

**BATTLE GROUND SCHOOL DISTRICT  
CAPITAL FACILITIES PLAN**

**2022-2028**

**BOARD OF DIRECTORS**

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May 23, 2022**

## **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 Battle Ground School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide Clark County (the “County”) and the City of Battle Ground (“Battle Ground”) and the Town of Yacolt (“Yacolt”) and the City of Vancouver (“Vancouver”) with a schedule and financing plan for capital improvements over the next six years (2022-2028).

In accordance with the Growth Management Act, Clark County Code Sections 40.620.030 – 40.620.040, City of Battle Ground Municipal Code Sections 3.60.064, City of Vancouver Code Section 20.915.060 and Town of Yacolt Code Section 3.15.010-110, 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 (primary, 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 facilities within projected funding capacities, which clearly identifies sources of public money for such purposes. The financing plan separates projects and portions of projects which add respond to growth from those which do not, since the latter are generally not appropriate for impact fee funding.
- A calculation of impact fees to be assessed and supporting data substantiating such fees.

### ***B. Overview of the Battle Ground School District***

The Battle Ground School District is situated along the Interstate 5 corridor in northern Clark County. It encompasses the City of Battle Ground, a community that is experiencing accelerated growth, the town of Yacolt, a portion of City of Vancouver and is bordered by Evergreen, Vancouver, Ridgefield, La Center, Hockinson, Washougal, Woodland, and Green Mountain School Districts. Total land is approximately 271 square miles.

The District serves a population of 11,719 students (headcount October 2021), with seven primary schools (K-4), six middle schools (5-8), two comprehensive high schools (grades 9-12), one high school science magnet program, one alternative high school, one alternative K-12 school and one alternative school grades 3-12 program. For purposes of facility planning, the Capital Facility Plan considers grades K-4 as primary, grades 5-8 as middle school and grades 9-12 as high school.

In April 2021 the District was notified that they would no longer be able to lease the building housing the 3-12 alternative program after the 2021-22 school year. Plans have been made to transition the school building

onto the campus adjacent to the former Lewisville campus. Students will temporarily be split between a ten-plex and the surplused A and B building on the campus. The District attempted to address overcrowding and failing building concerns, specifically for schools located in the southern end of the District through three attempts to pass a bond. (November 2016, Feb 2018 and April 2018) Each of those attempts failed to reach the 60% supermajority required by state law. Through a boundary adjustment and enrollment losses during the COVID-19 pandemic overcrowding has subsided but outdated and failing buildings remain a concern. Additionally, with the use of the Lewisville campus a need for District storage has increased due to spaces being used to pivot the alternative 3-12 into a different facility.

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

- The continued expansion of the Urban Growth Boundaries in Clark County and the resulting increase in students;
- The District will be implementing Transitional Kindergarten programs at 4 sites in 2022-23. This will require the ability to add multiple classroom spaces.
- Increased student enrollment due to the implementation of Transitional Kindergarten puts a strain on building core facilities such as cafeterias, gyms, libraries, office space, playgrounds and parking lots. The District anticipates having to expand the capacity of such facilities in order to meet program expectations for students, families and staff.
- Many school sites in our District house students in excess of the capacity of the facility. Portable and modular classrooms are used at all sixteen (100%) school sites and will continue to be used until new brick and mortar sites can be financed and built.
- The COVID-19 pandemic and a switch to remote learning, as well as additional strategies to address learning loss, has created a need for increased emphasis on technology use. This has been seen in the number of student devices needed as well as the infrastructure to run those devices.
- Increased needs associated with student safety including modernizing either existing buildings to secure campuses and buildings from outside intruders or building new schools that feature modern safety features and limited access from the outside.
- Citizens approved Initiative 1351, which when implemented will require lower class sizes. Lower class sizes will require additional classrooms and facility improvements, and funding to pay for them.

