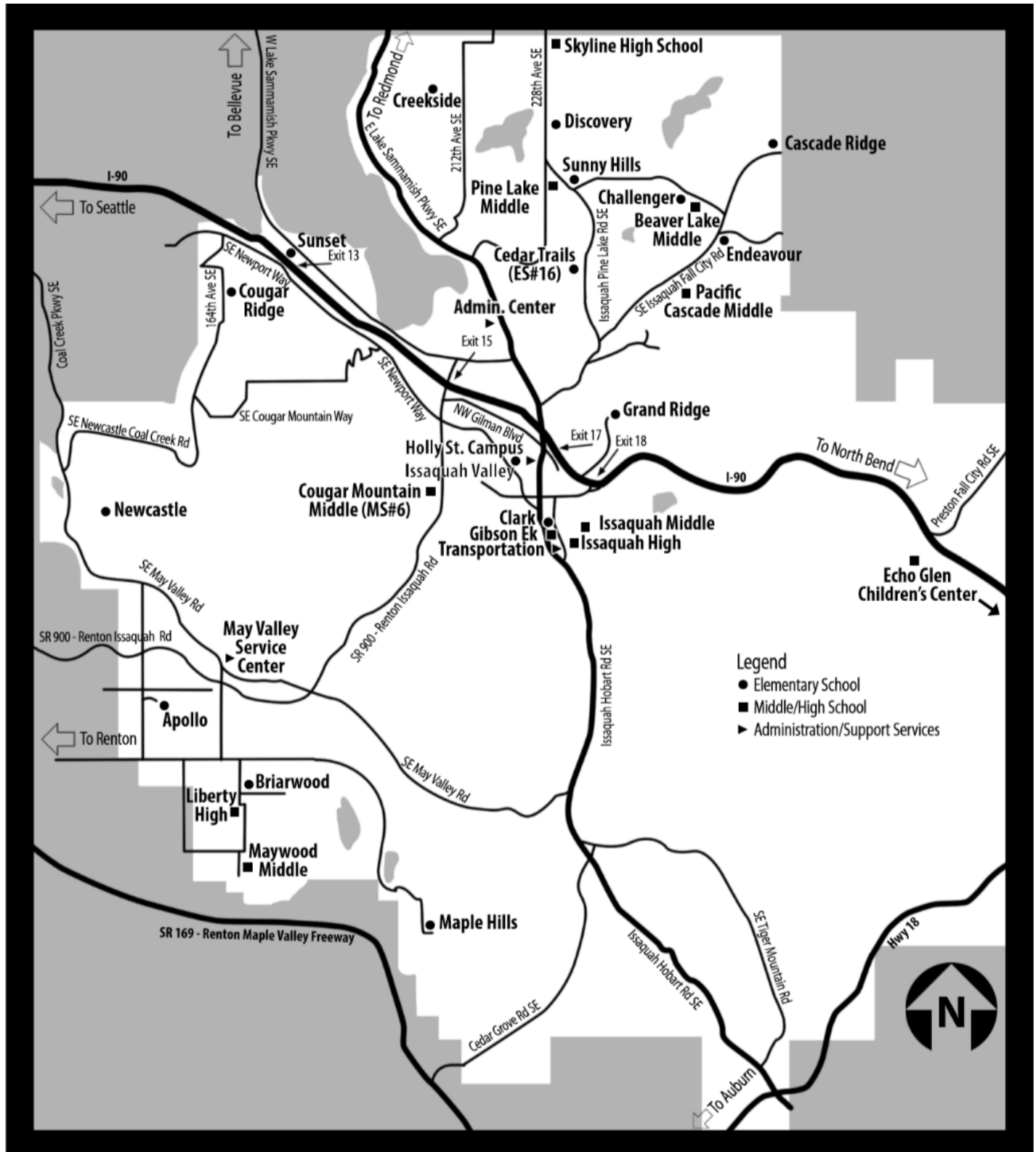
#### **GRADE SPAN 9-12:**

Issaquah High School	700 Second Ave. S.E., Issaquah
Liberty High School	16655 S.E. 136 <sup>th</sup> Street, Renton
Skyline High School	1122 228 <sup>th</sup> Ave. S.E., Sammamish
Gibson Ek High School	379 First Ave. S.E., Issaquah

