

**RIDGEFIELD SCHOOL DISTRICT NO. 122
CAPITAL FACILITIES PLAN**

2011-2017

BOARD OF DIRECTORS

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**Adopted by the Ridgefield School District Board of Directors
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SECTION 1 INTRODUCTION

A. *Purpose of the Capital Facilities Plan*

The Washington State Growth Management Act (the “GMA”) includes schools in the category of public facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Ridgefield School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide Clark County (the “County”) and the City of Ridgefield (the “City”) with a schedule and financing plan for capital improvements needed to serve growth over the next six years (2011-2017).

In accordance with the Growth Management Act, Clark County Code Sections 40.620.030 – 40.620.040, and City of Ridgefield Municipal Code Sections 18.070.100 – 18.070.110, this CFP contains the following required elements:

- The District's standard of service, which is based on program year, class size by grade span, number of classrooms, types of facilities and other factors identified by the District.
- Future enrollment forecasts for each grade span (elementary, middle, and high schools).
- An inventory of existing capital facilities owned by the District, showing the locations and capacities of the facilities, based on the District's standard of service.
- A forecast of the future needs for capital facilities and school sites based on the District's enrollment projections.
- The proposed capacities of expanded or new capital facilities over the next six years based on the inventory of existing facilities and the standard of service.
- A six-year plan for financing capital facilities within projected funding capacities, which identifies sources of public money for such purposes.
- A calculation of impact fees to be assessed and supporting data substantiating such fees.

In developing this CFP, the District followed the following guidelines:

- The District used the best information it had available from recognized sources.
- The CFP complies with the GMA.
- The methodology used to calculate impact fees complies with the GMA and the criteria in the formulas established by the Clark County and the City of Ridgefield.

B. *Overview of the Ridgefield School District*

The Ridgefield School District is situated along the Interstate 5 corridor in northern Clark County. It encompasses the City of Ridgefield, a community that is experiencing accelerated growth, and is bordered by Battleground, La Center, Woodland, and Vancouver School Districts.

The District serves a population of 2,106 (Headcount October 2011) with two elementary schools (grades K-6), one middle school (grades 7-8), and one high school (grades 9-12). In

the short term, the District needs to make improvements at all its existing schools and needs to accommodate growth. The District will add classrooms, construct additional core facilities (i.e cafeteria, gymnasium) as it makes upgrades and improvements at the schools. In the long-term, the District needs to construct a new elementary, middle and/or high school. As improvements are made to the facilities, the District anticipates the current grade configurations will be changes so elementary schools serve grades K-5, the middle school serves grades 6-8 and the high school serves grades 9-12.

The most significant issues facing the District in terms of providing classroom capacity to accommodate existing and projected demands are:

- Presently, each facility in the District is housing students in excess of the capacity of the facility. Portables are in use at each site and will continue to be used in the short term.
- When portables are added to serve growth greater demands are placed on core facilities. The District needs to expand its core facilities.
- The District has a limited history of passing capital project bond elections to address the needs of the growing student population. In November 2005, May 2006 and May 2008 the voters did not pass bond issues that are required to construct a new high school. The District's voters did, however, approve a bond to purchase the high school property and they approved the most recent maintenance and operation levy.
- To respond to community priorities and preferences, the District will add classrooms and core facilities at existing schools to serve growth in the short term and will continue to explore the construction of a new high school and grade and facility reconfigurations for more long term growth.
- Growth continues to be the most significant issue for the District as housing developments continue. Land is scarce and costly. Construction of new and renovated facilities is costly.
- Existing facilities are experiencing traffic control, storm water management and safety concerns that need to be addressed.

SECTION 2 DISTRICT EDUCATIONAL PROGRAM STANDARDS

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 role that quality education plays in growing a strong local economy is vital. In order to accomplish the community value of having a strong local economy, schools must have quality facilities. These facilities serve as the supporting space for developing the whole child within a community to prepare them for a competitive global economy. The educational program standards which typically drive needs for educational space for students include grade configuration, optimum facility size, class size, educational program offerings, supplemental program offerings, specialty spaces, classroom utilization and scheduling requirements.