## **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 the 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, STEM, Special Education, Title I, Highly Capable, Bilingual Education, technological applications, computer labs, preschool and daycare programs, intervention 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 program includes the following:

- Core classroom space for all curriculum areas which includes space for group learning, direct 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, and 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.
- With the added emphasis on STEM education there is a need to offer flexible classroom space where project based labs and classroom instruction can happen in adjacent classrooms.
- Physical education space is needed for students to meet rigorous health and fitness standards. This includes covered areas outdoors, fields, gymnasiums, and other multi-use spaces.
- Technological competency is expected for all students. Space must be allocated for technology 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 theater 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. Information driven educational environments require that students have access to information through appropriately sized library/media space.
- Classroom spaces for the implementation of calming rooms at all K-12 comprehensive sites to support dysregulated students and the social-emotional needs of all students.
- Extra-curricular activities need adequate space in order to safely support program activities.
- Office spaces for support staff that work within specific programs supporting District programs.

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 disability 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 specialized facilities.
- Special populations receive additional support through Federal, State, and Levy funding, including Title 1 Reading and Math, State Learning Assistance Program for reading and math, Highly Capable, and Bilingual. Funding for these programs does not include the expense of adding facilities to support them.
- Early Childhood programs, such as preschool programs, are essential to develop early childhood literacy skills, and are vital to the community. These programs require specialty space which is not funded by the state.
- Supplementary services (Career and Technical Education programs) provide multiple pathways to prepare students for a broader range of post-secondary learning opportunities. The services require additional spaces that have not been calculated in current state square footage allowance formulas.
- Adequate facilities for an 18-21 year old transition program as mandated by state and federal law.

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 specially designed and equipped. 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.
- Warehouse, purchasing and maintenance support facilities must also be considered and are often overlooked as core support services needed to serve both current enrollment and growth.
- Administrative support facilities must also be considered and are often overlooked as core support services need to serve both current enrollment and growth.

#### ***B. Elementary Educational Program Standards (Grades K-4 and transitional kindergarten)***

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

- Class sizes for transitional kindergarten and kindergarten are targeted not to exceed 22 students per class.
- Class sizes for grades 1-3 are targeted not to exceed 23 students per class.
- Class sizes for grade 4 is targeted not to exceed 25 students per class.
- Specialist allocations are to include art, music and health/fitness; total average class size in grades K-3 are targeted not to exceed 17 students per class.
- Separate classroom space must be provided for music and art instruction.
- Physical education instruction requires adequate space for movement and use of equipment.
- Special education services are provided in separate classrooms for some children, while others need highly specialized spaces that likely include self-help skills, cooking, and motor development.
- Instructional intervention programs need separate instructional areas.
- All schools must have a library/media resource center large enough to meet student needs.
- All schools must have a cafeteria large enough to meet student needs.
- All schools must have adequate office space to provide counseling, mental health and nursing services.
- All schools must have adequate parking available for staff and families.

#### ***C. Middle and High School Program Standards (Grades 5-12)***

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

- Class size for middle school grades 5-8 is targeted not to exceed 28 students.
- Class size for high school grades 9-12 is targeted not to exceed 30 students; however, some classes exceed 30 students and some have less than 30. For the purposes of determining capacity, an average class size of 28 students was used.
- Special Education for some students is provided in separate classrooms.
- All schools must have a cafeteria large enough to meet student scheduling and student body need.
- Science labs and other specialized STEM spaces.
- Specialized programs require instructional space as follows:
  - Intervention programs need separate instructional areas.
  - Space for individual and group study, practice labs, production rooms.
  - Media Center/Library.
  - Program Specific Classrooms (science, music, theater arts, visual arts, career and technical education such as woodshops, welding, culinary, automotive, video production, and many more).

- All schools must have adequate office space to provide counseling, career development, mental health and nursing services.
- All schools must have adequate parking available for staff and families.

### **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***

School capacity is determined based on the number of home room 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. Grades K-4 are considered primary schools, grades 5-8 are middle schools and grades 9-12 are high schools. The school capacity inventory is summarized in Tables 1, 2, and 3.