#### **SUPPORT SERVICES:**

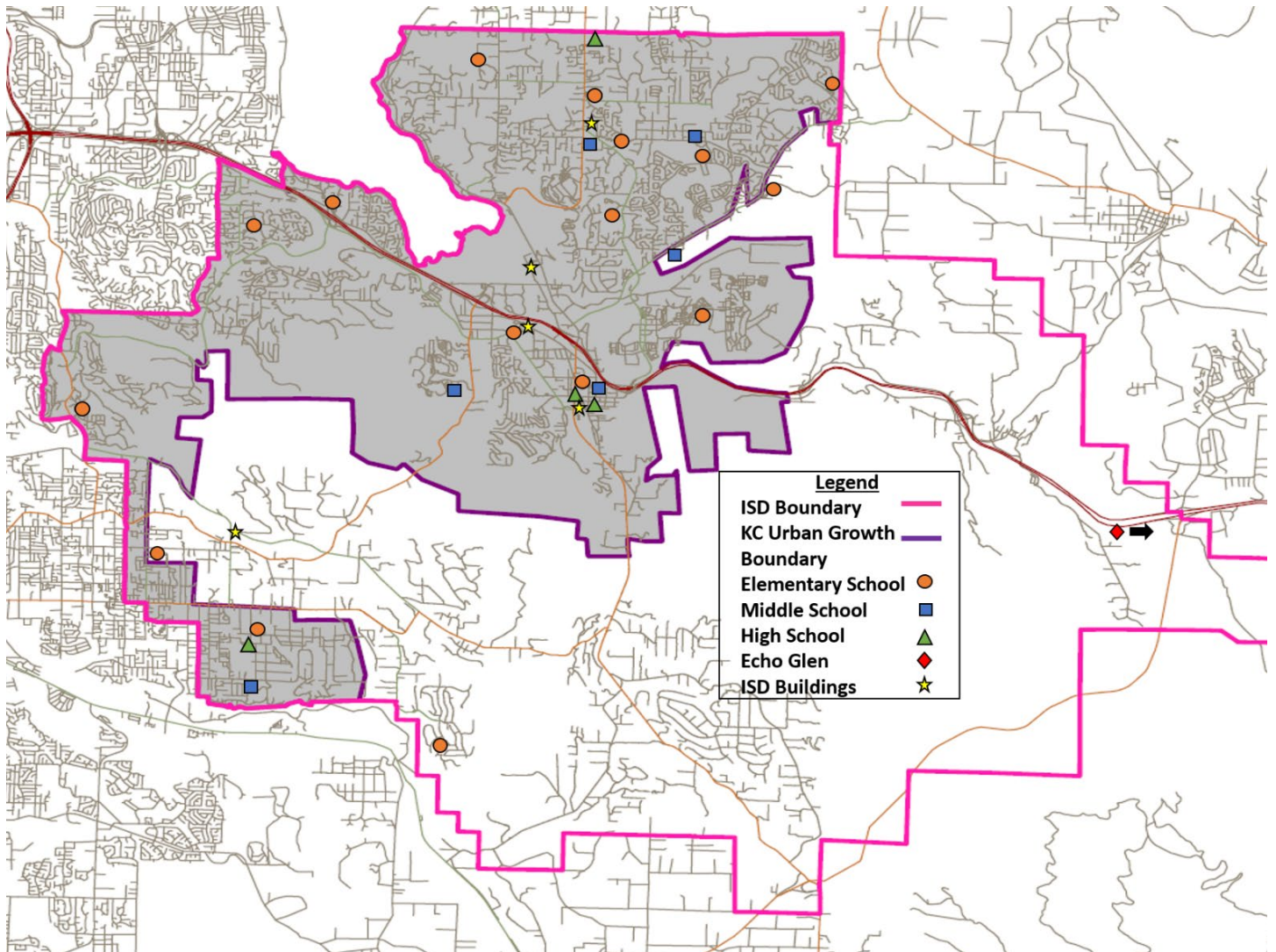
Administration Building	5150 220 <sup>th</sup> Ave S.E., Issaquah
Holly Street Early Learning Center	565 N.W. Holly Street, Issaquah
May Valley Service Center	16404 S.E. May Valley Road, Renton
Transportation Center	805 Second Avenue S.E., Issaquah
Transportation Satellite	3402 228 <sup>th</sup> Ave. S.E., Sammamish