In addition to student population, other factors such as collective bargaining agreements, government mandates, and community expectations affect classroom space requirements. Space is necessary for regular classrooms, the fine and performing arts, physical education, special education, Title I, Highly Capable, bilingual education, technological applications, computer labs, preschool and daycare programs, and other specialized programs. Space must be provided for common areas such as media centers, cafeterias, kitchens, and auditoriums. Space is needed for

groups of students/staff to work together. These programs can have a significant impact on the available student capacity within school facilities. Further, the community expects all spaces to be well utilized during the school day and available after the school day for public use.

A. District Educational Program Standards:

Core programs include the following:

- Core classroom space for all curriculum areas which includes space for group learning, directed instruction, and individual student work to meet the rigors set forth in state standards.
- Science classroom space that supports advanced coursework (including water, sinks, gas, hoods, safety equipment). Students must achieve rigorous state mandated science standards. This requires specialty space that is not met by adding portables. High school and middle school science lab space is a high priority.
- Physical education space is needed to for students to meet rigorous health and fitness standards. This includes covered areas, fields, gymnasiums, and other multi-use spaces.
- Technological competency is expected for all students. Space must be allocated for technological equipment and applications in classrooms and specialty spaces. Square footage for this equipment and its infrastructure is not calculated in current state allowances, but must be provided.
- Art, music, and theatre arts spaces are critical to the core program for students. Spaces are necessary to adequately meet the rigorous standards of these state required programs.
- Library/Media services (research, technology, collaboration) and space must be provided for students to achieve the rigors in the core program. In an information driven environment, student access to information through appropriately sized library/media spaces is essential.
- Extra-curricular activities need adequate space in order to safely support program activities.

Special services are essential to meet the needs of special populations.

- Special Education services are delivered at each of the schools within the District. Program standards and services vary based on the handicapping conditions of the students and their individual education plan (IEP). Implementing each student's IEP often requires large and small specialty spaces, which the District must provide. Program standards change as a result of various external or internal influences. External influences include changing federal mandates, funding changes, and the introduction of new technological applications which meet the needs of students. Internal influences include modifications to the program year, class size, grade configurations, and facility changes.
- Special populations receive special support. Specialty space is essential to delivery of this support. Federal and state programs, including Title 1 Reading and Math, Highly Capable, Bilingual, are limitedly funded. These resources do not include the expense of adding facilities to support them.
- Early Childhood programs, such as all day kindergarten and preschool are essential educational programs to develop early childhood literacy skills, and vital to the community. These programs require specialty space which is not funded by the state.
- Supplementary services in core academic areas (tutoring, on-line learning) and providing multiple pathways to prepare students for a broader range of post-secondary learning opportunities require additional spaces that have not been calculated in current state square footage allowance formulas.

Support services are often overlooked core services, and are essential to a quality educational program.

- Food service delivery, storage, preparation, and service require spaces that are specialty designed and equipped also need specific attention. As student populations increase, adequately calculating space needs for this core service is crucial to the overall planning of the facility. Adequacy in planning for this space has significant impacts on the overall learning environment for students if not done appropriately.
- Transportation support centers are required to handle growing transportation needs.
- Maintenance support facilities must also be considered and are often overlooked as core support services.
- Administrative support facilities must also be considered and are often overlooked as core support services.

B. Elementary Educational Program Standards

The District educational program standards, which directly affect elementary school capacity, include:

- Class sizes for grades K-3 are targeted not to exceed 25 students per class.
- Class sizes for grades 4-6 are targeted not to exceed 25 students per class.
- Music and art instruction will be provided in separate classrooms.
- Physical education instruction must be provided in a full size area.
- Special education services are provided in a self-contained classroom for some children, while others need highly specialized spaces.
- All elementary schools will have a library/media resource center which includes space for a technology lab.