**Table 1 – Primary School Inventory (Grades K-4)**

Primary School	Location	Building Area (Square Feet)	October 2021 Student Headcount Enrollment	Teaching Stations - Note 1	Permanent Student Capacity - Note 2
Captain Strong	1002 NW 6th Ave Battle Ground, WA	71,511	557	26	589
Daybreak	1900 NW 20th Ave. Battle Ground, WA	62,389	474	23	517
Glenwood	9716 NE 134th St. Vancouver, WA	44,261	527	20	452
Maple Grove	610B SW Eaton Blvd Battle Ground, WA	82,043	456	28	616
Pleasant Valley	14320 NE 50th Ave. Vancouver, WA	49,726	491	18	411
Yacolt	406 W. Yacolt Rd. Yacolt, WA	71,857	695	25	579
Tukes Valley	20601 NE 167th Ave. Battle Ground, WA	62,389	463	21	469
HL River (K-4) ALE - Note 3	610A SW Eaton Blvd Battle Ground, WA	11,603	319	6	274
CAM (3-4) ALE	715 NW Onsdorf Blvd., Battle Ground, WA	Leased Facility	93	N/A	N/A
<b>Total</b>		<b>455,779</b>	<b>4,075</b>	<b>167</b>	<b>3,907</b>

**Notes:**

1. The music rooms, physical education spaces, computer labs, special education classrooms, intervention classrooms and library/media spaces are not counted as teaching stations in the primary schools because they are pull-out programs (not homeroom classrooms).
2. Capacity for grades K-4 facilities is calculated at an average of 24 students per general education teaching station and an average of 17 for special education teaching stations.
3. HomeLink River ALE capacity for grades K-4 facilities is calculated at an average of 48 students per general education teaching station and 34 an average 34 for special education teaching stations based on program offerings.

**Table 2 – Middle School Inventory (Grades 5-8)**

Middle School	Location	Building Area	October 2021 Student Headcount Enrollment	Teaching Stations - Note 1	Permanent Student Capacity - Note 2
Amboy	22115 NE Chelatchie Rd, Amboy, WA	82,619	557	26	684
Daybreak	1900 NW 20th Ave. Battle Ground, WA	62,389	438	15	343
Laurin	13601 NE 97th Ave. Vancouver, WA	64,953	687	18	427
Chief Umtuch	700 NW 9th St. Battle Ground, WA	79,268	569	24	606
Pleasant Valley	14320 NE 50th Ave. Vancouver, WA	49,726	429	14	359
Tukes Valley	20601 NE 167th Ave. Battle Ground WA	62,389	499	18	449
CAM (5-8) (ALE)	715 NW Onsdorf Blvd. Battle Ground, WA	Leased Facility	229	N/A	NA
HL River (5-8) ALE - Note 3	610A SW Eaton Blvd. Battle Ground, WA	11,603	327	6	314
Total		412,947	3,735	121	3,182

## Notes:

1. The music rooms, physical education spaces, computer labs, art rooms, CTE rooms, special education classes, intervention classes, and library/media spaces are not included as teaching stations in the middle schools because they are exploratory programs (not homeroom classrooms).
2. Capacity for grades 5-8 facilities is calculated at an average of 28 students per general education teaching station and an average of 17 for special education teaching stations.
3. HomeLink River ALE capacity for grades 5-8 facilities is calculated at an average of 56 students per general education teaching station and 34 an average 34 for special education teaching stations based on program offerings.

<b>Table 3 – High School Inventory (Grades 9-12)</b>					
<b>High School</b>	<b>Location</b>	<b>Building Area (Square Feet)</b>	<b>October 2021 Student Headcount</b>	<b>Teaching Stations - Note 1</b>	<b>Permanent Student Capacity - Note</b>
Battle Ground	300 W Main Street Battle Ground, WA	264,234	1,706	78	2,019
Prairie	11500 NE 117 Ave. Vancouver, WA	215,580	1,469	72	1,702
CASEE B – HS Magnet Program - Note 3	11104 NE 149 St. Brush Prairie, WA	Leased Facility*	Students are counted in BGHS and PHS count	N/A	N/A
Summit View (ALE) - Note 4	11104 NE 149 St. Brush Prairie, WA	Leased Facility*	221	N/A	NA
CAM (9-12) ALE	715 NW Onsdorf Blvd. Battle Ground, WA	Leased Facility*	124	N/A	N/A
HL River (9-12) ALE - Note 5	610A SW Eaton Blvd, Battle Ground, WA	11,603	389	5	280
<b>Total</b>		<b>491,417</b>	<b>3,909</b>	<b>155</b>	<b>4,001</b>