## SITE LOCATION MAP





## URBAN GROWTH BOUNDARY MAP



## THE ISSAQUAH SCHOOL DISTRICT'S SIX-YEAR CONSTRUCTION PLAN

The District's Six-Year Finance Plan is shown in Appendix E. Shown in Table Four is the District's projected capacity to house students, which reflects the additional facilities as noted. Voters passed a \$533 million bond in April 2016 to fund the purchase of land for and construction of a new high school, a new middle school, two new elementary schools, the rebuild/expansion of an existing middle school and additions to six existing elementary schools. The voters also funded an April 2022 capital levy to provide additional funding for the high school project as well as other projects. The District does anticipate receiving State matching funds for High School #4 project that would reduce future bond sale amounts or be applied to new K-12 construction projects included in this Plan.

The District also anticipates that it will receive \$500,000 in impact fees and mitigation payments that will be applied to capital projects.

The District projects 18,534 FTE students for the 2022-2023 school year and 19,400 FTE students in the 2027-2028 school year. Growth will be accommodated by the planned facilities. Per the formula in the adopted school impact fee ordinance, half of the unfunded growth-related need is assigned to impact fees and half is the local share.

### TABLE FOUR: PROJECTED CAPACITY TO HOUSE STUDENTS

#### Projected Capacity to House Students

Years	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Permanent Capacity	19,610	19,610	19,610	21,210	21,210	21,770
High School			1,600			
Middle School						
Elementary School					560	
<b>Gross Totals</b>	<b>19,610</b>	<b>19,610</b>	<b>21,210</b>	<b>21,210</b>	<b>21,770</b>	<b>21,770</b>
*Subtotal (Sum at 95% Utilization Rate)	18,630	18,630	20,150	20,150	20,682	20,682
Portables @ 95%	4,290	4,290	4,290	4,290	4,290	4,290
<b>Total Capacity</b>	<b>22,920</b>	<b>22,920</b>	<b>24,440</b>	<b>24,440</b>	<b>24,972</b>	<b>24,972</b>
Projected FTE Enrollment	18,534	18,664	18,614	18,681	19,208	19,400
Permanent Capacity @ 95% (surplus/deficit)	96	-35	1,536	1,469	1,474	1,282

\*Permanent Capacity and New Construction calculations are based on the 95% utilization factors (See Appendix D).

The number of portables may be reduced as permanent capacity projects come on line and are open for instruction.

# SCHOOL IMPACT FEE CALCULATIONS

## SCHOOL IMPACT FEE CALCULATIONS

DISTRICT Issaquah SD #411  
YEAR 2022

### School Site Acquisition Cost:

((Acres x Cost per Acre)/Facility Capacity) x Student Generation Factor

	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	7.00	\$0	560	0.303	0.160	\$0	\$0
Middle/Jr High	10.00	\$0	850	0.122	0.049	\$0	\$0
High	40.00	\$1,000,000	1,600	0.133	0.055	\$3,316	\$1,369
<b>TOTAL</b>						<b>\$3,316</b>	<b>\$1,369</b>

### School Construction Cost:

((Facility Cost/Facility Capacity) x Student Generation Factor) x (Permanent/Total Sq Ft)

	%Perm/ Total Sq.Ft.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	92.37%	\$45,000,000	560	0.303	0.160	\$22,502	\$11,848
Middle/Jr High	92.37%	\$0	850	0.122	0.049	\$0	\$0
High	92.37%	\$150,000,000	1,600	0.133	0.055	\$11,485	\$4,743
<b>TOTAL</b>						<b>\$33,988</b>	<b>\$16,591</b>

### Temporary Facility Cost:

((Facility Cost/Facility Capacity) x Student Generation Factor) x (Temporary/Total Square Feet)

	%Temp/ Total Sq.Ft.	Facility Cost	Facility Size	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	7.63%	\$0	80	0.303	0.160	\$0	\$0
Middle/Jr High	7.63%	\$0	56	0.122	0.049	\$0	\$0
High	7.63%	\$0	224	0.133	0.055	\$0	\$0
<b>TOTAL</b>						<b>\$0</b>	<b>\$0</b>