C. Middle and High School Program Standards

The District education programs standards, which directly affect middle school and high school capacity include:

- Class sizes for middle school grades 7-8 are targeted not to exceed an average of 25 students per class, with the exception of PE, music, art, and theatre arts.
- Class sizes for high school grades 9-12 have various targets depending on various program and safety needs. However, the District strives to meet an average of 25 students in the core classrooms with the exception of PE, music, art, and theatre arts.
- The middle and high school classroom utilization standard is set at a factor of 85% (based on a regular school day).
- Special education services are provided in a self-contained classroom for some children, while others need highly specialized spaces.
- Students will also be provided other programs in classrooms designated as follows:
 - Specialty rooms (computer labs, individual and group study rooms, practice labs, production rooms).
 - Media Center/Library,
 - Program Specific Classrooms (science, music, theatre arts, art, career and technical education).

SECTION 3 CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities necessary to accommodate future demand (student enrollment) at acceptable levels of service. This section provides an inventory of capital facilities owned and operated by the District including schools, portables, undeveloped land and support facilities. School facility capacity was inventoried based on the space required to accommodate the District’s educational program standards.

A. Schools

The District maintains two elementary schools, one middle school, and one high school. Elementary schools accommodate grades K-6, middle school serves grades 7-8 and the high school serves grades 9-12. When the school facilities are improved as contemplated in this Plan, the District will consider reconfiguring use of the schools so elementary schools serve grades K-5, the middle school serves grades 6-8 and the high school serves grades 9-12.

School capacity is determined based on the number of teaching stations within each building and the space requirements of the District’s current educational program. It is this capacity calculation that is used to establish the District’s baseline capacity, and to determine future capacity needs based on projected student enrollment. The school capacity inventory is summarized in Tables 1, 2, and 3.

Table 1 – Elementary School Inventory

Elementary School	Location	Acres	Building Area (Square Feet)	Teaching Stations*	Permanent Capacity	Year Built/ Last Remodeled
South Ridge	502 NW 199 th St. Ridgefield, WA 98642	40	40,172	18	450	1960/1992
Union Ridge	330N. 5 th St. Ridgefield, WA 98642	11.8	43,925	16	400	1952/1992
Total		51.8	84,097	34	850	n/a

* The music room, physical education space and special education classrooms are not counted as teaching stations in the elementary schools because they are pull-out programs. One of the teaching stations at South Ridge houses the Learning Center. It was counted in calculating the permanent capacity. The space that is being used in the elementary schools for special education is not counted as a teaching station.

Table 2 – Middle School Inventory

Middle School	Location	Acres	Building Area (Square Feet)	Teaching Stations*	Permanent Capacity	Year Built/ Last Remodeled
View Ridge	510 Pioneer St. Ridgefield, WA 98642	9.0	44,079	14	297	1972

* The music room and physical education space are counted as teaching stations because these are not special pull-out programs at the middle school. One teaching station is being used to house students that are participating in a special education program. This teaching station was included in the permanent capacity. The students that would be attending classes in the teaching station that is being used for special education are housed in a portable.

Table 3 – High School Inventory

High School	Location	Acres	Building Area (Square Feet)	Teaching Stations*	Permanent Capacity	Year Built/ Last Remodeled
Ridgefield HS	2630 S. Hillhurst Rd. Ridgefield, WA	60	83,418	23	487	1971/1986

*The music room and physical education space are counted as teaching stations because these are not special pull-out programs at the high school. The instructional space that is used for shop was not counted as a teaching station because it is used for special/pull-out programs. Teaching stations that are used for special education were included in permanent capacity. Students that would be attending classes in the teaching stations that are being used for special education are housed in portables.

B. Portables

Portables are used on an interim basis to house students until funding can be secured to construct permanent facilities. The District currently uses 25 portable classrooms at various school sites for special programs and basic education throughout the District. The number and location of the portables is shown in Table 4.