Notes:

1. The music rooms, physical education spaces, and computer labs are counted as teaching stations because they are not special pull-out programs at the high school. The instructional space that is used for shop class and for library/media was not counted as teaching stations because they are used for special programs and pull-out programs.
2. Capacity for grades 9-12 facilities is calculated at an average of 28 students per general education teaching station and an average of 17 for special education teaching stations.
3. Summit View High School is an alternative high school program located on an 80-acre site that is leased from the Department of Natural Resources
4. The CASEE B High School Magnet Program is located on an 80-acre site that is leased from the Department of Natural Resources.
5. HomeLink River ALE capacity for grades 5-8 facilities is calculated at an average of 56 students per general education teaching station and 34 an average 34 for special education teaching stations based on program offerings.

## **B. Portables**

Portable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. Capacity that is provided by portables is not considered permanent facility capacity. Table 4 outlines an inventory of these facilities. The District currently uses 174 portable classrooms plus cafeterias, office buildings and daycare centers. Portable classrooms are used for regular education, special education pull-out, and other special programs, until these programs can be provided in permanent brick and mortar facilities.

**Table 4 – Inventory of Portable Classrooms**

<b>School</b>	<b>Portable Classrooms</b>	<b>School</b>	<b>Portable Classrooms</b>
Captain Strong Primary	14	Chief Umtuch Middle	10
Daybreak Primary	8	Amboy Middle	4
Glenwood Heights Primary	24 + cafeteria and one daycare	Laurin Middle	12
HomeLink River	16 + cafeteria and daycare	Pleasant Valley Middle	12
Tukes Valley Primary	10	Tukes Valley Middle	10
Pleasant Valley Primary	14	Battle Ground High	9
Yacolt Primary	16 + 1 daycare portable	Summit View Middle School Program	NA
Maple Grove K-8	4	Prairie High	1
Daybreak Middle	10		

**C. Support Facilities**

In addition to schools, the District owns and operates additional facilities that house operational support programs and offices for the District. An inventory of these facilities is provided in Table 5.

**Table 5- Support Facility Inventory**

<b>Facility</b>	<b>Building Area</b>	<b>Site Location</b>
Administrative Offices – (CASEE A&C)	28,737	11104 NE 149 <sup>th</sup> St., Brush Prairie, WA 98606

District Print Shop, Community Education, Science Resource Center, Nutrition Services Offices/Storage and Professional Development Classrooms	57,130	406 NW 5th Avenue, Battle Ground, WA 98604 These office occupy portions of the Former Lewisville Middle School – The admin/media center building, cafeteria, building A and building C
District Warehouse	12,240	400 N. Parkway Ave., Battle Ground, WA 98604
450 Buildings – Maintenance and Grounds Department	22,771	300 W. Main St., Battle Ground, WA 98604
Dodge House	1,754	612 N.W. 9th St., Battle Ground, WA 98604
450 Modular Building – Facilities and Transportation Office	1,792	300 W. Main Street, Battle Ground, WA 98604

#### ***D. Land Inventory***

The District owns the following undeveloped sites:

##### **Future School Sites:**

- A 50-acre site intended for future schools located on NE 199<sup>th</sup> Street in Vancouver.
- A 20-acre site intended for future schools located on NE 152<sup>nd</sup> Ave in Vancouver.
- A 4.24 acre site including a 2,232 sq. ft. house at 9916 NE 134<sup>th</sup> St., Vancouver. This property is adjacent to the Glenwood/Laurin school sites.
- A 2.88 acre site at 602 NW 5<sup>th</sup> Avenue, Battle Ground, WA 98604. This property abuts the Battle Ground High School site.
- A 51.32 acre site intended for future schools located on Highway 503 at NE Chelatchie Road in Amboy.