### State Matching Credit:

Area Cost Allowance x SPI Square Footage x District Match % x Student Factor

	Current Area Cost Allowance	SPI Footage	District Match %	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	\$246.83	90	0.00%	0.303	0.160	\$0	\$0
Middle/Jr High	\$246.83	108	0.00%	0.122	0.049	\$0	\$0
High School	\$246.83	130	36.09%	0.133	0.055	\$1,536	\$634
<b>TOTAL</b>						<b>\$1,536</b>	<b>\$634</b>

### Tax Payment Credit:

Average Assessed Value		SFR	MFR
		<b>\$915,462</b>	<b>\$555,086</b>
Capital Bond Interest Rate		<b>2.45%</b>	<b>2.45%</b>
Net Present Value of Average Dwelling		\$8,032,922	\$4,870,724
Years Amortized		10	10
Property Tax Levy Rate		<b>\$1.62</b>	<b>\$1.62</b>
Present Value of Revenue Stream		\$13,013	\$7,891

### Fee Summary:

	Single Family	Multi- Family
Site Acquisition Costs	\$3,315.79	\$1,369.33
Permanent Facility Cost	\$33,987.65	\$16,591.44
Temporary Facility Cost	\$0.00	\$0.00
State Match Credit	(\$1,535.94)	(\$634.30)
Tax Payment Credit	(\$13,013.33)	(\$7,890.57)
<b>FEE (AS CALCULATED)</b>	<b>\$22,754.16</b>	<b>\$9,435.90</b>
Local Share	\$11,377.08	\$4,717.95
<b>FINAL FEE</b>	<b>\$11,377</b>	<b>\$4,718</b>

Each city or county sets and adopts the amount of the school impact fee.

For the applicable fee schedule, please consult with the permitting jurisdiction for the development project.



## BASIS FOR DATA USED IN SCHOOL IMPACT FEE CALCULATIONS

### SCHOOL SITE ACQUISITION COST:

- The District previously purchased sites for the new elementary schools, middle school and high school.

### SCHOOL CONSTRUCTION COST:

- Elementary                      \$45,000,000 is the estimated construction cost of the project providing additional elementary capacity
- Middle School                \$80,000,000 is the estimated construction cost of the project providing additional middle school capacity
- High School                    \$150,000,000 is the estimated construction cost of the project providing additional high school capacity

### PERCENTAGE OF PERMANENT AND TEMPORARY SQUARE FOOTAGE TO TOTAL SQUARE FOOTAGE:

Total Square Footage	2,935,397
Permanent Square Footage (OSPI)	2,744,580
Temporary Square Footage	190,817

### STATE MATCH CREDIT:

Current Area Cost Allowance	\$246.83
Percentage of State Match	36.09%

# APPENDIX A

## 2021-22 ELEMENTARY SCHOOL CAPACITIES

ELEMENTARY SCHOOLS	# OF STANDARD CLASSROOMS*	ROOM CAPACITY (20)**	# OF SPECIAL ED ROOMS	SPECIAL ED ROOM CAPACITY (12)	PERMANENT CAPACITY @100%	PERMANENT CAPACITY AT 95%	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CAPACITY (20)**	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @95%	FUTURE PORTABLE CLASSROOMS	ADDTL PORTABLE CAPACITY (20)	MAXIMUM SCHOOL CAPACITY	MAXIMUM # OF PORTABLE CLASSROOMS	Projected Oct. 2022 Headcount	PERMANENT CAP OVERAGE OR SHORTAGE @ 95%***	WITH EXISTING PORTABLES OVERAGE OR SHORTAGE @ 95%****
APOLLO	28	560	3	36	596	566	7	140	736	699	0	0	736	7	471	95	228
BRIARWOOD	26	520	3	36	556	528	11	220	776	737	0	0	776	11	629	-101	108
CASCADE RIDGE	23	460	2	24	484	460	8	160	644	612	0	0	644	8	369	91	243
CEDAR TRAILS (E16) *****	23	460	3	36	496	471	0	0	496	471	0	0	496	0	403	68	68
CHALLENGER	22	440	4	48	488	464	14	280	768	730	0	0	768	14	421	43	309
CLARK	30	600	3	36	636	604	10	200	836	794	0	0	836	10	576	28	218
COUGAR RIDGE	28	560	3	36	596	566	8	160	756	718	0	0	756	8	513	53	205
CREEKSIDE	27	540	5	60	600	570	10	200	800	760	0	0	800	10	607	-37	153
DISCOVERY	27	540	4	48	588	559	8	160	748	711	0	0	748	8	554	5	157
ENDEAVOUR	26	520	4	48	568	540	8	160	728	692	0	0	728	8	508	32	184
GRAND RIDGE	26	520	5	60	580	551	12	240	820	779	0	0	820	12	582	-31	197
ISSAQUAH VALLEY	31	620	2	24	644	612	10	200	844	802	0	0	844	10	563	49	239
MAPLE HILLS	22	440	4	48	488	464	4	80	568	540	0	0	568	4	410	54	130
NEWCASTLE	24	480	4	48	528	502	8	160	688	654	0	0	688	8	484	18	170
SUNNY HILLS	30	600	6	72	672	638	12	240	912	866	0	0	912	12	565	73	301
SUNSET	31	620	7	84	704	669	4	80	784	745	0	0	784	4	565	104	180
<b>TOTAL</b>	<b>424</b>	<b>8480</b>	<b>62</b>	<b>744</b>	<b>9224</b>	<b>8763</b>	<b>134</b>	<b>2680</b>	<b>11904</b>	<b>11309</b>	<b>0</b>	<b>0</b>	<b>11904</b>	<b>134</b>	<b>8220</b>	<b>543</b>	<b>3089</b>