Table 4 – Portables Inventory

School	Portables	Classrooms
South Ridge Elementary	6	11
Union Ridge Elementary	5	10
View Ridge Middle School	2	4
Ridgefield High School	5	10

C. Support Facilities

In addition to schools, the District owns and operates additional facilities which provide operational support functions to the schools. An inventory of these facilities is provided in Table 5.

Table 5- Support Facility Inventory

School	Building Area	Site Location
Administration/Central Office	1,848	2724 S. Hillhurst Rd. Ridgefield, WA 98642 (a portable located on the HS Campus)
Maintenance Department	10,000	304 Pioneer Avenue, Ridgefield, WA 98642
SW Washington Child Care Consortium	2-classroom portable	509 N.W. 199 th St., Ridgefield, WA 98642 (located at South Ridge Elementary)

D. Land Inventory

The District owns the following sites:

- 49.84 acre site located at 23800 NW Hillhurst Road, Ridgefield, WA 98642 that is being purchased for a future high school.
- .69 acre 200.04 x 150.03 single-family lot with small rental house located at 300 N. 5th St., Ridgefield, WA 98642 situated between Union Ridge Elementary and View Ridge Middle School.
- 23 acre site located at NE 10th Avenue and 239th Street, Ridgefield, WA 98642 that is being purchased for a future elementary school.
- 2,178 sq. ft. strip located at 45th and Pioneer in Ridgefield.
- Co-owner of property acquired by the Kalama, Woodland, Ridgefield and La Center School District Transportation Cooperative for a transportation maintenance and storage facility.

**SECTION 4
STUDENT ENROLLMENT PROJECTIONS**

A. Projected Student Enrollment 2011-2017

The District’s enrollment projections are based on an estimate by the Office of the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment for all Washington State school districts using a modified cohort survival methodology. This methodology estimates how many students in one year will attend the next grade the following year by looking at historical data. The methodology also forecast how many new kindergarten students will enroll based on the number of live births in the county and historical averages for the number of children that enter kindergarten relative to the number of live births. The enrollment forecast is conservative in that it does not take land supply, local development and similar trends into account. It is more accurate in the earlier years and less accurate in later years.

Table 6- Enrollment Forecast

Grade	2010	2011	2012	2013	2014	2015	2016	2017
K	128	134	134	134	135	135	135	135
1	147	147	154	154	154	155	155	155
2	167	155	155	163	163	163	164	164
3	160	183	170	170	179	179	179	180
4	171	166	190	177	177	186	186	186
5	184	182	176	202	188	188	197	197
6	167	181	179	173	198	184	184	193
Total K-6	1124	1148	1158	1173	1194	1190	1200	1210
7	172	167	181	179	173	198	184	184
8	164	178	173	187	185	179	205	191
Total 7-8	336	345	354	366	358	377	389	375
9	172	166	180	175	189	187	181	207
10	169	167	162	175	170	184	182	176
11	168	165	163	158	171	166	180	178
12	137	153	150	149	144	156	151	164
Total 9-12*	646	651	655	657	674	693	694	725*
TOTAL	2,106	2,144	2,167	2,196	2,226	2,260	2,283	2,310

*High school enrollment does NOT include students that reside in Ridgefield that currently attend high schools in other districts pursuant to boundary exceptions. The District anticipates that approximately 25% of forecast enrolled high school students that are attending high schools in other districts will remain in the District when schools are improved and a new high school is constructed. The District's plan to construct a 1,200 student high school takes this additional increase in high school enrollment into account.

SECTION 5 CAPITAL FACILITIES NEEDS

A. Facility Needs

Available facility capacity is derived by subtracting the existing student enrollment from the existing school capacity (excluding portable classrooms). The District does not have any capacity available at its existing facilities.

In 2017, the enrollment forecast projects that the District will be serving between 2,310 and 2,519 students, an increase of up to 400 students. This includes high school students that are currently attending high schools in other districts that the District anticipates will return and remain in the District when the new high school is constructed.