##### **Other Property:**

- A 2.51 acre building lot donated to the District in 2018. The lot will likely be surplussed and sold.
- A one acre site that is topographically unsuitable for school site development. This property is known as the Tum Tum Lodge.

## SECTION 4 STUDENT ENROLLMENT PROJECTIONS

### *A. Projected Student Enrollment 2021-2028*

The District's enrollment projections are based on an enrollment forecast update prepared by the District. Enrollment trends prior to the Covid19 pandemic were used to determine enrollment forecasts.

<b>Grade</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
Kindergarten	806	885	885	885	885	885	885	885
Grade 1	815	833	914	914	914	914	914	914
Grade 2	781	816	834	916	916	916	916	916
Grade 3	829	793	828	846	929	929	929	929
Grade 4	833	847	810	846	865	949	949	949
<b>Total Primary School</b>	<b>4,064</b>	<b>4,174</b>	<b>4,271</b>	<b>4,408</b>	<b>4,509</b>	<b>4,594</b>	<b>4,594</b>	<b>4,594</b>
Grade 5	887	837	851	814	850	869	954	954
Grade 6	933	912	861	875	837	874	893	981
Grade 7	884	942	921	869	883	844	883	902
Grade 8	1,042	878	935	914	863	877	838	876
<b>Total Middle School</b>	<b>3,746</b>	<b>3,569</b>	<b>3,567</b>	<b>3,471</b>	<b>3,433</b>	<b>3,465</b>	<b>3,568</b>	<b>3,713</b>
Grade 9	1,003	1,071	902	961	939	886	901	861
Grade 10	1,047	1,007	1,075	905	964	943	890	905
Grade 11	940	919	884	944	795	847	828	781
Grade 12	919	971	950	913	975	821	875	855
<b>Total High School</b>	<b>3,909</b>	<b>3,968</b>	<b>3,810</b>	<b>3,723</b>	<b>3,674</b>	<b>3,497</b>	<b>3,493</b>	<b>3,402</b>
<b>Total</b>	<b>11,719</b>	<b>11,710</b>	<b>11,649</b>	<b>11,602</b>	<b>11,615</b>	<b>11,556</b>	<b>11,656</b>	<b>11,709</b>

2021 enrollment is the actual number of students that were enrolled in October 2021. The District's CFP focuses on short term enrollment forecasts with an eye towards long range facility needs.

## SECTION 5 CAPITAL FACILITIES NEEDS

### *A. Facility Needs*

The District's facility needs are identified by subtracting existing capacity from the student enrollment forecast in 2028. Facility needs are expressed in terms of "unhoused" students or students that cannot be housed in permanent (brick/mortar) facilities and, therefore, would attend basic education classes in portable classrooms. In and utilize additional portable classrooms. The cost of the portables is not included in the impact fee calculation; however, impact fee revenue can be used to fund the purchase of portable facilities.

As shown in Table 7, the District needs to add capacity to serve 11,709 students.

**Table 7 – Facility Needs**

<b>Facility</b>	<b>Permanent Capacity</b>	<b>Forecast Enrollment</b>	<b>Facility Needs</b>
<b>Primary Schools (K-4)</b>	<b>3,907</b>	<b>4,594</b>	<b>687</b>
<b>Middle Schools (5-8)</b>	<b>3,182</b>	<b>3,713</b>	<b>531</b>
<b>High Schools (9-12)</b>	<b>3,987</b>	<b>3,402</b>	<b>0</b>
<b>Totals</b>	<b>11,076</b>	<b>11,709</b>	<b>1,218</b>

The District shows facility needs to construct two new 450 student primary K-4 facilities and two new 450 student middle school 5-8 facilities, however only one new 450 student primary K-4 and one new 450 student middle school is listed. The District is not prepared to construct two new K-4 and 5-8 schools for enrollment capacity during this six year facility plan. The District also shows facility needs to replace or modernize one new primary and middle school, utilize modular portables, improve and expand support facilities such as maintenance shops and warehouses. Table 8 identifies the costs and anticipated financing for these facilities.