\*Minus excluded spaces for special program need

\*\*Average of staffing ratios 1:20 K-2, 1:23 3-5

\*\*\*Permanent Capacity x 95% (utilization factor) Minus Headcount Enrollment

\*\*\*\*Maximum Capacity x 95% (utilization factor) Minus Headcount Enrollment

\*\*\*\*\*Cedar Trails (formerly E16) opened September 2021

Permanent capacity reflects the building's level of service design capacity.

The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portable

## APPENDIX B

### 2021-2022 MIDDLE SCHOOL CAPACITIES

MIDDLE SCHOOLS	# OF STANDARD CLASSROOMS*	ROOM CAPACITY (26)	# OF SPECIAL ED ROOMS	SPECIAL ED ROOM CAPACITY (12)	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY @ 95%	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CAPACITY (26)	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @ 95%	FUTURE PORTABLE CLASSROOMS	ADDT'L PORTABLE CAPACITY (26)	MAXIMUM SCHOOL CAPACITY	MAXIMUM # OF PORTABLE CLASSROOMS	Projected Oct. 2022 Headcount	PERMANENT CAP OVERAGE or SHORTAGE @ 95% **	WITH EXISTING PORTABLES OVERAGE OR SHORTAGE @ 95% ***
BEAVER LAKE	28	728	2	24	752	714	10	260	1012	961	0	0	1012	10	845	-131	116
COUGAR MTN (MS#6)****	30	780	4	48	828	787	2	0	828	787	0	0	828	0	626	161	161
ISSAQUAH MIDDLE	28	728	10	120	848	806	8	208	1056	1003	0	0	1056	8	763	43	240
MAYWOOD	40	1040	4	48	1088	1034	6	156	1244	1182	0	0	1244	6	819	215	363
PACIFIC CASCADE	28	728	7	84	812	771	8	208	1020	969	0	0	1020	8	713	58	256
PINE LAKE	31	806	6	72	878	834	2	52	930	884	0	0	930	2	901	-67	-18
<b>TOTAL</b>	<b>185</b>	<b>4810</b>	<b>33</b>	<b>396</b>	<b>5206</b>	<b>4946</b>	<b>36</b>	<b>884</b>	<b>6090</b>	<b>5786</b>	<b>0</b>	<b>0</b>	<b>6090</b>	<b>34</b>	<b>4667</b>	<b>279</b>	<b>1119</b>