Table 7 below shows the existing capacity, the forecast enrollment in 2017 and the facility needs in 2017 to serve the forecast enrollment.

Table 7 – Enrollment and Capacity

Facility	Existing Capacity	2017 Enrollment	2017 Need
Elementary Schools (K-6)	850	1,210	360
Middle School (7-8)	297	375	78
High School (9-12)	487	725	238 (+209)*
Totals	1,634	2,310	885*

*The District anticipates that approximately 200 high school students (25% of the enrolled high school students) that attend schools in other districts pursuant to boundary exceptions will attend the new high school.

The District's current capacity, its educational programs, standard of service and enrollment forecast is used to determine its facility needs. As shown in Table 7, the District needs to expand its capacity to serve 360 K-6th grade students, 78 7th and 8th grade students and between 238 to 447 high school students.

B. Planned Improvements

To serve the forecast growth, the District will construct various capital facility improvements. The District plans on constructing the improvements in two phases. In phase 1, the District will add classrooms, expand and add core facilities and make other necessary improvements at existing schools. It also will add portables where necessary

and will continue paying for property for the elementary, middle and/or high schools that are needed. In phase 2, the District will construct a new elementary, middle and/or high school.

Table 8 shows the capacity that will be added by constructing the planned improvements.

Table 8 – Facility Improvements and Added Capacity

Facility Improvements	Added Capacity
Phase 1	
South Ridge Elementary - add 4 classrooms, a cafeteria, office support and make other improvements	100
Union Ridge Elementary - add cafeteria, office support and make other improvements	0
View Ridge Middle School - add 8 classrooms, office space, gymnasium and make other improvements	200*
Ridgefield High School - add 6 classrooms, enlarge and improve the gymnasium and cafeteria and make other improvements	127
Phase 2	
New High School	1,200
New Elementary or Middle School	500 / 800
TOTAL	2,027

*The additional classrooms that are being added to the middle school will serve 6th grade students as schools are reconfigured to meet the needs of forecast growth.

When the new high school is built, the District plans on converting the existing high school to a middle school and will convert the existing middle school to an elementary school. The District will assess its needs to construct an additional elementary school and/or middle school at that time.

When the planned improvements are complete, students in grades 9-12 will be attending the new 1,200 student high school, students in grades 6-8 will be attending middle school at the existing high school and students in grades K-5 will be attending school in the existing middle school and improved elementary schools.

The District's planned improvements that will add capacity are dependent upon the passage of bond issues. It is not the District's policy to include portable classrooms when determining future

capital facility needs. Facility needs are expressed in terms of “unhoused students” or students that cannot be housed in permanent (brick/mortar) facilities and therefore attend basic education classes in portable classrooms. In order to serve the “unhoused students” on a short-term and immediate basis to serve growth, the District may need to purchase and utilize portable classrooms. This plan incorporates those facilities. The cost of the portables is not included in the impact fee calculation; however, impact fee revenue can be available to fund portable facilities if these facilities are needed to serve growth.

SECTION 6 CAPITAL FACILITIES FINANCING PLAN

A. Planned Improvements

The District anticipates funding the improvements in two phases. Voters will be asked to approve a bond to cover the costs for the phase 1 improvements in the next 12 to 16 months. The estimated cost for phase 1 improvements is \$28 million. As growth continues and the phase 1 improvements are complete, voters will be asked to approve a bond for phase 2 improvements. The cost and finance plan for phase 2 improvements will be determined in a future update to the District's Capital Facility Plan.

Funding for planned improvements is typically secured from a number of sources including voter approved bonds, state match funds, and impact fees. Each of these funding sources is discussed in greater detail below.

B. Financing for Planned Improvements

1. General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes. The District must pass bonds since bond proceeds are the primary source of funding for the capital improvements listed in this plan. As reflected in Table 10 below, approximately \$26 million (out of the \$28 million that is needed to fund phase 1 improvements) is expected to come from bond proceeds.