**Table 8 – Cost and Financing**

Future Projects	Additional Capacity	Cost	Portion of cost attributed to growth (2)	Financing			
Modernize or Replace One K-4 Schools	0	\$28,734,750					
Modernize or Replace One 5-8 School	0	\$30,882,600					
Construct One K-4 Schools	450	\$28,734,750	\$28,734,750				
Construct One 5-8 Schools	450	\$30,882,600	\$30,882,600		\$ -	\$ -	\$ 24,000,000
Modular Portables	200	\$3,000,000	\$3,000,000	Unsecured Financing			
District Warehouse	Support due to growth	\$2,500,000	\$2,500,000		Bonds (1)	State Funding Assistance (4)	Impact Fees (3)
District Maintenance Bldg	Support due to growth	\$2,500,000	\$2,500,000				
CAM Campus Portables - Three 10-Plex	446	\$9,000,000	\$9,000,000		\$ 48,233,017	\$ 14,501,683	\$ 50,000,000
Futures Program (18-21 year olds)	15	\$500,000					
<b>TOTAL</b>		<b>\$136,734,700</b>	<b>\$76,617,350</b>		<b>\$48,233,017</b>	<b>\$ 14,501,683</b>	<b>\$ 74,000,000</b>

1) The estimate for unsecured bonds represents the funds the District must secure to fully fund the improvements (total costs minus secured impact fees, unsecured impact fees, and state funding assistance); 2) 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 or respond to growth. Support facilities are included in response to growth; 3) The estimate for unsecured impact fees is based on the average number of permits issued in 2020 and 2021 multiplied by the proposed impact fee. The District is assuming it will collect impact fee revenue at that rate for the six-year planning period; and 4) The estimate for unsecured state funding assistance is provided by OSPI based on aging K-8 facilities eligible for modernization or replacement. The state formula for unhoused students does not currently provide funding assistance.

## SECTION 6 CAPITAL FACILITIES FINANCING PLAN

As shown in table 8, the District needs to construct one K-4 facility and one 5-8 facility, modernize or replace existing K-8 facilities and make other capital improvements for a total estimated cost of \$136,734,700. The improvements will be paid for with \$24,000,000 in secured funding, plus \$112,734,700 in unsecured funds. Financing the improvements is dependent on the state providing funding assistance and the voters approving a bond.

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

## ***A. 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 a bond since it is the primary source of funding for the capital improvements listed in this plan.

### ***2. State Funding Assistance***

State funding assistance comes 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 funding assistance for specific capital projects based on a prioritization system. Based on the District’s assessed valuation per student and the formula in the state regulations, the District is currently eligible for state funding assistance for new schools based on the unhoused students at a level of approximately 60.27% of the state defined funding formula. The funding assistance percentage typically does not equal the total share of state assistance. It can be much less because the actual construction costs are typically more than what’s provided in the state defined formula. Currently the state formula for construction costs is \$246.83 per square foot and actual construction costs are approximately \$550.00 per square foot.

### ***Impact Fees***

The collection of school impact fees generates partial funding for construction of public facilities needed to accommodate new development. School impact fees are collected by the City/County on behalf of the District. Impact fees are calculated based on a formula, which includes the portion of District construction resulting in increased capacity in schools. Impact fees account for a small fraction of the total cost to fund facility improvements. See next Section.

## **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 Cities’ impact fee programs require school districts to prepare and adopt Capital Facilities Plans meeting the specifications of the Growth Management Act. Impact fees are calculated in accordance with the local jurisdiction’s formula, which is 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, City of Battle Ground, City of Vancouver, and Town of Yacolt Impact Fee Ordinances. The resulting figures in the attached Appendix A

are based on the District's cost per dwelling unit to construct the improvements that are needed for growth. These schools will 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. At this time, credit for projected future property taxes that will be paid by the owner of the dwelling unit is not included because without a current capital projects levy, no taxes are collected for capital projects in the District at this time.

***C. Proposed Battle Ground School District Impact Fee Schedule***

The school impact fee calculation results in a fee of \$11,535 per single family home and \$4,963 per multi-family home.

The District requests collection of school impact fees in the amounts of:

Single Family	\$ _____
Multi-Family	\$ _____