\*Minus excluded spaces for special program needs

\*\*Permanent Capacity x 95% (utilization factor) Minus Headcount Enrollment

\*\*\*Maximum Capacity x 95% (utilization factor) Minus Headcount Enrollment

\*\*\*\* Cougar Mountain Middle School (formerly MS#6) opened September 2021

Permanent capacity reflects the building's level of service design capacity

The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portables

## APPENDIX C

### 2021-2022 HIGH SCHOOL CAPACITIES

HIGH SCHOOLS	# OF CLASSROOMS*	ROOM CAPACITY (28)	# OF SPECIAL ED ROOMS	SPECIAL ED ROOM CAPACITY (12)	PERMANENT CAPACITY @ 100%	PERMANENT CAPACITY @ 95%	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CAPACITY (28)	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @ 95%	FUTURE PORTABLE CLASSROOMS	ADDTL PORTABLE CLASSROOMS	MAXIMUM SCHOOL CAPACITY	MAXIMUM # OF PORTABLE CLASSROOMS	Projected Oct. 2022 Headcount	PERM CAP OVER OR SHORT @ 95%**	WITH EXISTING PORTABLES OVERAGE OR SHORTAGE @ 95%***
ISSAQUAH HIGH	73	2044	4	48	2092	1987	10	280	2372	2253	0	0	2372	10	2203	-216	50
LIBERTY HIGH	40	1120	5	60	1180	1121	8	224	1404	1334	0	0	1404	8	1325	-204	9
GIBSON EK HIGH	10	280	0	0	280	266	0	0	280	266	0	0	280	0	176	90	90
SKYLINE HIGH	56	1568	5	60	1628	1547	16	448	2076	1972	0	0	2076	16	2002	-455	-30
<b>TOTAL</b>	<b>179</b>	<b>5012</b>	<b>14</b>	<b>168</b>	<b>5180</b>	<b>4921</b>	<b>34</b>	<b>952</b>	<b>6132</b>	<b>5825</b>	<b>0</b>	<b>0</b>	<b>6132</b>	<b>34</b>	<b>5706</b>	<b>-785</b>	<b>119</b>

\*Minus excluded spaces for special program needs

\*\* Headcount Enrollment Compared to Permanent Capacity x 95% (utilization factor)

\*\*\* Headcount Enrollment Compared to Maximum Capacity x 95% (utilization factor)

Permanent capacity reflects the building's level of service design capacity.

The maximum capacity includes the permanent capacity plus the maximum number of classrooms served in portables.

## APPENDIX D

### 2021-2022 TOTAL CAPACITIES

# OF CLASSROOMS*	ROOM CAPACITY	# OF SPECIAL ED ROOMS	SPECIAL ED ROOM CAPACITY (12)	PERMANENT CAPACITY @ 100%*	PERMANENT CAPACITY @ 95%	# OF EXISTING PORTABLE CLASSROOMS	PORTABLE CAPACITY @ 100%	PORTABLE CAPACITY @ 95%	CURRENT SCHOOL CAPACITY @ 100%	CURRENT SCHOOL CAPACITY @ 95%	FUTURE PORTABLE CLASSROOMS	ADDT'L PORTABLE CAPACITY	MAXIMUM SCHOOL CAPACITY	MAXIMUM # OF PORTABLE CLASSROOMS	OCT. 2022 PROJ. HEADCOUNT	PERMANENT CAPACITY @ 95%	TOTAL CAPACITY WITH EXISTING PORTABLES @ 95%
788	18302	109	1308	19610	18630	204	4516	4290	24126	22920	0	0	24126	202	18593	36	4327

\*Permanent Capacity is the total Permanent Capacity from Appendix A + Total Capacity from Appendix B + Total Capacity from Appendix C

## APPENDIX E

### Six-Year Finance Plan

BUILDING	N/M*	2022	2023	2024	2025	2026	2027	Cost to Complete	SECURED LOCAL/STATE**	UNSECURED LOCAL ***
New High School	N	\$40,000,000	\$85,000,000	\$64,000,000	\$7,000,000	\$2,000,000	\$0	\$198,000,000	\$198,000,000	
New Elementary #17	N	\$10,000,000				\$45,000,000	\$2,500,000	\$57,500,000	\$10,000,000	\$47,500,000
Land	N							\$0	\$0	
<b>TOTALS</b>		<b>\$50,000,000</b>	<b>\$85,000,000</b>	<b>\$64,000,000</b>	<b>\$7,000,000</b>	<b>\$47,000,000</b>	<b>\$2,500,000</b>	<b>\$255,500,000</b>	<b>\$208,000,000</b>	<b>\$47,500,000</b>

\*N = New Construction M = Modernization/Rebuild

\*\*The Issaquah School District, with voter approval, has front funded these projects.

\*\*\*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 King County, City of Bellevue, City of Newcastle, City of Renton, City of Sammamish and the City of Issaquah for projects within the Issaquah School District.

\*\*\*\*Funds for portable purchases may come from impact fees, state matching funds, interest earnings or future bond sale elections.