2. State Match Funds

State match funds come from the Common School Construction Fund (“the fund”). Bonds are sold on behalf of the Fund, and then retired from revenues accruing predominantly from the sale of timber from the common school lands. If these sources are insufficient, the Legislature can appropriate funds or the State Board of Education can change the standards. School districts may qualify for state match funds for specific capital projects based on a prioritization system. The District does not anticipate it will receive state match to pay a portion of the costs for the phase 1 improvements. State match will be sought for a portion of the costs associated with construction of the elementary, middle and/or high schools in phase 2.

3. Impact Fees

Impact fees are a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time plats are approved or building permits are issued. The District has approximately \$1.5 million in impact fees that will be applied towards phase 1 facility

improvements identified in this Plan that add capacity, including portables. The District anticipates it will receive approximately \$60,000 in additional impact fee revenue over the next two years that will be applied to the phase 1 facility improvements identified in this CFP.

4. Six-Year Financing Plan

Table 10 shows the total cost for facility improvements and the portion of the total costs that associated with additional capacity and the forecast funding sources that will be used to pay for all the needed improvements. The financing components include bond issues, state match funds, and impact fees. Projects and portions of projects which remedy existing deficiencies are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity and they have been excluded from the costs that attributed to growth. Table 10B identifies that portion of the funds, by funding source, that is secured and unsecured.

Table 10- Capital Facilities Finance Plan

Project	Total Cost	Portion of Cost Allocated to Growth*		Bonds	State Match	Impact Fees
South Ridge Elementary	\$3,906,496	\$2,464,949		\$26,009,292	\$0	\$2,129,627
Union Ridge/ View Ridge	\$6,623,613	\$3,308,270				
Ridgefield High School	\$16,617,260	\$4,380,641				
Portables	\$375,000	\$0				
School Sites	\$616,550	\$0				
TOTAL	\$28,138,919	\$10,153,860				
PHASE 2 Improvements						
New High School	\$75,300,000	\$75,300,000		TBD	TBD	TBD
New Elementary/Middle School	\$11,550,000 / \$22,360,000	\$11,550,000 / \$22,360,000				

* The cost that is allocated to growth is that portion of the total cost associated with additional classrooms and a proportionate share of the cost for improvements to core facilities. Because of the uncertainty associated with the cost and the timing for design, construction and financing of phase 2 improvements, a portion of the costs for those improvements has not been included in the impact fee calculations. The district also has not included the portion of the cost for high school addition in the impact fees because it is likely the elementary, middle and high school improvements will be constructed in phases, with the elementary and middle school improvements being constructed first.

Table 10B- Secured and Unsecured Funding Sources

	Bonds	State Match	Impact Fees
Secured	\$0	\$0	\$1,529,627
Unsecured	\$26,009,292	\$0	\$600,000
TOTAL	\$26,009,292	\$0	\$2,129,627

SECTION 7 SCHOOL IMPACT FEES

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

A. School Impact Fees

The County's and City's impact fee programs require school districts to prepare and adopt CFPs meeting the specifications of the GMA. Impact fees are calculated in accordance with the local jurisdiction's formula, which are based on projected school facility costs necessitated by new growth and are contained in the District's CFP.

B. Methodology and Variables Used to Calculate School Impact Fees

The District's impact fees have been calculated utilizing the formula in the Clark County and City of Ridgefield Impact Fee Ordinances. The resulting figures in the attached Appendix A are based on the District's cost per dwelling unit to construct a new high school and convert the existing high school to a middle school, both of which add capacity that is needed to serve new development. Credits have also been applied in the formula to account for future state match funds the District could receive and projected future property taxes that will be paid by the owner of the dwelling unit.

C. Proposed Ridgefield School District Impact Fee Schedule

The District requests collection of school impact fees in the amounts calculated under the formula, which are:

Single Family:	\$ 3,983
Multi-Family:	\$ 1,796